

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

**School: Moore Middle School      Cluster Superintendent: Dr. Keith Thompson**

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	Moore Middle School staff is committed to creating additional opportunities for students to exercise their voice in areas including but not limited to their learning and extracurricular activities.	<ol style="list-style-type: none"> <li>1. A wellness room will be created with staff input for staff use. This location will be designed to promote the physical and mental health of our staff.</li> <li>2. Staff will be recognized on a monthly basis as it relates to our LEAD Mission. Staff may</li> </ol>	Percent of staff responding positively to the following EES Staff Survey items (weighted average):  Support from my principal/supervisor leads to progress on instructional improvement (or professional growth) <ul style="list-style-type: none"> <li>● Baseline: 77%</li> <li>● Target: 79%</li> </ul> The development of students' social emotional learning enhances the learning environment in our classrooms <ul style="list-style-type: none"> <li>● Baseline: 81%</li> <li>● Target: 83%</li> </ul>

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	<p>Our school will also promote staff and student well-being to ensure a sense of belonging in our school community.</p>	<p>be nominated in by Moore administrators or staff may nominate their colleagues to be officially recognized.</p> <p>3. Students will be recognized on a monthly basis as it relates to our LEAD Mission. Student recognition will include being highlighted as the Student of the Day, recognition breakfast, names drawn for lunch with the principal, and all recognized students displayed on their grade level boards and scrolling announcements.</p> <p>4. On-going Professional Learning to increase the quality of social-emotional learning through</p>	<p>Percent of staff responding positively to the following EES Student Survey items (weighted average):</p> <p>There's at least one adult in this school I can talk to if I have a problem</p> <ul style="list-style-type: none"> <li>● Baseline: 72%</li> <li>● Target: 74%</li> </ul> <p>My teacher(s) expect all students to succeed, no matter who they are</p> <ul style="list-style-type: none"> <li>● Baseline: 83%</li> <li>● Target: 85%</li> </ul>
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		Advisement as well as embedded SEL during classroom time.	
<b>LSPI 90 Day Update</b>		<b>Data Update on Available Measures</b>	
<ul style="list-style-type: none"> <li>In process of seeking approval of Title I funds or securing other funding/donations to use for staff wellness room. The purpose of the staff wellness room is to have a space for our staff that promotes physical and mental wellbeing.</li> <li>We continue to recognize staff (administrator to staff, staff to staff) through formal processes during faculty and other monthly meetings.</li> <li>We continue to recognize students through formal processes on a monthly basis.</li> <li>We leveraged Behavior Coaches for training during 1<sup>st</sup> semester. The idea is that These teachers served as our first cohort and will be in position to train others after their training is complete. SEL time has been formalized in our schedule and teachers share best practices for engaging students during this time (restorative circles, brain breaks, physical activity).</li> <li>Wellness team has provided feedback on Restorative Room for students and desired items for Staff Wellness Room. The Restorative Room for students is a space where students experiencing anxiety or requiring emotional support will receive assistance from trained staff (Counselors, Supportive Community Coordinator etc.)</li> </ul>		Data on the Educational Effectiveness Survey is not available at this time.	
<b>Equity 2A:</b> Multi-tiered system of supports	Moore Middle School is committed to supporting each and every student by identifying academic	1. Frequently assess students and collaboratively execute next steps to ensure that	<b>% Reading Below Grade Level on Milestones (decrease %)</b> <ul style="list-style-type: none"> <li>6th grade: <ul style="list-style-type: none"> <li>Baseline: 46.4%</li> <li>Target: 41.4%</li> </ul> </li> <li>7th grade:</li> </ul>

