

2022-2023 Local School Plan for Improvement (LSPI)

School: Duluth High School Principal: Dr. Eric Davidson

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.

The following is an abbreviated version of Duluth High School's Local School Plan for Improvement. A more comprehensive list of Duluth High School's goals and action steps [can be found here](#).

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	Duluth High School believes that facilitating a positive school culture creates an environment in which students and teachers feel comfortable achieving their full potential both academically and professionally.	<ol style="list-style-type: none"> 1. Duluth High School will promote staff wellbeing by: <ol style="list-style-type: none"> a. Implementing a tiered new teacher support and mentoring system b. Participating in Social Emotional Learning (SEL) breakout groups with teachers on digital days 2. Duluth High School will promote student wellbeing by: <ol style="list-style-type: none"> a. Rewarding students who make mature decisions b. Gathering and valuing student input regularly 	<ol style="list-style-type: none"> 1. Percent of students chronically absent Baseline: 12% in 2021/22 Target: 10% 2. Positive response to Educational Effectiveness Student Survey (EES) Items: "I feel safe at this school." Baseline: 63% in 2021/22 Target: 66% "I enjoy coming to this school" Baseline: 43% in 2021/22 Target: 48% "Work I do in this school is useful and interesting to me."

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		<ul style="list-style-type: none"> c. Increasing representation of all student groups in classes and programs. d. Designing Advisement lessons with an SEL focus and training teachers to institute SEL practices in instruction. <p>3. Duluth High School will build parent capacity by:</p> <ul style="list-style-type: none"> a. Providing support and information to parents in transition phases. b. Supporting parents with their child's academic and social emotional learning. 	<p>Baseline: 36.5% in 2021/22 Target: 42%</p> <p>3. Positive response to the Cultural Proficiency Educational Effectiveness Staff Survey (EES) items. "When there is a problem in my school, we talk about how to solve it." Baseline: 83% in 2021/22 Target: 86%</p> <p>"I incorporate social emotional instruction into my daily instructional delivery." Baseline: 70% in 2021/22 Target: 73%</p> <p>"I receive training on instruction to support social emotional learning." Baseline: 73% in 2021/22 Target: 76%</p> <p>"Instruction is personalized to meet the needs of each student." Baseline: 75% in 2021/22 Target: 78%</p>
LSPI 90-Day Update		Data Update on Available Measures	
<p>Implementation Plan Progress:</p> <ul style="list-style-type: none"> ● Staff has participated in Social Emotional Learning (SEL) breakout groups on digital days. ● Implemented a tiered new teacher support and mentoring system. ● Providing monthly teacher treats and gifts as well as recognizing a Teacher, Employee and Coach each month. ● Addition of two counselors to function as Behavior Specialists to address students involved in discipline issues. The specialists are working with students in ISS and to discuss strategies for better choice making and conflict resolution skills. ● Student recognition and SEL competencies tracked through advisement. 		<p><i>Percent of students chronically absent</i> Baseline: 12% in 2021/22 Target: 10%</p> <p><i>As of 2/6/23, 17% of students have missed 16 or more days.</i></p> <p><i>**EES Survey data is not available at the time of the review.</i></p>	

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		<ul style="list-style-type: none"> ● <i>Student leadership groups working on school culture assessment. (Meadowcreek walkthrough)</i> ● <i>Targeted intervention with chronic AWOL students through the Parent Center and administration.</i> ● <i>Teachers participated in a dot activity to mark students they had relationships. This information was analyzed with the Fall Student Wellness Survey Data to identify trends. This was shared with staff and discussed in course team meetings.</i> ● <i>International Night is March 3.</i> <p>Implementation Plan Next Steps:</p> <ul style="list-style-type: none"> ● <i>Staff will continue to participate in Social Emotional Learning (SEL) breakout groups on digital days as well as incorporate SEL into daily practice.</i> ● <i>Continue to recognize students for attendance and grades as well as continue with SEL competencies during advisement.</i> ● <i>Continue developing PBIS goals and execution.</i> ● <i>Do another student dot activity with teachers to analyze with the March Student Wellness Survey. This information will be used to create targeted intervention for students.</i> 	
<p>Equity 2A: Multi-tiered system of supports</p>	<p>Duluth High School recognizes the need to provide differentiated interventions and supports to meet the diverse needs of each and every student.</p>	<ol style="list-style-type: none"> 1. Duluth High School will offer the following academic supports: <ol style="list-style-type: none"> a. The 9th Grade Academy model b. Continue targeted, multi-tiered interventions during lunch/advisement c. Dedicated advisement and interventions for Special Education student and English Language Learners d. Use of technology and software to provide differentiated instruction and remediation. 2. Duluth High School will offer various non-academic supports: 	<ol style="list-style-type: none"> 1. Percent of students who are universally screened for wellbeing during the first screening window. <i>Baseline: To be established in Fall 2022</i> 2. Percent of 9th and 10th students universally screened for additional support in Math and ELA during the first screening window. <i>Baseline: To be established in Fall 2022</i> 3. Percent of all Milestone tests in which students scored a Beginning level <i>Baseline: 24.2% in 2021/22</i> <i>Target: 21%</i> 4. Difference in percent of Hispanic students scoring at Beginning level on the Milestone

