

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

**School: Crews Middle School**

**Cluster Superintendent: Dr. Kelli McCain**

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 1B:</b> Staff and student wellbeing	Crews Middle School is committed to creating a positive, engaging environment where our vision for <i>Connected at Crews</i> permeates throughout curricular and extra-curricular opportunities for staff and students. Practicing empathy by focusing on student and staff wellbeing is essential to fostering positive relationships through the development of a culture where students and staff feel a sense of care, belonging, and safety.	<b>Student Well-Being</b> <ul style="list-style-type: none"> <li>● Continue the work of PBIS as we enter our 1st year as a tier 2 school in conjunction with our SEL and student advisement programs through the weekly opportunities provided during our Bronco Time schedule on Fridays</li> <li>● Continue student supports, recognitions and celebrations in partnership with PBIS, PTSA, counseling department, etc. (i.e Bronco of the Month, semester honors' assemblies, grade-level socials &amp; celebrations, referrals for student check-ins)</li> <li>● Continue sharing weekly communications with students' families (progress reports, Bronco Bulletin newsletter etc.)</li> <li>● Implement the <i>Motivational Monday Movement</i> to allow students weekly opportunities to share an</li> </ul>	<ul style="list-style-type: none"> <li>→ Student Well-being Survey: Supportive Learning Environment- I enjoy coming to this school (Baseline-50%/Target 60%); Student success is celebrated in this school (Baseline-64%/70%); I feel proud of my school (Baseline 63%/Target 70%)</li> <li>→ Staff Support Survey: Staff at all levels are treated fairly (Baseline 89%/Target 94%)</li> </ul>

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		<p>inspirational quote, positive thought, uplifting image or artwork via the news broadcast to motivate staff and students for the week.</p> <ul style="list-style-type: none"> <li>● Implement <i>Think Tank Townhalls</i> to allow students bi-monthly opportunities to share ideas and input regarding school initiatives and implementation plans</li> <li>● Establish a Principal's Advisory Committee to allow student voice and choice regarding student achievement and engagement</li> <li>● Provide peer leader mentorship to students new to Crews &amp; those referred by staff</li> </ul> <p><b>Staff Well-being</b></p> <ul style="list-style-type: none"> <li>● Continue to recognize and highlight our staff through our week-at-a-glance newsletter (shout-out section), weekly <i>You Shine</i> notes, monthly birthday celebrations, monthly grade level celebrations, and quarterly climate activities</li> <li>● Continue the work to support staff input and voice by building the capacity of our curriculum lead teachers, grade level representatives, and support staff leaders</li> <li>● Continue to seek staff voice and input through our <i>School Improvement Team (SIT)</i> meetings</li> </ul>	
<p><b>Empathy Goal 1B: Staff and student wellbeing Goal/LSPI 90 Data Update</b>  <b>Student Wellbeing</b></p> <ul style="list-style-type: none"> <li>● Crews will remain a Tier 1 PBIS school to allow additional time for staff training and development. The PBIS team has a coordinator and grade level representatives in place who meet monthly. The PBIS team supports our staff by providing data updates &amp; plans at our faculty &amp; staff meetings and offering professional development on Digital Learning Days</li> <li>● The implementation of PBIS is still going well as we focus on our school matrix, C.A.R.E (Community, Accountability, Respect, &amp; Engagement), lessons during Bronco Time, PBIS reward days etc. We utilize the matrix to identify Bronco of the Month through our homeroom classes. Each month we are highlighting 60+ students through a breakfast awards' ceremony, which is open to families.</li> </ul>		<p>→ <b>Data Update on Available Measures</b>          → EES student and staff survey data results are not available.</p>	

