

2022-2023 Local School Plan for Improvement (LSPI)

School: Coleman Middle School Principal: Dr. Gypsy Hernandez

Accountability and flexibility are hallmarks of Gwinnett County Public Schools' success. Key to that success is ensuring that each school community understands the progress being made by its schools, as well as what plans will drive improvement. Each school creates a collaborative Local School Plan for Improvement (LSPI) to increase student achievement results, with targeted goals based on the four strategic priorities within the district's Blueprint for the Future: Empathy, Equity, Effectiveness, and Excellence. All schools across the district will focus on goals **2A- Multi-tiered Systems of Support and 2B- Opportunity and Access**. However, schools are required to select one goal from each of the other strategic priorities for the 2022-2023 school year. LSPI goals are dynamic, like our schools, and are updated to reflect changes that occur in schools. Multiple data points are used to determine areas needing improvement and to identify specific, measurable, annual objectives. Key Performance Indicators (KPIs) are the way we will measure success for each goal. Schools then determine how to use research-based strategies to achieve these goals, using flexibility as needed. The LSPI development process involves teachers, parents, students, and community members, so the entire school community has the opportunity to be involved in conversations about school improvement.

Strategic Priorities & Goals Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)
Empathy 1B: Staff and Student Wellbeing	Coleman Middle School's vision and mission is supported by two major pillars: Teaching and learning of the academic and knowledge standards (AKS) through the integration of Science, Technology, Engineering, Arts and Mathematics (STEAM) and maintaining a positive culture and climate. Practicing empathy by focusing on student and staff wellbeing is essential to fostering	<ul style="list-style-type: none"> ● Wellbeing team will focus on developing a vision and a plan for students and staff wellbeing. ● Arts integration opportunities to promote student wellbeing. ● Daily class morning meeting with prompts developed and led by students. ● Student advisement program focusing on establishing and maintaining classroom communities. 	<p>Student Survey: "I enjoy coming to this school".- 49% (Target: 50%)</p> <p>"I feel safe at this school".- 57% (Target: 58%)</p> <p>Staff Survey: "I receive training on instruction to support social and emotional learning". 52% (Target: 53%)</p>

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	<p>positive relationships through the development of a culture where students and staff feel a sense of care, belonging, and safety.</p>	<ul style="list-style-type: none"> ● Mindful Mondays art workshops to promote staff community and wellbeing. ● Monthly student and staff appreciation celebrations. ● Developing a culture of belonging by engaging in staff monthly reading & reflection of “Belonging through a Culture of Dignity” by Floyd Cobb and John Krownapple. 	
<p>LSPI 90-Day Update</p> <p>Implementation Plan Progress: <i>*Arts Integration lessons have been completed in each academic unit in all core subjects. *Morning Meetings were held daily and advisement lessons once a week during homeroom. *We hosted Mindful Monday art workshops for our staff the last Monday of every month. *We held student and staff celebrations monthly, including treats and walk & talks for students and snacks, cards, duty free lunch, holiday celebrations and holiday countdowns for staff. *Staff has finished 4 chapters of the book: “Belonging through a Culture of Dignity”.</i></p> <p>Implementation Plan Next Steps: <i>The implementation plan will continue and we will be finalizing our vision for student and staff wellbeing for next year.</i></p>		<p>Data Update on Available Measures:</p> <p><i>*Survey data for growth measures above will be available at the 180 day updates.</i></p>	
<p>Equity 2A: Multi-tiered system of supports</p>	<p>Coleman Middle School’s vision and mission is supported by two major pillars: Teaching and learning of the academic and</p>	<ul style="list-style-type: none"> ● Developing a culture of responsive teaching through the implementation of data-driven planning and teacher-led small group instruction 	<p>MTSS Academic Screening (iReady): Students scoring 3 or more grades below grade level: Reading: 21% (Target: 20%)</p>