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LSPI 90-Day Update			Data Update on Available Measures
<p>Implementation Plan Progress:</p> <ul style="list-style-type: none"> ● <i>MTSS team created an intervention/remediation with the most at-risk students (meeting data points of iReady testing, previous grades and teacher recommendation) during advisement time.</i> ● <i>MTSS Coordinator engaged in data talks with the course teams using iReady data.</i> ● <i>Additional MTSS Math teacher was added to begin working with students during the Spring 2023 semester.</i> ● <i>NTI rooms, Geometry Intervention, GOC/Credit Recovery labs have served students since Fall 2022.</i> ● <i>Credit Recovery for Fall 2022 courses occurred through intervention rooms the first 4 weeks of Spring 2023 semester.</i> ● <i>Students involved in behavior/discipline issues have met with Behavior Specialists as well as Behavior Specialists counseling ISS students several times a week.</i> <p>Implementation Plan Next Steps:</p> <ul style="list-style-type: none"> ● <i>Continue to implement intervention for students.</i> ● <i>Math and Language Arts remediation to continue with the MTSS teachers using iReady and Achieve 3000. Tier 3 students to be identified and progress monitored using iSteep.</i> ● <i>Continuing to expand student support with Spanish speaking Behavior Specialist.</i> 			<ul style="list-style-type: none"> 1. <i>Percent of students who are universally screened for wellbeing during the first screening window.</i> Baseline: 93% 2. <i>Percent of 9th and 10th students universally screened for additional support in Math and ELA during the first screening window.</i> Baseline: 94% 3. <i>Percent of all Milestone tests in which students scored a Beginning level</i> Baseline: 24.2% in 2021/22 Target: 21% *Data not available until end of SY 22-23 4. <i>Difference in percent of Hispanic students scoring at Beginning level on the Milestone tests and the general Overall students.</i> Baseline: 7.5% in 2021/22 Target: 5% *Data not available until end of SY 22-23

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			<p>5. <i>English Language Learner progress towards English proficiency as measured by the ACCESS Test</i> <i>Baseline: 72.08% in 2021/22</i> <i>Target: 75%</i> <i>*Data not available at the time of 90 day</i></p>
<p>Equity 2B: Opportunity and access</p>	<p>Duluth High School prioritizes the expansion of student opportunity and access to high quality, rigorous and relevant coursework in an effort to best position our students for success in college and career</p>	<p>Duluth High School will expand and prioritize student opportunities through:</p> <ol style="list-style-type: none"> 1. Open enrollment in Advanced Placement (AP) classes in which students are invited to participate and encouraged to take the AP exams. 2. Promotion of literacy across all curriculum areas. 3. Targeted parent meetings with underrepresented student groups to encourage more AP participation. 4. Support for parents and students with transitioning to Dual Enrollment, enrolling in Grayson Tech or Maxwell High School, signing up for Work-Based Learning, etc. 	<ol style="list-style-type: none"> 1. Disproportionality Index of Black students in exclusionary discipline <i>Baseline: 1.28 in 2021/22</i> <i>Target: < 1.2</i> 2. Percent of Hispanic 12th graders completing an AP or Dual Enrollment course. <i>Baseline: 28% in 2021/22</i> <i>Target: 31%</i>
<p>LSPI 90-Day Update</p> <p>Implementation Plan Progress:</p> <ul style="list-style-type: none"> ● <i>Elective fair to expose students to a variety of elective choices and advisement lessons to increase exposure to all students.</i> ● <i>Identified students using AP Potential and sent letters about classes they were projected to be successful in and invited them to explore these at the elective fair.</i> 			<p>Data Update on Available Measures</p> <ol style="list-style-type: none"> 1. <i>Disproportionality Index of Black students in exclusionary discipline</i> <i>Baseline: 1.28 in 2021/22</i> <i>Target: < 1.2</i> <i>*Data not available until end of SY 22-23</i>

