

## 2022-2023 Local School Plan for Improvement (LSPI)

**School: Couch Middle      Principal: Devon Williams**

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)
<b>Empathy 1A:</b> Cultural competence	Because of the diverse population of students and families we serve, it is important that teachers are empathetic and caring; that they are reflective about their beliefs about people from other cultures; that they are reflective about their own cultural frames of reference. and that they are knowledgeable about other cultures.	<ul style="list-style-type: none"> <li>• Continue to learn about different cultures via hosted events such as Noche Latina and International Festival.</li> <li>• Have staff learn about themselves via a <a href="#">cultural competence self-assessment</a></li> <li>• Increase the number of culturally relevant novels incorporated into Language Arts classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural proficiency - Staff Survey: 73.8% (baseline) / 76% (target)</li> <li>• Cultural proficiency - Student Survey: 82.6% (baseline) / 85% (target)</li> <li>• Cultural proficiency - Family Survey: 82.7% (baseline) / 85% (target)</li> <li>• Sense of Belonging - Student Survey: 71.1% (baseline) / 75% (target)</li> <li>• Sense of Belonging - Family Survey: 84.2% (baseline) / 86% (target)</li> </ul>

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LSPI 90-Day Update			Data Update on Available Measure
		<ul style="list-style-type: none"> <li>● Held La Noche Latina community event on October 4, 2022</li> <li>● During Hispanic Heritage month, we gave students the opportunity to win prizes for answering relevant trivia questions each day.</li> <li>● During Hispanic Heritage month, we held an art reflections contest.</li> <li>● All teachers delivered a Hispanic Heritage advisement lesson during the month..</li> <li>● All Language Arts teachers are following the HMM curriculum, which contains a more diverse collection of texts.</li> <li>● Seventh grade Language Arts teachers introduced the novel “A Long Walk to Water,” which is set in Sudan.</li> <li>● Sixth grade Language Arts teachers introduced the novel “Fish in a Tree,” which is the story about a child with dyslexia.</li> </ul>	<ul style="list-style-type: none"> <li>● Sense of Belonging - Student Survey: initial screener indicated that 69% of our students identified as Tier 1 regarding belonging. We would like to see this increase to 75%.</li> </ul>
<b>Empathy 1B:</b> Staff and student wellbeing	Staff and students need to feel safe and that they belong before they can be fully engaged in teaching and learning activities.	<ul style="list-style-type: none"> <li>● Increase Social Emotional Learning lessons for students.</li> <li>● Increase Restorative Practices for intervention with student behaviors</li> <li>● Ensure all students have an advisement teacher as an adult contact in the building.</li> <li>● Create a “Zen” room for staff to establish a social/emotional timeout location.</li> <li>● Continue to recognize staff on a monthly basis for their hard work and efforts</li> <li>● Continue service-centered activities to support stakeholders, such as:                             <ul style="list-style-type: none"> <li>○ Care Team</li> <li>○ Community Closet</li> <li>○ Food Drive</li> <li>○ Holiday Share/Giving Tree</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Student Wellbeing - Student Survey: 57.6% (baseline) / 75% (target)</li> <li>● Student Wellbeing - Chronic Absenteeism: 15.9% (baseline) / 12% (target)</li> <li>● Staff Support - Staff Survey: 78.4% (baseline) / 85% (target)</li> <li>● Staff Wellbeing - Chronic Absenteeism: 12.8% (baseline) / 10% (target)</li> </ul>
LSPI 90-Day Update			Data Update on Available Measure