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	<p>and non-academic strengths, needs, and interests to ensure whole learner, whole child focus through the implementation of a multi-tiered system of supports.</p>	<p>students are demonstrating academic, social, and behavioral growth.</p> <ol style="list-style-type: none"> <li>2. Ensure quality instruction through collaborative curriculum planning that is aligned to AKS/ALDS at the distinguished level.</li> <li>3. Implement intervention ELT/Saturday School for students who are not successfully progressing and/or mastering the AKS.</li> <li>4. Provide MTSS data meetings to support all student needs.</li> <li>5. Hold monthly Kid Talk meetings to develop and monitor plans to ensure that each and every student's academic, social,</li> </ol>	<ul style="list-style-type: none"> <li>○ Baseline: 36.1%</li> <li>○ Target: 31.1%</li> <li>● 8th grade:             <ul style="list-style-type: none"> <li>○ Baseline: 28.5%</li> <li>○ Target: 23.5%</li> </ul> </li> </ul> <p><b>%Beginning on Milestones (decrease %)</b></p> <ul style="list-style-type: none"> <li>● Black:             <ul style="list-style-type: none"> <li>○ Baseline: 35.3%</li> <li>○ Target: 32.3%</li> </ul> </li> <li>● Hispanic:             <ul style="list-style-type: none"> <li>○ Baseline: 32.9%</li> <li>○ Target: 29.9%</li> </ul> </li> <li>● English Language Learners:             <ul style="list-style-type: none"> <li>○ Baseline 42.5%</li> <li>○ Target: 39.5%</li> </ul> </li> <li>● SPED:             <ul style="list-style-type: none"> <li>○ Baseline: 67.2%</li> <li>○ Target: 64.2%</li> </ul> </li> </ul> <p><b>% Students scoring in the Beginning Level on Milestones: English Language Arts</b></p> <ul style="list-style-type: none"> <li>● 6th grade:             <ul style="list-style-type: none"> <li>○ Baseline: 33.6%</li> <li>○ Target: 31.6%</li> </ul> </li> <li>● 7th grade:             <ul style="list-style-type: none"> <li>○ Baseline: 37.5%</li> <li>○ Target: 35.5%</li> </ul> </li> <li>● 8th grade:             <ul style="list-style-type: none"> <li>○ Baseline: 24.1%</li> <li>○ Target: 22.1%</li> </ul> </li> </ul> <p><b>% Students scoring in the Beginning Level on Milestones: Mathematics</b></p>
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		<p>and emotional needs are met</p> <p>6. Create more effective PBIS programs that incentivize academic and behavioral growth</p> <p>7. Hire local Supportive Community Coordinator and Academic Press Coordinator to support MTSS processes by training staff in using proper interventions.</p>	<ul style="list-style-type: none"> <li>● 6th grade:             <ul style="list-style-type: none"> <li>○ Baseline: 35.7%</li> <li>○ Target: 33.7%</li> </ul> </li> <li>● 7th grade:             <ul style="list-style-type: none"> <li>○ Baseline: 32.0%</li> <li>○ Target: 30.0%</li> </ul> </li> <li>● 8th grade Math:             <ul style="list-style-type: none"> <li>○ Baseline: 34.0%</li> <li>○ Target: 32.0%</li> </ul> </li> <li>● Algebra I:             <ul style="list-style-type: none"> <li>○ Baseline: 19.4%</li> <li>○ Target: 17.4%</li> </ul> </li> </ul>
<p><b>LSPI 90 Day Update</b></p>		<p><b>Data Update on Available Measures</b></p>	
<ul style="list-style-type: none"> <li>● Each content area team administers both CFAs and CUAs.</li> <li>● Teams are responsible for meeting to discuss when these assessments will be administered, analyze student performance on each standard, and next steps for remediation and/or enrichment.</li> <li>● Content Area AP's will create a template to determine progress/growth.</li>   <li>● We have requested district support for our Social Studies and Science PLCs and the district has provided in-person support for Science and</li> </ul>		<p>Milestones Data is not available at this time.</p>	

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digital support for Social Studies. The support provided in Science has been phenomenal!