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Implementation Plan Next Steps: <ul style="list-style-type: none"> ● 9th graders taking a field trip to Maxwell in March. ● Rising 9th grade night on Feb 23, 2023 will promote and encourage participation in AP and DREAMS classes. ● Continuing to promote and encourage students to enroll in AP and Dual Enrollment courses during the registration process. 			<ol style="list-style-type: none"> 2. Percent of Hispanic 12th graders completing an AP or Dual Enrollment course. <i>Baseline: 28% in 2021/22</i> <i>Target: 31%</i> <i>*Data not available until end of SY 22-23</i>
Effectiveness 3A: Results-Based Evaluation System	Duluth High School leverages data-driven decision making to facilitate conversations with all stakeholders to advance teaching and learning.	Duluth High School will continue to implement and support the following data-driven initiatives: <ol style="list-style-type: none"> 1. Wildcat Walk-Ins where teachers conduct peer observations to observe quality teaching practices within our school 2. Wildcat Chats to support SEL for staff, students, and families. 3. Additional paid collaborative planning days during the school year and summer for teachers to plan, analyze data, and design lessons. 4. Continued training of Department Chairs to serve as instructional leaders for their content area. 	<ol style="list-style-type: none"> 1. Percent of student grades less than 70%. <i>Baseline: 8% in Spring 2022 Target: 5%</i> 2. Improved performance on the CCRPI Progress component. <i>Baseline: Established in SY 2023</i> 3. Positive responses to the Cultural Proficiency EES Staff Survey items. “I incorporate social emotional instruction into my daily instructional delivery.” <i>Baseline: 70% in 2021/22 Target: 73%</i> “I receive training on instruction to support social emotional learning.” <i>Baseline: 73% in 2021/22 Target: 76%</i>
LSPI 90-Day Update			Data Update on Available Measures
Implementation Plan Progress: <ul style="list-style-type: none"> ● Course teams had one Release Day for planning last semester. ● Departments doing Professional Development through department meetings based on the instructional goal they set. ● Professional Development with 9th grade teachers about equity and parent involvement. ● Monthly Department Chair Paired Learning Walks. 			<ol style="list-style-type: none"> 1. Percent of student grades less than 70%. <i>Baseline: 8% in Spring 2022</i> <i>Target: 5%</i> <i>*Data not available until end of SY 22-23</i>