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		<ul style="list-style-type: none"> <li>● Through the Advisement program, two lessons per month (50% of Advisement curriculum) are centered on Social Emotional Learning topics.</li> <li>● Through the Advisement program, one meeting per month (25% of Advisement curriculum) uses a restorative circle approach to a class meeting.</li> <li>● Through the discipline process, the Navigate 360 program is utilized as a part of the majority of discipline incidents/referrals in the building.</li> <li>● On October 21, 2022, we officially opened the CMS “Zen Room” for teacher/staff use. This room includes soft lighting, comfortable seating (including massage chairs), and refreshments and snacks.</li> <li>● As part of our PBIS program, staff members are recognized each month at our faculty meeting. During the first semester, Sixty two teachers/staff were publicly recognized in this way..</li> <li>● We have had various service-centered activities during the first semester:             <ul style="list-style-type: none"> <li>○ In December, the Holiday Share program assisted 19 families including approximately 80 children.</li> <li>○ The community closet has been used often over the first semester for students who need school supplies, backpacks, clothing items, etc.</li> </ul> </li> </ul>	
<p><b>Equity 2A:</b> Multi-tiered system of supports</p>	<p>In order to reach and teach every child, a well-defined and executed multi-tiered system of supports (MTSS) must be in place.</p>	<ul style="list-style-type: none"> <li>● Increase remedial support for math and reading in the connections area.</li> <li>● Continue RTI processes to support the MTSS framework             <ul style="list-style-type: none"> <li>○ Teachers will increase Tier I support in the classroom.</li> <li>○ Counselors will meet with teams to help identify possible candidates for Tier 2 support.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● MTSS Screening - Academic 0.0% (baseline)</li> <li>● MTSS Screening - Wellbeing 0.0% (baseline)</li> <li>● English Learner (EL) Progress Toward Language Proficiency - CCRPI: 69.5% (baseline) / 73% (target)</li> <li>● EL Exit Rate: 7.5% (baseline) / 10% (target)</li> <li>● PBIS: Operational Designation (baseline), Distinguished Designation (target)</li> </ul>

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		<ul style="list-style-type: none"> <li>● Increase Advisement sessions to an average of 4 per month to better incorporate relationship building with our students.             <ul style="list-style-type: none"> <li>○ Teachers will conduct class meetings to create student agency.</li> <li>○ Teachers will deliver district required advisement lessons.</li> </ul> </li> <li>● Provide and continue intentional staff development for teachers supporting our EL students, so that teachers can better differentiate for these students in regular content classes.             <ul style="list-style-type: none"> <li>○ Teachers implement strategies from EL staff development in the classroom</li> </ul> </li> <li>● Increase availability of EL teacher resources to support students..</li> </ul>	
<b>LSPI 90-Day Update</b>		<b>Data Update on Available Measure</b>	
		<ul style="list-style-type: none"> <li>● To assist with increasing remedial support in math and reading, we hired a second part time math teacher and a full time reading teacher to work within the connections schedule for Tier 2 intervention.</li> <li>● Teachers have increased their use of small group instruction as a Tier 1 support in the classroom. Teachers use data gathered from formative assessments to build these groups.</li> <li>● We have increased our Advisement meeting frequency to once per week, compared to two times per month during the 21-22 school year.             <ul style="list-style-type: none"> <li>○ One of the meetings each month is specifically centered around a class meeting.</li> <li>○ Teachers deliver the required district SEL lessons two times per month.</li> </ul> </li> <li>● For students who struggle with behavior, Tier 2 support is initiated at the time they earn their fourth minor infraction within a nine week period. Students are assigned a “Check in/Check out”</li> </ul>	

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		<p>(CICO) mentor teacher/staff member who works with the student (and a behavior point sheet) to improve behaviors.</p> <ul style="list-style-type: none"> <li>Students who are unsuccessful with the CICO program are moved into a Tier 3 process for behaviors. During this time, students are placed in an advisement class that is specifically designed to address repeated and unchanged behaviors.</li> <li>On November 8, 2022 our EL teachers and staff participated in a staff development class specifically regarding accommodations for our EL students.</li> </ul>	
<b>Equity 2B: Opportunity and access</b>	Every student deserves access to a high-quality curriculum and rigorous/relevant coursework and enrichment activities.	<ul style="list-style-type: none"> <li>Intentional selection of students for various high school courses with a focus on inclusivity of representation.</li> <li>Maximize gifted services for students.</li> <li>Continue to identify a diverse and representative cohort of students to be assessed for gifted services.</li> <li>Continue PBIS interventions within the building, while also being more intentional working to support at-risk students in an attempt to decrease in/out of school suspension rates                             <ul style="list-style-type: none"> <li>Teachers will implement and exhaust classroom management plan prior to moving to schoolwide management plan.</li> <li>Teachers will recommend at-risk students for additional interventions.</li> <li>Teachers will conference with administrators regarding at-risk students.</li> </ul> </li> <li>Increase the number of culturally relevant novels incorporated into Language Arts classes.</li> </ul>	<ul style="list-style-type: none"> <li>Advanced Coursework Completion, Historically Underserved Groups: 27.3%% (baseline), 30% (target)</li> <li>Percent difference between overall student representation in district enrollment and representation in gifted/talented programs.</li> <li>Increase the number of culturally relevant novels in Language Arts from three (2021-2022) to six (2022-2023).</li> </ul>
<b>LSPI 90-Day Update</b>			<b>Data Update on Available Measure</b>
		<ul style="list-style-type: none"> <li>Students are intentionally selected to participate in Algebra 1 and Accelerated Algebra 1, using qualifying criteria.</li> </ul>	<p><b>Couch Gifted Student Demographics:</b> (Percentage of gifted students in each group)</p> <ul style="list-style-type: none"> <li>Hispanic: 2.3%</li> <li>American Indian: 0%</li> <li>Asian: 2.8%</li> </ul>