- Content Area Teams reviewed CLT Assessment to determine
  - how they function as a team
  - what actions are needed to become more effective/productive
  - if there as a need to change Content Area Leads
- Started 9Box Tool to determine staff members that need greater support and those who are able to take on more leadership roles.
- Math and Language Arts teachers are well versed on how to facilitate productive PLC meetings where the teams shares duties and responsibilities, stay focused on instruction, and prepare for both remediation and enrichment
- Science and Social Studies teachers are growing in their ability to function as a team.
- Students were invited to receive Intervention and Support on 6 weekdays and 6 Saturdays. Students received intervention for Language Arts, Social Studies, and Science on the weekdays and Mathematics on the Saturdays.
- Students were selected based on the grades and performance on the Numeracy and Literacy iReady Diagnostic.
- The Language Arts and Mathematics Intervention was funded by the district. The Social Studies and Science Intervention was funded with Local School Title I funds.
- The Local School MTSS team meets once a month to share out from their respective areas so we have a clear understanding of what is taking place to support our students and how we can improve:
  - Academic Press (Curriculum APs, Academic Connections and ESOL Teachers, Gifted Coordinator, Special Education AP & Coordinator)
  - Supportive Community (Counselors, PBIS, Advisement, PISC, School Psychologist, School Social Worker)

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<p><b>Equity 2B: Opportunity and access</b></p>	<p>Moore Middle School will work to ensure each and every student has access to high quality instructional practices where lessons are rigorous and culturally relevant.</p>	<ol style="list-style-type: none"> <li>1. Provide high quality instruction for each and every student along with effective social emotional learning support.</li> <li>2. Provide collaborative spaces and professional development so teachers can create engaging instruction.</li> <li>3. Utilize small group instruction to provide targeted support for students</li> <li>4. Weekly walkthroughs by administrators</li> <li>5. Decrease the number of students represented in the discipline disproportionality student groups from previous years through restorative</li> </ol>	<p>Percent of staff responding positively to the following EES Staff Survey items (weighted average):</p> <p>Collaboration and Communication Theme</p> <ul style="list-style-type: none"> <li>● Baseline SY21-22: 68%</li> <li>● Target SY22-23: 71%</li> </ul> <p>*My professional learning community work results in improved student learning</p> <ul style="list-style-type: none"> <li>● Baseline SY21-22: 71%</li> <li>● Target SY22-23: 74%</li> </ul> <p>Monitoring Teaching and Learning Theme</p> <ul style="list-style-type: none"> <li>● Baseline SY21-22: 73%</li> <li>● Target SY22-23: 77%</li> </ul> <p>*We monitor the effectiveness of instructional interventions</p> <ul style="list-style-type: none"> <li>● Baseline SY21-22: 65%</li> <li>● Target SY22-23: 68%</li> </ul> <p>Focused Professional Development Theme</p> <ul style="list-style-type: none"> <li>● Baseline SY21-22: 65%</li> <li>● Target SY22-23: 68%</li> </ul> <p>*Peer observation/coaching and feedback is a tool we use to improve instruction</p> <ul style="list-style-type: none"> <li>● Baseline SY21-22: 60%</li> <li>● Target SY22-23: 63%</li> </ul> <p>*We are provided training to meet the needs of a diverse student population in our school</p> <ul style="list-style-type: none"> <li>● Baseline SY21-22: 71%</li> <li>● Target SY22-23: 74%</li> </ul>
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		practices, SEL lessons, and PBIS.	
<b>LSPI 90 Day Update</b>		<b>Data Update on Available Measures</b>	
<ul style="list-style-type: none"> <li>● We have a master schedule that includes SEL Time (15 minutes) attached to each grade level lunch time. This is a time for teachers to build relationships with their students and connect. We also have Advisement every Friday which focuses on our specific areas for positive student interactions and belonging.</li> <li>● We are continuing with PBIS practices and some restorative approaches.</li> <li>● Increased number of students qualified for gifted from 61 (6.7%) to 75 (8.3%)</li> <li>● We have a Gifted team that identifies students who are eligible</li> <li>● This year using iReady data as a factor in determining eligibility</li> <li>● Grade level leads bring GES and schedule changes to PLC meetings</li> <li>● Providing feedback regularly to individuals and teams; utilizing CLT Self-Assessment and Six Characteristics of an Effective PLC (Fisher, Frey)</li> <li>● Teams have made the necessary adjustments to increase productivity within their collaborative learning teams.</li> <li>● Provided feedback and professional learning opportunities to support teachers in structured literacy/GCPS numeracy framework and small group instruction throughout the first semester</li> </ul>		Data on the Educational Effectiveness Survey is not available at this time.	
<b>Effectiveness 3B:</b> Talent management	Moore Middle School is committed to hiring, developing, and retaining teachers who possess the potential	1. Teacher Mentor Program for new teachers	Percent of staff responding positively to the following EES Staff Survey items (weighted average):