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<ul style="list-style-type: none"> ● <i>New teachers participated in learning walks as part of their New Teacher PD.</i> ● <i>Course Team Lead (CTL) PD have been focused on self-assessing using the rubric and focusing on facilitating conversation among all members of the team to create voice equity.</i> ● <i>9th grade team has reviewed student data weekly for targeted intervention.</i> ● <i>Getting student voice through Student Advisory Council and sharing that information with Department Chairs and teachers (positive learning environment and ways they learn).</i> <p>Implementation Plan Next Steps:</p> <ul style="list-style-type: none"> ● <i>Continue with department targeted staff development through empowerment of teacher leaders.</i> ● <i>Continue monthly paired learning walks with one another to assess the needs of their new teachers as well as the strengths of their veterans.</i> ● <i>CTL training will focus this semester on two areas: Continuous Quality Improvement (deeper discussions on AKS, data review, and analyzing student work) and Team Accountability (shared accountability & roles).</i> 	<ol style="list-style-type: none"> 2. <i>Improved performance on the CCRPI Progress component.</i> <i>Baseline: Established in SY 2023</i> 3. <i>Positive responses to the Cultural Proficiency EES Staff Survey items.</i> <i>“ I incorporate social emotional instruction into my daily instructional delivery.”</i> <i>Baseline: 70% in 2021/22</i> <i>Target: 73%</i> <i>“I receive training on instruction to support social emotional learning.”</i> <i>Baseline:73% in 2021/22</i> <i>Target:76%</i> <i>**EES Survey data is not available at the time of the review.</i> 		
<p>Excellence 4B: Post-secondary and workforce readiness</p>	<p>Duluth High School understands the importance of preparing each and every student for post-secondary success in college and/or career through opportunities to reach their future goals.</p>	<p>Duluth High School will prepare students for postsecondary and workforce success by:</p> <ol style="list-style-type: none"> 1. Providing support for parents and students with transitioning to Dual Enrollment, enrolling in Grayson Tech or Maxwell High School, signing up for Work-Based Learning, etc. 2. Partnering with local colleges to offer Dual Enrollment opportunities both on and off campus and hosting college information sessions and college fairs built into the school day. 3. Increasing student access to and participation in industry-approved courses and certifications. 	<ol style="list-style-type: none"> 1. Percent of 12th graders performing at college-ready levels on the SAT. <i>Baseline:16% in 2021/22</i> <i>Target: 19%</i> 2. Percent of students graduating in 4 years. <i>Baseline: awaiting DOE data for 2021/22</i> <i>Target: An increase of 3%</i> 3. Difference in the graduation rate of Hispanic students and Overall students. <i>Baseline: awaiting DOE data for 2021/22</i> <i>Target: An decrease of 3%</i> 4. Percent of all 12th graders completing a CTE Pathway. <i>Baseline:17% in 2021/22</i> <i>Target: 20%</i>

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LSPI 90-Day Update		Data Update on Available Measures	
Implementation Plan Progress: <ul style="list-style-type: none"> ● <i>Transition and informational meetings held for parents last semester.</i> ● <i>Advisement lessons delivered to all 9th to 11th students about DREAMS, AP, WBL, and Maxwell/Grayson Tech. All courses were promoted during our elective fair. Students are currently registering for next year.</i> ● <i>Completed yearly counselor meeting about off-track seniors.</i> ● <i>CTE advisory board meetings with local business partners to discuss academic programs.</i> 		<ol style="list-style-type: none"> 1. <i>Percent of 12th graders performing at college-ready levels on the SAT.</i> Baseline: 16% in 2021/22 Target: 19% <i>*Data not available until end of SY 22-23</i> 	

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Implementation Plan Next Steps:

- *Historically Black Colleges and University tour for seniors.*
- *Career Fair on Feb 23.*
- *PROBE College Fair on campus*

2. *Percent of students graduating in 4 years.*
Baseline: awaiting DOE data for 2021/22
Target: An increase of 3%
**Data not available until end of SY 22-23*
3. *Difference in the graduation rate of Hispanic students and Overall students.*
Baseline: awaiting DOE data for 2021/22
Target: An decrease of 3%
**Data not available until end of SY 22-23*
4. *Percent of all 12th graders completing a CTE Pathway.*
Baseline: 17% in 2021/22
Target: 20%
**Data not available until end of SY 22-23*
5. *Pass rate of CTE End of Pathway exams*
Baseline: 69% in 2021/22
Target: 72%
**Data not available until end of SY 22-23*
6. *Percent of students participating in Maxwell/Grayson.*
Baseline: 1.13% in 2021/22
Target: 1.45%
**Data not available until end of SY 22-23*
7. *Percent of 12th graders eligible for the HOPE scholarship.*
Baseline: 59% in 2020/21 (awaiting release of data for 2021/22)
Target: 63%
**Data not available until end of SY 22-23*
8. *Percent of 9th graders who are on track to graduate in 4 years at the end of their 9th grade year.*
Baseline: 89% in 2021/22

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	<p><i>Target: 92%</i> <i>*Data not available until end of SY 22-23</i></p> <p>9. <i>Percent of students participating in DREAMS classes.</i> <i>Baseline: 3% in 2021/22</i> <i>Target: 5%</i> <i>*Data not available until end of SY 22-23</i></p> <p>10. <i>Percent of students participating in work-based learning.</i> <i>Baseline: 0.5% in 2021/22</i> <i>Target: 1%</i> <i>*Data not available until end of SY 22-23</i></p>
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