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		<ul style="list-style-type: none"> <li>● Nearly all of our eighth grade students are placed in the Physical Science course with the opportunity to earn high school credit.</li> <li>● 32 8th grade students were selected to participate in the high school biology class taught by one of our own teachers.</li> <li>● We offer one section of the high school Marketing course to approximately 35 students.</li> <li>● We offer two sections of high school Spanish to 59 students.</li> <li>● We make every effort to serve our gifted population in all core content classes.</li> <li>● Continue to push for more teachers to complete certification for gifted endorsement. Currently there are three teachers taking the course.</li> <li>● We use the initial benchmark data from the iReady diagnostic as a qualifying factor for gifted testing.</li> <li>● Through our PBIS program, we offer the following interventions to encourage positive student:behavior:             <ul style="list-style-type: none"> <li>○ Positive behavior points</li> <li>○ Ramapalooza celebration once per semester (First semester - 12/9/22)</li> <li>○ PBIS store (open three days per week)</li> <li>○ Monthly PBIS RAM Character word.</li> </ul> </li> <li>● The PBIS team (with administrative support) created a flow chart for teacher-addressed vs. administrative-addressed behaviors in the classroom. This was part of staff development focused on helping classroom teachers develop and implement their own classroom management plan.</li> <li>● The PBIS team develops monthly booster lessons, based on behavior data. The lessons focus on areas of concern within the building that we have seen since the last data pull. These lessons are</li> </ul>	<ul style="list-style-type: none"> <li>● Black: 7.1%</li> <li>● Pacific Islander: .1%</li> <li>● White: 4%</li> <li>● Multi: 1.2%</li> <li>● Total Gifted Students: 17.7%</li> </ul> <p><b>District Gifted Student Demographics</b> (Percentage of gifted students in each group)</p> <ul style="list-style-type: none"> <li>● Hispanic: 2%</li> <li>● American Indian: .02%</li> <li>● Asian: 3.3%</li> <li>● Black: 3.1%</li> <li>● Pacific Islander: .01%</li> <li>● White: 4.4%</li> <li>● Multi: .8%</li> <li>● Total Gifted Students: 14%</li> </ul>
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		<p>delivered by the teachers during the Advisement data meeting each month.</p> <ul style="list-style-type: none"> <li>● Culturally relevant novels: <ul style="list-style-type: none"> <li>○ All Language Arts teachers are following the HMH curriculum, which contains a more diverse collection of texts.</li> <li>○ Seventh grade Language Arts teachers introduced the novel “A Long Walk to Water,” which is set in Sudan.</li> <li>○ Sixth grade Language Arts teachers introduced the novel “Fish in a Tree,” which is the story about a child with dyslexia.</li> </ul> </li> </ul>	
<p><b>Effectiveness 3A: Results-Based Evaluation System</b></p>	<p>The RBES is used to measure performance in the achievement of system goals and to define accountability at the district, division, school, and classroom levels. It promotes continuous improvement by identifying strengths and weaknesses and acts as a vehicle to communicate the school's performance.</p> <p>Teachers' annual RBES goals, when tied directly to the school's LSPI goals, help create a unified direction across the school.</p>	<ul style="list-style-type: none"> <li>● Teachers will develop two goals directly related/tied to the school's LSPI goals. The data used for these goals will be the same as what will be used for the LSPI goals.</li> <li>● Teachers will plan in collaborative learning teams.</li> <li>● School Leaders commit to being in the classroom to observe as often as possible, tracking visits via a shared document.</li> <li>● Lead teachers will participate in professional learning to develop their leadership skills in collaborative learning teams.</li> <li>● Use of Balanced Instruction Framework</li> <li>● Use of Quality Plus Teaching Strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Couch Middle School will achieve a CCRPI Progress score of 80 or higher.</li> <li>● GMAS Language Arts and Math scores will increase from the Spring 2022 administration for each and every student.</li> </ul>
<p><b>LSPI 90-Day Update</b></p>			<p><b>Data Update on Available Measure</b></p>
		<ul style="list-style-type: none"> <li>● All teachers developed two RBES goals directly related/tied to the school's LSPI goals. Teachers were required to have one goal for Academic Press and one for Supportive Community.</li> </ul>	