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	<p>knowledge standards (AKS) through the integration of Science, Technology, Engineering, Arts and Mathematics (STEAM) and maintaining a positive culture and climate. In accordance with Board Policy BAAE - Educational Equity charge, Coleman Middle School will address and reduce inequities by focusing on developing comprehensive structures and processes to remove barriers and provide targeted support, therefore increasing opportunities for success to every student and staff member.</p>	<p>as Tier I remediation and extension in each curriculum team.</p> <ul style="list-style-type: none"> ● Daily implementation of Tier II and III interventions for selected students during “Challenging All To Succeed” (CATS) time. ● Create a Positive Behavior Interventions and Support (PBIS) and collaborate with the district on meeting criteria for implementation. 	<p><u>Math</u> 16% (Target: 15%)</p> <p>MTSS Wellbeing Screening: Baseline/Target: TBD (First administration on Fall 2022)</p> <p>Georgia Milestone: Percent of students scoring at Beginner level.</p> <p><u>ELA:</u> -All students:17% (Target: 16%) -Students receiving free meals: 26% (Target: 25%)</p> <p><u>Math:</u> -All students:16% (Target: 15%) -Students receiving free meals: 26% (Target: 25%)</p> <p><u>Science:</u> -All students: 23% (Target: 22%) -Students receiving free meals: 38% (Target: 37%)</p> <p>PBIS: Becoming a fully operational PBIS school as certified by the Georgia Department of Education in 2022-2023.</p>
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<p>LSPI 90-Day Update</p> <p>Implementation Plan Progress: <i>*Each curriculum team is planning and implementing small group instruction daily in their classrooms.</i> <i>*We have started CATS time 20 minutes during homeroom on Mondays, Tuesdays, and Thursdays including Reading and Math academic assistance or enrichment activities for students</i> <i>*We have a Positive Behavior and Intervention Support team with representation from all grade levels, the counseling department, and other support staff that meets monthly and has completed the mandatory state training.</i></p> <p>Implementation Plan Next Steps: <i>*Teachers will use data collected from winter screener and student progress during CATS to adjust academic assistance.</i> <i>*Finish developing the Positive Behavior and Intervention Support behavior expectations and acknowledgement reward system, and collect student, parent, teacher, and staff feedback to be ready to launch in August 2023.</i></p>		<p>Data Update on Available Measures</p> <p><i>*Milestones data for growth measures above will be available at the 180 day updates.</i></p> <p><i>*PBIS launching plan will be available at the end of the year.</i></p>	
<p>Equity 2B: Opportunity and access</p>	<p>Coleman Middle School’s vision and mission is supported by two major pillars: Teaching and learning of the academic and knowledge standards (AKS) through the integration of Science, Technology, Engineering, Arts and Mathematics (STEAM) and maintaining a positive culture and climate. Through our 2022-2023 Theme: Every Student Deserves the Coleman Experience, we will</p>	<ul style="list-style-type: none"> ● Strengthen our STEAM program utilizing state recertification recommendations. ● Quarterly Project Based Learning (PBL) units. ● Arts Integration in every subject unit to enhance learning. ● Student-driven and interest-based clubs, art performances, and athletic opportunities for all students. 	<p>Student Survey: “Work I do in this school is useful and interesting to me”.- 43% (Target: 44%) “All students have access to rigorous courses and support”.- 68% (Target: 69%) “My teacher helps me learn by challenging me with interesting activities in class”.-79% (Target: 80%)</p>

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	<p>be purposeful and intentional at creating opportunities and access to our student-centered STEAM, PBL, and Arts Integration programs for every student, therefore increasing student engagement and exposure to high standards of learning and expectations.</p>		<p>“Student placement in advanced classes is not influenced by race, gender, or socioeconomic level”.-75% (Target: 76%)</p> <p>Parent Survey: “This school tells me how to help my student with homework” - 66% (Target: 67%) “My student is challenged with a rigorous course of study at this school”. - 72% (Target: 73%)</p> <p>Access to STEAM Program: Students engaged in advanced coursework (STEAM/ PBL/ Arts Integration).- 100% (Target: 100%)</p>
<p>LSPI 90-Day Update</p> <p>Implementation Plan Progress: <i>*STEAM Certification state feedback such as increasing Arts Integration, Computer Science, and STEAM journal use has been added to practice and professional development for teachers. *We completed 2 units of PBL school wide in the fall semester. *Arts Integration has been added to lessons in all subjects and PBL. Our teachers have received professional development on Arts Integration monthly through a partnership with the organization ArtsNow. *All teachers have participated or led a club, school, community and athletic events, and/or art performance.</i></p>			<p>Data Update on Available Measures</p> <p><i>*Survey data for growth measures above will be available at the 180 day updates. *100% of our students have participated in the 2 units of PBL offered in the fall.</i></p>