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	<p>to be great in the Blueprint for the Future's four strategic priorities (Empathy, Equity, Effectiveness, and Excellence).</p>	<ol style="list-style-type: none"> <li>2. Provide teachers new to our school with mentors adequately trained to support them in acclimating to GCPS/Moore Middle School.</li> <li>3. Local and district professional development to increase teacher effectiveness</li> <li>4. Hire diverse staff that reflects student population</li> </ol>	<p>Support from my principal/supervisor leads to progress on instructional improvement (or professional growth)</p> <ul style="list-style-type: none"> <li>● Baseline: 77%</li> <li>● Target: 79%</li> </ul> <p>Effective Leadership Theme</p> <ul style="list-style-type: none"> <li>● Baseline: 79%</li> <li>● Target: 81%</li> </ul>
<p><b>LSPI 90 Day Update</b></p>		<p><b>Data Update on Available Measures</b></p>	
<ul style="list-style-type: none"> <li>● Ms. Murray and Mr. Tutt are our Lead Mentors for the 2022-2023 school year. These leaders created an onboarding program for our new teachers, during the Summer, to make them feel welcome and to start building relationships.</li> <li>● The Lead Mentors continue their support by meeting with the 1st and 2nd year teachers and their mentors every 2nd Friday of the month to touch base, review classroom management strategies, debrief on peer observations, etc.</li> <li>● Mentors and members of the New Teacher Induction Committee receive district training during our DLDs to enhance their understanding of how to be the best mentor and how to support other adults in the building.</li> </ul>		<p>Data on the Educational Effectiveness Survey is not available at this time.</p>	

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<ul style="list-style-type: none"> <li>• Teachers and staff are informed off and encouraged to attend all professional development opportunities provided by the district.</li> <li>• Teachers and staff that attend district professional development are encouraged to redeliver the information to their peers</li> <li>• Share our story, expectations, flywheel, strategic priorities during interview process to ensure that incoming candidates are the best fit and will add positive momentum to the work.</li> </ul>		
<p><b>Excellence 4A:</b> Preferred education destination</p>	<p>Moore Middle School is committed to being a first choice of students and families for excellent schools and the employer of choice for educators and staff to fulfill their careers.</p>	<ol style="list-style-type: none"> <li>1. Provide assortment of opportunities for students and families to become more engaged at our school: (local tournaments (basketball, soccer), intramurals, athletic conditioning, dances, cultural celebrations (Hispanic Heritage Month, Black History Month), and Title I Theme Nights.</li> <li>2. Partner with external groups to provide future skills for students (ie. Financial literacy).</li> </ol>
		<p>Percent of families responding positively to the following family satisfaction EES Family Survey items (weighted average):</p> <p>This school communicates with me about my student's progress Baseline: 74% Target: 77%</p> <p>Communication/materials I receive from the school are in a language I can understand Baseline: 74% Target: 77%</p> <p>This school has a welcoming environment that embraces the diversity of race, ethnicity, religion, gender, and sexual orientations Baseline: 72% Target: 75%</p> <p>This school celebrates student success Baseline: 67% Target: 70%</p>

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		<ol style="list-style-type: none"> <li>3. Build relationships with businesses and faith-based community enhance connections between the school, parents, and greater community.</li> <li>4. Increase student belonging and engagement through clubs embedded into the school day</li> </ol>	
<b>LSPI 90 Day Update</b>		<b>Data Update on Available Measures</b>	
<ul style="list-style-type: none"> <li>● Regular focus walks have helped us target feedback and better align instructional practices to what is planned during CLT meetings.</li> <li>● Continuing opportunities for our students to be more engaged at school through social, academic, and athletic opportunities</li> <li>● Zeta Phi Beta Sorority providing bi-monthly sessions – opening up to other groups/clubs</li> <li>● Continuing to work with LV First Methodist (supporting school events)</li> </ul>		<p>Data on the Educational Effectiveness Survey is not available at this time.</p>	

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