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<ul style="list-style-type: none"> <li>To support SEL and advisement components, we are implementing lessons developed by our counseling department through Bronco Time lessons.</li> <li>Additionally, we have implemented Connected at Crews' Days, which allows students to engage in a variety of activities related to our 40+ clubs and activities during a Bronco Time class period.</li> <li>Student engagement is evident not only through our Connected at Crews' initiative but through the student led Motivational Monday segments embedded in our weekly news broadcast and the implementation of the Principal's Student Advisory Council. The council's spring cohort started in January and its next move is to facilitate Think Tank Townhalls. The townhall topics will be driven by student interests and/or needs.</li> </ul>			
<p><b>Staff wellbeing</b></p> <ul style="list-style-type: none"> <li>We continue to utilize our week-at-a-glance communications to share staff shout-outs and recognize birthdays. Birthdays are formally celebrated at the top of each month schoolwide through special treats in our teacher workspace. By grade level or work group, teams host individual celebrations for staff. Lastly, Sunshine provides each staff member a birthday card &amp; gift on his/her birthday.</li> <li>We have implemented activities on our Digital Learning Days to support staff connectedness &amp; engagement beyond the content and grade level work.</li> <li>We have incorporated <i>Wellness Moments</i> into our week-at-a-glance focused on wellness and wellbeing. Information shared supports individual and workplace harmony.</li> <li>We continue to promote climate and culture activities throughout the school year such as the 6 Days of Holiday Fun, #funfridays (thematic dress up days open to staff and students), Cupcakes &amp; Cookies with a Cop etc.</li> <li>We are expanding the work of the School Improvement Team (SIT) to include action teams for 2023-2024 planning (i.e. equity, climate, discipline). Action teams will start collaborative planning in March and share status updates during semester 2 post planning.</li> </ul>			
<p><b>Equity 2A:</b> Multi-tiered system of supports</p>	<p>At Crews Middle School, we believe each student belongs and can succeed at their highest levels. To support the diverse needs of our learners, we will be strategic and intentional in regard to the development of comprehensive structures and processes to remove barriers and provide targeted remediation and enrichment learning opportunities.</p>	<ul style="list-style-type: none"> <li>Continue the PLC work to embed teacher-led small group instruction through lesson plans and practices formally twice a week to ensure high quality instruction is occurring for our Tier 1 students</li> <li>Continue to use ongoing formative assessment, including district-provided Common Formative Assessments, to support remediation and enrichment</li> <li>Monitor the progress of students scheduled in Remedial Education Program (REP) segments to receive daily instructional and intervention support</li> <li>Develop a MTSS team who will:</li> </ul>	<ul style="list-style-type: none"> <li>→ MTSS Screening: Academic Press (iReady) Screening Baseline/Target: TBD (First administration Fall 2022)</li> <li>→ MTSS Screening: Wellbeing Baseline/Target: TBD (First administration Fall 2022)</li> <li>→ GA Milestone percent of students scoring at Proficient +</li> </ul>

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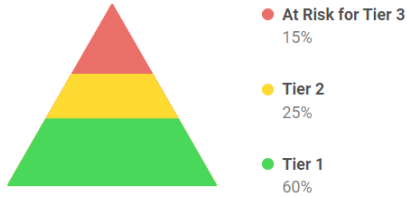
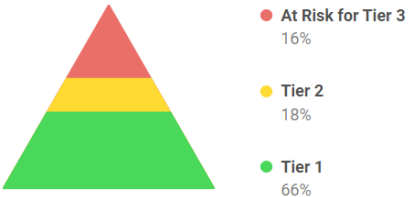
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		<ul style="list-style-type: none"> <li>● Build capacity to support and fully integrate academic press and supportive community structures and processes for tier 2 &amp; 3</li> <li>● Increase strategic alignment, accessibility, and impact of integrated student supports for students identified for tiered interventions</li> <li>● Formalize academic response to intervention (RTI) process to reduce variability and improve the fidelity of implementation</li> <li>● Engage in the Universal Screener and use the data to ensure students are receiving the appropriate support from our supportive community (MTSS, REP, PBIS)</li> <li>● Continue monthly PBIS meetings to support plans for student engagement and incentives and development of responsive lessons and activities based on school needs</li> <li>● Provide mentoring through Young Knights Club</li> </ul>	<p>Distinguished (Baseline-75%/Target 78%)</p> <p>→ Behavior Management- Percent of students with incidents (Baseline 13%/Target 10%)</p>
<p><b>Equity Goal 2A: Multi-tiered system of supports/LSPI 90 Data Update</b></p> <ul style="list-style-type: none"> <li>● We are leveraging biweekly PLC collaboration and planning to support tier 1/tier 1+ instruction through formal small group instruction, 3-day cycle for reteaching between district CFAS and school summative assessments, and multiple opportunities for students to demonstrate mastery.</li> <li>● We collaborate with our CLTS, content leaders of PLCs, monthly to level set across curriculum teams to ensure schoolwide expectations for our instructional framework are being met (i.e. opening, work period, closing).</li> <li>● We implemented <i>Learning Walks</i> this semester. During these sessions, content assistant principals and CLTS conduct classroom observations of their PLCs. Then, collaborate and debrief to determine next leadership moves and plans for individual teacher and/or PLCs.</li> <li>● We continue to develop our MTSS work through our coordinator, lead assistant principal, and counseling department. Based on role, each team member is receiving training &amp; resources to support school services such as weekly Kid Talks/SSTs.</li> <li>● We are providing tier 2 and 3 supports through our Remedial Enrichment Program (REP) segments for students in the areas of math and language. We have 1 specialist for math and 2 for ELA/reading. These specialists are using direct instruction and resources such as Read 180 and Achieve 3000 to address</li> </ul>		<p>→ <b>Data Update on Available Measures</b></p> <p>→ We are at or above the district average for all semester one finals. Our target goal is for 78% of students in EOC courses to score at the proficient + distinguished levels. Of our 9 EOC courses, 2 courses are at or above our end of year target for 78%, 4 courses are between 70%-77% range, 3 are under the 70% threshold.</p> <p>→ Regarding behavior management, we currently have 7.8% of students with an incident which is below our target goal of 10%.</p>	