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		<ul style="list-style-type: none"> <li>• Teachers plan in a collaborative setting every Tuesday during their grade level planning time. Over the course of the first semester, teachers collaborated for a total of fifteen hours.</li> <li>• Each month, teachers also collaborate in a vertical planning meeting. This means that all content teachers, across all three grade levels, met to discuss school-wide content information. During the first semester, teachers met in this way for five hours.</li> <li>• The Leadership team makes every effort to be in the classroom as often as possible. We use an evaluation/observation grid to track this.</li> <li>• Our content lead teachers participated in professional learning on two separate occasions during the first semester. This PL focused specifically on Collaborative Learning Teams (CLT).</li> <li>• The Leadership Team's expectation is that all teachers utilize the Balanced Instruction Framework with the Quality Plus Teaching Strategies embedded within their lessons.</li> </ul>	
<p><b>Excellence 4C:</b> World-class communications and engagement</p>	<p>Engaging our community will significantly increase participation by parents, community members, and businesses</p>	<ul style="list-style-type: none"> <li>• Continue communicating via the "From the Principal's Desk" weekly community newsletter.</li> <li>• Continue active presence on Facebook and Twitter.</li> <li>• Use the eCLASS school page as another avenue for parent/student engagement</li> <li>• Hold events such as Noche Latina and International Festival to engage the whole community.</li> <li>• Continue production of a Spring Musical to engage a wide variety of students and the community.</li> <li>• Continue robust conversations through the Local School Council</li> <li>• Continue to support PTSA activities and encourage membership among stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Family Survey Participation: 11.7% (baseline), 14% (target)</li> <li>• Responsive Communication - Family Survey: 77.7% (baseline), 80% (target)</li> <li>• Parent Portal Account: 71.5% (baseline), 75% (target)</li> </ul>



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		<ul style="list-style-type: none"> <li>• Offer Curriculum Night as a way to welcome stakeholders into the building to obtain more information about the AKS students will be learning</li> <li>• Teachers will collaborate weekly in content planning meetings to ensure consistent instructional strategies, to reduce the variability between/among teachers, to promote a more equitable learning environment, and to build collaborative teams on staff.</li> </ul>	
<b>LSPI 90-Day Update</b>			<b>Data Update on Available Measure</b>
		<ul style="list-style-type: none"> <li>• The weekly update, “From the Principal’s Desk” has been emailed to all available parent and staff emails every Monday (or Tuesday if Monday is a holiday) for the first semester.</li> <li>• We continue to have an active presence on Facebook and Twitter, with at least one post added each week..</li> <li>• The school eCLASS page has up to date announcements available on a scrolling slide presentation. There are links to Student Resources, as well as a link to recognize teachers through PBIS.</li> <li>• Held La Noche Latina community event on October 4, 2022</li> <li>• The Spring Musical is currently in production, and will be performed in four shows during the week of March 23-25.</li> <li>• The Local School Council met two times during the first semester to discuss relevant topics.</li> <li>• We have encouraged staff members to join PTSA, with an incentive of a “Jeans Day” for joining.</li> <li>• We held our annual Curriculum Night on September 8th. We welcomed a full house of parents into the building to hear about what their students would be learning this school year.</li> <li>• Teachers plan in a collaborative setting every Tuesday during their grade level planning time.</li> </ul>	

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		<p>Over the course of the first semester, teachers collaborated for a total of fifteen hours.</p> <ul style="list-style-type: none"><li>• Each month, teachers also collaborate in a vertical planning meeting. This means that all content teachers, across all three grade levels, met to discuss school-wide content information. During the first semester, teachers met in this way for five hours</li><li>• Our new Parent Engagement Liaison is currently planning workshops to offer parents. Using surveys, she has asked for input from staff and parents to drive this planning process.</li></ul>	
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