

2022-2023 Local School Plan for Improvement (LSPI)

School: Trickum MS

Principal: Ryan Queen

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 1A: Cultural competence	As Trickum Middle School continues to be a diverse school, we feel the need to build the cultural competency of our staff as a means of increasing empathy and creating a school in which all stakeholders feel a sense of belonging and safety.	<ol style="list-style-type: none"> 1. Counselors will address cultural competence amongst students in classroom counseling lessons and/or the creation of small groups. 2. Host a Multicultural/International Night 3. Support the International Student Club where students can learn about different cultures represented in our school. 4. Instructional Leadership Team book study on <i>Culturally Responsive Teaching and the Brain</i> by Z. Hammond 	Cultural Proficiency - Staff Survey Baseline: 57.9%; Target: 58.4% Cultural Proficiency - Student Survey Baseline: 93.1%; Target: 93.6% Sense of Belonging - Student Survey Baseline: 73.5%; Target: 74.0%

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		5. Welcoming ritual to open faculty meetings focused on empathy 6. Teacher Preplanning Breakout Sessions focused on student population, teacher mindsets, social-emotional learning and teacher collective efficacy 7. Equity-focused book study (<i>How Learning Works</i>) with Connections teachers and self-contained special education teachers	
LSPI 90 day update			Data update on available measures
<ul style="list-style-type: none"> ● TMS Staff Development Conference completed <ul style="list-style-type: none"> ○ 28 sessions focused across all of the 4 E's ○ Positive feedback ○ Teachers requested longer, in-depth professional learning on cultural competencies and student backgrounds ● Restorative Practices with the GCPS Behavior Coach offered at the TMS Staff Development Conference and continuing with various teachers throughout the building, including a group of 6th and a second group of 7th grade teachers ● Continuing with equity book study with ILT ● Continuing with equity/international book study with Connections and SPED ● 7th Grade Counselor has begun small group lessons - 1 group of girls, 1 group of boys <ul style="list-style-type: none"> ○ Topic: Developing Friendships; finding commonalities, starting conversations, how to be a good friend, discovering personal strengths and managing conflict ● Continue welcoming ritual at Faculty Meeting focused on empathy ● International Night information forthcoming next month 			<ul style="list-style-type: none"> ● Cultural Proficiency - Staff Survey <ul style="list-style-type: none"> ○ Survey results provided later in semester; no update to provide ● Cultural Proficiency - Student Survey <ul style="list-style-type: none"> ○ Survey results provided later in semester; no update to provide ● Sense of Belonging - Student Survey <ul style="list-style-type: none"> ○ Survey results provided later in semester; no update to provide

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<p>Equity 2A: Multi-tiered system of supports</p>	<p>At Trickum Middle School, our vision is to “ensure learning for all students.” As a school, we continuously work towards creating conditions in which every child has an opportunity to reach their full academic and social potential.</p>	<ol style="list-style-type: none"> 1. Data meetings for the MTSS team with progress monitoring 2. Add an additional counselor with a focus of MTSS 3. Interdisciplinary team meetings once per month to discuss data/progress monitoring (KidTalks) 4. Utilize iReady Screener to identify students in need faster to expedite support for students. 5. Provide reading and math supports for all identified students 6. Attendance small group facilitated by counselors 7. Tiger Time approach to include progress monitoring 	<p>MTSS Screening - Academic Baseline: 0%; Target: 95%</p> <p>MTSS Screening - Wellbeing Baseline: 0%; Target: 95%</p> <p>PBIS Distinguished Baseline: Emerging; Target: Operational</p> <p>Student Improvement - % Beginning on Milestones Baseline: 17%; Target: 16%</p>
<p>LSPI 90 Day Update</p> <ul style="list-style-type: none"> ● All teachers and students in Tier 3 are actively using iSTEEP for progress monitoring ● All students in Tier 3 have a MTSS Plan; this has become part of our processes through SST meetings ● After 3 weeks of data illustrating that students have moved above 11%, students are moved out of Tier 3 into Tier 2. ● Gifted leads are using the January iReady data to continue identifying students for further assessment ● iReady and Amplify available for all teachers to utilize for Tier 2 during class or Tiger Time ● SARCs occurring to address attendance ● Counselor added at the beginning of 2022-23 school year 			<p>Data update on available measures</p> <ul style="list-style-type: none"> ● MTSS Screening - Academic <ul style="list-style-type: none"> ○ Reading - 97% ○ Math - 97% ● MTSS Screening - Wellness <ul style="list-style-type: none"> ○ 96% ● PBIS Distinguished <ul style="list-style-type: none"> ○ State determination level provided in summer; no update to provide ● Student Improvement