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	<p>learning gaps and needs. Additionally, we are focused on targeted instruction to support our special education and multi-language students.</p> <ul style="list-style-type: none"> <li>We are utilizing a five-step progressive discipline to address minor behavioral concerns in conjunction with our PBIS program.</li> </ul>		<p>→ 6<sup>th</sup>-8<sup>th</sup> Grade iReady Math Data for 1412/1436 students</p>  <p>→ 6<sup>th</sup>-8<sup>th</sup> Grade iReady Reading Data for 1410/1436 students</p> 
<p><b>Equity 2B:</b> Opportunity and access</p>	<p>Crews Middle School is committed to ensuring students are embraced, empowered, and equipped to meet their college, career, and life goals. Therefore, we are focused on ensuring each and every student has an opportunity and access to a rigorous and relevant curriculum and is supported through stakeholder relationships that promote academic and social/emotional learning.</p>	<ul style="list-style-type: none"> <li>Utilize universal screener data in conjunction with other academic/achievement data to identify students for gifted evaluation</li> <li>Collaborate with local school and district staff to identify and facilitate relevant PD for staff that promotes academic press and supportive community</li> <li>Continue PLC work focused on teacher-led small group instruction, reteaching, and mastery opportunities</li> <li>Continue the work of <i>Connected at Crews</i> to provide students opportunities to engage in various clubs and activities that support their curricular and extra-curricular interests and passions</li> </ul>	<p>→ Student Survey: Belonging &amp; Engagement-Adults in this building help me plan &amp; set goals for my future (Baseline-53%/Target 60%)</p> <p>→ Behavior Management- Percent of students with incidents (Baseline-13%/Target 10%)</p> <p>→ GA Milestone percent of student groups scoring at Proficient + Distinguished</p> <p>→ Special Education (Baseline 34%/Target 36%)</p>

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			→ EL (Baseline 50%/Target 52%)
<p><b>Equity Goal 2B: Opportunity and access/LSPI 90 Data Update</b></p> <ul style="list-style-type: none"> <li>• We are leveraging biweekly PLC collaboration and planning to support tier 1/tier 1+ instruction through formal small group instruction, 3 day cycle for reteaching between district CFAS and school summative assessments, and multiple opportunities for students to demonstrate mastery.</li> <li>• We are utilizing screener data in conjunction with other data to confirm needs of students. We are cross-referencing data to see if students need tier 2 and 3 supports. As we focus on remediation efforts, we are looking at students who may need enrichment. Currently, we have over 100 students who are being for screened for gifted.</li> </ul>			<p>→ <b>Data Update on Available Measures</b></p> <p>→ EES student and staff survey data results are not available.</p> <p>→ We are at or above the district average for all semester one finals</p>
<p><b>Effectiveness 3A:</b> Results-Based Evaluation System</p>	<p>Crews Middle School is committed to promoting high levels of collaboration and engagement within its professional learning communities. We will use the Results-Based Evaluation System to define inputs, behaviors, and outcomes of students to determine successes of academic press and supportive community implementations. This work is supported through the following:</p> <ul style="list-style-type: none"> <li>→ sacred time for planning at various levels (content, grade, school &amp; cluster vertical teaming) to support the development of rigorous, relevant lessons</li> <li>→ data disaggregation that leads to actionable plans for student remediation and enrichment</li> <li>→ professional learning to support best practices.</li> </ul>	<ul style="list-style-type: none"> <li>→ Continue PLC work to support ongoing formative assessment, feedback, reteaching, and targeted teacher-led small group planning to ensure student mastery of the AKS</li> <li>→ Implement the 3-day cycle for CFAs (day 1- administer CFA, day 2-provide target support based on available data, day 3-administer summative assessment)</li> <li>→ Use local assessments, CFAs, and Milestones Benchmark to measure progress</li> <li>→ Present Milestones' benchmark data during faculty &amp; staff meetings</li> <li>→ Develop guidelines to help PLCs develop RBES goals (academic press, supportive community, professional learning)</li> </ul>	<ul style="list-style-type: none"> <li>→ Georgia Milestone Exam- Percent of students scoring at Proficient and Distinguished level Baseline/Target:</li> <li>→ Math: 77% / 80%</li> <li>→ Science: 71% / 73%</li> <li>→ ELA: 72% / 75%</li> <li>→ Soc Stu: 81% / 84%</li> <li>→ GCPS Milestone Benchmark data Baseline/Target: TBD (First administration on Fall 2022)</li> <li>→ District Assessment Data</li> <li>→ Staff Survey-Monitoring Teaching &amp; Learning-Struggling students receive early intervention to acquire new skills (Baseline 74%/80%)</li> <li>→ Student Survey- Clear &amp; Shared Focus-This school is doing a good job of preparing me to succeed in</li> </ul>