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Implementation Plan Next Steps: <i>*Continue Arts Integration, Computer Science, and STEAM journal use.</i> <i>*Complete 2 more units of PBL.</i>		
Effectiveness 3A: Results-Based Evaluation System	Coleman Middle School’s vision and mission is supported by two major pillars: Teaching and learning of the academic and knowledge standards (AKS) through the integration of Science, Technology, Engineering, Arts and Mathematics (STEAM) and maintaining a positive culture and climate. Focusing on the identification, development, and consistent implementation of expectations, data-driven decision making, and outcomes collaboratively as it relates to student academics and classroom environment will lead to school improvement and student growth and success, while meeting the diverse needs of our learners.	<ul style="list-style-type: none"> ● Each teacher develops academic and supportive community goals for their class in alignment with the school goals. ● Each teacher develops and completes a professional learning goal in alignment with school goals.
		Georgia Milestone Exam: Percent of students scoring at Proficient and Distinguished level. <u>Math</u> : 50% (Target: 52%) <u>Science</u> : 50% (Target: 52%) <u>ELA</u> : 57% (Target: 59%) GCPS Milestone Benchmark data: Baseline/Target: TBD (First administration in Fall 2022). Student Survey: “My teachers find other ways for me to learn things I find difficult”.- 60% (Target: 61%) “Most students are respectful of others in this school”.- 28% (Target: 30%) Staff Survey: “Peer observation, coaching, and feedback, is a tool we use to improve instruction”.- 50% (Target: 51%)

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<p>LSPI 90-Day Update</p> <p>Implementation Plan Progress: <i>*All teachers developed academic and community goals for their classes</i> <i>*All teachers developed their professional learning goals aligned with the school plan</i> <i>*Collaborative Learning Teams of teachers engage in instructional planning weekly and implement school's instructional expectations.</i></p> <p>Implementation Plan Next Steps: <i>*Teachers and administration will continue checking on the progress of academic and classroom community goals.</i> <i>*Collaborative Learning Teams of teachers will continue monitoring their practices and progress</i></p>		<p>Data Update on Available Measures</p> <p><i>*District Assessment data for growth measures above will be available at the 180 day updates.</i></p> <p><i>*Survey data for growth measures above will be available at the 180 day updates.</i></p>
<p>Excellence 4B: Post-secondary and workforce readiness</p>	<p>Coleman Middle School's vision and mission is supported by two major pillars: Teaching and learning of the academic and knowledge standards (AKS) through the integration of Science, Technology, Engineering, Arts and Mathematics (STEAM) and maintaining a positive culture and climate. We will continue to provide a world-class education by exposing every student to postsecondary and workforce skills through the Coleman Experience. The Coleman Experience, supported by our STEAM program,</p>	<ul style="list-style-type: none"> ● Quarterly exposure to career speakers in alignment with the PBL driving question. ● Quarterly Project Based Learning student panels and build days. ● Quarterly field trips aligned to AKS and PBL driving questions. ● Quarterly Project Based Learning showcases. ● Strengthening community and business partnerships directly impacting our classroom instruction and exposing students to STEAM careers.
		<p>8th Grade PSAT: Percent of 8th Grade meeting college readiness on PSAT:</p> <p><u>English/Reading/Writing</u>: 62% (Target: 63%) <u>Math</u>: 72% (Target: 73%)</p> <p>Student Survey: "This school is doing a good job of preparing me to succeed in my life".- 61% (Target: 62%) "In class we often work with other students to solve a problem or do a task".- 56% (Target: 57%)</p>

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	<p>allows students to learn and practice the Academic Knowledge and Skills in the context of the Future Skills of Collaboration, Communication, Critical Thinking and Creativity through Project Based Learning, Community Showcases, and Career and Community Partnerships. This results in the expansion of our students' learning experience beyond the classroom, allowing them to explore their own interests, careers pathways, and real-world integration of the academic knowledge and skills.</p>		<p>"I can communicate effectively to a variety of people (audiences)"- 75% (Target: 76%)</p>
<p>LSPI 90-Day Update</p> <p>Implementation Plan Progress:</p> <ul style="list-style-type: none"> <i>*Each grade level has had access to at least one speaker in each unit of PBL.</i> <i>*All grade levels have had student panels that share feedback with their teachers during PBL planning meetings at least twice during a unit of PBL.</i> <i>*All grade levels have had access to collaboration, communication, critical thinking and creativity during multiple PBL build days in each unit of PBL.</i> <i>*We have hosted 2 well attended community showcases where all students presented their projects to other students, teachers, parents, and community members.</i> <i>*Multiple community and business partners participated during the 2 units of PBL and showcases.</i> <p>Implementation Plan Next Steps:</p> <ul style="list-style-type: none"> <i>*Continue to invite speakers to last two units of PBL.</i> 			<p>Data Update on Available Measures</p> <ul style="list-style-type: none"> <i>*PSAT data for growth measures above will be available at the 180 day updates.</i> <i>*Survey data for growth measures above will be available at the 180 day updates.</i>

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<p><i>*Continue to hold student panels for two last units of PBL.</i> <i>*Continue to organize build days and showcase for last two units of PBL.</i> <i>*Continue to communicate and collaborate with community partners</i></p>	