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			<ul style="list-style-type: none"> ○ Milestone results provide after the administration; no update to provide
Equity 2B: Opportunity and access	At Trickum Middle School, we will ensure that all of our students will have opportunities to engage in and access to high-quality, rigorous, and culturally relevant curriculum.	<ol style="list-style-type: none"> 1. 1 to 1 devices for all students 2. Implementation of Restorative Practices 3. Implementation and professional development regarding iReady testing and the interpretation of results 4. Continued focus on small group instruction coupled with peer observation 5. Continued scheduling practices to include all instructional settings on multiple pods 6. Increase the number of Gifted, EL and Instructional Coaching endorsed teachers 7. Discipline Data Review Team to focus on analyzing, sharing, and providing assistance in regards to Positive Behavioral Intervention & Supports implementation 8. Track student participation in clubs and extracurricular activities 	Gifted & Talented Representation Baseline: 1; Target: 1 Discipline Disproportionality - number of all student groups overrepresented in ISS/OSS Baseline: 3; Target: 3
LSPI 90 Day Update			Data update on available measures
<ul style="list-style-type: none"> ● Choice-sessions offered at the TMS Staff Development Conference on Restorative Practices ● Leadership Team continuing to use Restorative Practices as a part of the discipline/referral process 			<ul style="list-style-type: none"> ● Gifted & Talented Representation

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		<ul style="list-style-type: none"> ● Continue Staff Development/Professional Learning on small-group instruction through peer observation (Spring semester will focus on formative assessments to determine groups) ● PBIS team reshared flowcharts detailing classroom vs administrative managed behaviors & provide quick-reference guides to assist teachers ● Data analysis with ELA, MA and SS focused on Milestones Benchmark results and final exam data ● In preparation for 2024SY, TMS will continue scheduling practices to include all instructional settings on multiple interdisciplinary teams. ● Teachers submitted their preferences on receiving additional certifications (Gifted, ELL and Instructional Coaches); Leadership Team will follow up with identified candidates ● PBIS Committee continues to review discipline data and make adjustments to advisement lessons, as needed ● Surveyed student participation in clubs in January; 1,030 students are active participants in clubs and extracurricular activities thus far this school year 	<ul style="list-style-type: none"> ○ FAY students not yet determined, therefore calculations cannot be made at this time ● Discipline Disproportionality <ul style="list-style-type: none"> ○ 2 groups

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Effectiveness 3A: Results-Based Evaluation System	At Trickum Middle School, we strive to be the “greatest middle school in the nation.” This includes ensuring a sustained legacy of academic performance.	<ol style="list-style-type: none"> 1. Continue to link Results-Based Evaluation System with the Local School Plan for Improvement 2. Weekly walk-throughs by Leadership Team 3. Continue to implement collaborative practices utilizing the best practices of professional learning communities 4. Implementation of the Trickum Middle School Instructional Framework 5. Professional learning focused on the implementation of small group instruction and peer observation 6. Leadership Team will continue to provide feedback to teachers, focusing on the improvement of instructional practices 	District Support for Improvement - Staff Survey Baseline: 84.4%; Target: 84.9%
LSPI 90 Day Update			Data update on available measures
<ul style="list-style-type: none"> ● Continuing to focus on the implementation of the TMS Instructional Framework in New Teacher Network and through work with instructional coaches ● Continue to provide targeted coaching cycles to two teachers identified in this process ● Continue Staff Development/Professional Learning on small-group instruction through peer observation (Spring semester focus has shifted to formative assessments) ● Leadership Team will continue to provide feedback to teachers, focusing on the improvement of instructional practices including paired observations to bring new Assistant Principal to up-to-speed and aligned with current feedback practices of existing team members 			<ul style="list-style-type: none"> ● District Support for Improvement - Staff Survey <ul style="list-style-type: none"> ○ Survey results provided later in semester; no update to provide

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<p>Excellence 4A: Preferred education destination</p>	<p>At Trickum Middle School, we promote a culture of excellence, focused on the achievement of <i>all</i> students. Our goal is to be a school of choice and to provide all stakeholders with exemplary customer service.</p>	<ol style="list-style-type: none"> 1. Increased opportunities for students to be involved in school processes such as including Student Council in meetings with the principal. 2. Continued focus on developing and implementing effective advisement lessons (Tiger Pride) 3. Continued implementation of 8th grade career lessons (Bridge) 4. Improve parent outreach and communication and provide more opportunities for incorporating all stakeholders into our school's community, including communicating in the primary language, when possible 5. Continued high levels of student choice and variety for extracurricular activity involvement year round 	<p>Student Satisfaction - Student Survey Baseline: 47.7%; Target: 52.7%</p>
<p>LSPI 90 Day Update</p> <ul style="list-style-type: none"> ● Career counseling is forthcoming in 8th grade ● Student Council has been reconstituted, representation across entire student body and meeting on a bi-monthly basis ● Student Council has been included to provide feedback (ex.GCPS 2024SY calendar) ● Continue to improve parent outreach and communication and provide more opportunities for incorporating all stakeholders into the school's community; Parent Engagement Liaison was hired in December to assist with this work ● Continue to provide student choice and variety for extracurricular activity involvement 			<p>Data update on available measures</p> <ul style="list-style-type: none"> ● Student Satisfaction - Student Survey <ul style="list-style-type: none"> ○ Survey results provided later in semester; no update to provide