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			<p>life (Baseline-64%/70%); Monitoring Teaching &amp; Learning- My teachers help me learn by challenging me with interesting activities in class (Baseline-56%/63%)</p>
<p><b>Effectiveness 3A: Results-Based Evaluation System/ LSPI 90 Day Update</b></p> <ul style="list-style-type: none"> <li>● We are leveraging biweekly PLC collaboration and planning to support tier 1/tier 1+ instruction through formal small group instruction, 3 day cycle for reteaching between district CFAS and school summative assessments, and multiple opportunities for students to demonstrate mastery.</li> <li>● We implemented <i>Learning Walks</i> this semester. During these sessions, content assistant principals and CLTS conduct classroom observations of their PLCs. Then, collaborate and debrief to determine next leadership moves and plans for individual teacher and/or PLCs.</li> <li>● We are working on a schedule to allow teachers opportunities to participate in at least 1 peer observation within his/her PLC or department.</li> </ul>			<p>→ <b>Data Update on Available Measures</b> → We are at or above the district average for all semester one finals → EES student and staff survey data results are not available.</p>
<p><b>Excellence 4A:</b> Preferred education destination.</p>	<p>Crews Middle School is committed to being the preferred education destination and first choice for students and families.</p>	<ul style="list-style-type: none"> <li>● Continue the work of <i>Connected at Crews</i> which has focused on providing opportunities for students, staff, and community members to engage in clubs, activities, and classes based on their interests</li> <li>● Utilize the connections' preference survey to support student choice and interests</li> <li>● Provide opportunities for parent and community involvement for all stakeholders to be active in our school improvement process (i.e., Local School Council, PTSA, All Pro Dads, Counseling Advisory Committee, etc.)</li> <li>● Host events that highlight and engage students and families with different backgrounds and interests.</li> </ul>	<p>→ GA Milestone percent of students scoring at Proficient + Distinguished (Baseline-75%/Target 78%)</p>
<p><b>Excellence 4A: Preferred education destination/LSPI 90 Day Update</b></p> <ul style="list-style-type: none"> <li>● We utilize our PBIS C.A.R.E matrix to identify Bronco of the Month through our homeroom classes. Each month we are highlighting 60+ students through a breakfast awards' ceremony, which is open to families.</li> </ul>			<p>→ <b>Data Update on Available Measures</b> → EES student and staff survey data results are not available.</p>

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- We have implemented Connected at Crews' Days, which allow students opportunities to engage in a variety of activities related to our 40+ Connected at Crews' clubs and activities during a Bronco Time class period.
- We are increasing staff engagement by expanding our School Improvement Team to include action teams to support areas of interests and needs (i.e. culture/climate, equity, discipline, master schedule).
- We have monthly PTSA meetings and quarterly Local School Council meetings to support parent, family, & community engagement.
- We continue to communicate school news and updates with our families through our weekly Bronco Bulletin newsletter.
- We have implemented a monthly principal's series to support parent & family engagement. The series includes the following events:
  - Monday January 30th: Partnering in Excellence
  - Friday February 24th: Fourth Friday Forum
  - Thursday March 23rd: Charting the Course
  - Tuesday April 18th: Focus on the Future

→ Parent EES surveys begin February 28<sup>th</sup>.