

2022-2023 Local School Plan for Improvement (LSPI)

School: Lanier High School

Principal: Dr. Christopher Martin

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	Lanier High School is a diverse community. The need to enhance engagement and educate our staff and students is critical as we seek to increase our cultural competence and proficiency in improving service delivery and strengthening programs.	1. Principal's Culture and Climate Advisory Committees <ul style="list-style-type: none"> • The Principal's Advisory council, consisting of members of our diverse student groups, meets monthly to make recommendations toward increasing the cultural competency of the students of Lanier High School. 	Percent of students responding positively to the following cultural proficiency EES Student Survey item: I am comfortable interacting with people from a different racial or ethnic background (MS/HS).

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		<ul style="list-style-type: none"> • The Principal’s Culture and Climate Council, composed of diverse staff members, meets monthly to make recommendations toward increasing the cultural competency and awareness for Lanier High School staff members. <p>2. Cultural Events, Artifacts, Displays and Communications</p> <p><u>Events:</u></p> <ul style="list-style-type: none"> • International Night • Student led events by various groups <p><u>Student Artwork:</u></p> <ul style="list-style-type: none"> • Visual artifacts created by Lanier Arts’ students, showcasing different countries and cultures <p><u>Displays and Communication:</u></p> <ul style="list-style-type: none"> • Flag display that represents our ethnic groups and countries 	<p style="text-align: center;">I feel safe at this school. Baseline: 57% Goal: 85%</p> <p style="text-align: center;">I enjoy coming to this school. Baseline: 36% Goal: 72%</p> <p>Percent of staff responding positively to the following cultural proficiency EES Staff Survey item:</p> <p style="text-align: center;">Staff at this school value and respect all students.</p> <p style="text-align: center;">Baseline: 86% Goal: 90%</p>
LSPI 90 Day Update			
<p>Data from the student and staff EES survey is pending. We have incorporated cultural events, showcasing student artwork, and seamlessly integrated various activities into the daily operations at Lanier High School. In addition, students have organized events to promote cultural diversity within our community. We have offered several student and parent education and community events as well as hosted cultural festivities. As a result, this has led to an increase in student participation in clubs and organizations.</p>			
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<p>EQUITY 2A: Multi-tiered System of Supports</p>	<p>Lanier High School will implement a comprehensive framework to fully operationalize a multi-tiered system of supports to address academic and non-academic student needs and remove barriers to success.</p>	<p>1. Academic Press Support</p> <ul style="list-style-type: none"> ● “Longhorn Time” will be used for enrichment and remedial blocks of learning to assist with implementing academic support for struggling students. ● Administer District Common Formative Assessments (CFA). Course teams in LA and MA will use the data to drive instruction. <p>2. Supportive Community</p> <ul style="list-style-type: none"> ● The data that is collected from the wellness screener will be used to determine general and individual student needs. ● The school will initiate a PBIS team that will meet this year to determine how the program will best support our students. ● Through PBIS, the school will Implement restorative practices to assist with student discipline. ● The school will develop a structure to support the Remedial Education Program and the delivery of REP programs for student supports. 	<p>Percent of all Milestones tests in which students scored at the <u>Beginning</u> level.</p> <p style="text-align: center;">Language Arts (11th Literature) Baseline: 14.3% Goal: 10%</p> <p style="text-align: center;">Math (Algebra I) Baseline: 28.5% Goal: 25%</p> <p>Percent of all Milestones tests in which students scored at the <u>Developing</u> level.</p> <p style="text-align: center;">Language Arts (11th Literature) Baseline: 30% Goal: 25%</p> <p style="text-align: center;">Math (Algebra I) Baseline: 35.6% Goal: 30%</p> <p style="text-align: center;"><u>Supportive Community</u> Percent of students who are universally screened in wellbeing. Baseline: 0% Goal: 100%</p> <p>Percent of students who are universally screened in Math and ELA (iReady). Baseline: 0% Goal: 100%</p>
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			(9th and 10th Grade Students)
<p>EQUITY 2B: Opportunity and Access</p>	<p>Lanier High School will strive to increase the opportunity to learn through consistently implementing high quality instruction with a focus on rigorous and advanced coursework.</p>	<p>The school will develop recruitment and retention strategies to increase opportunities and enrollment of students into pathway completion programs (i.e., business, engineering, healthcare pathway) and Dual Enrollment.</p> <ol style="list-style-type: none"> 1. Host student/parent informational sessions to continue to highlight opportunities for students to enroll in Dual Enrollment, Grayson High School Technical Education Program, and Maxwell High School of Technology. 2. Career Interest Profiler for 9th grade student (Part of Naviance Program) 	<p>CTE Pathway Completion Baseline: 42.04% Goal: 50%</p> <p>Dual Enrollment Number of Students: 130 Baseline: 7% Goal: 9%</p>

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Through a fluid and intentional framework of MTSS we have begun developing opportunities and access for student intervention and overall success.

Over the course of the first semester, LHS has met the 90% threshold for participation in the iReady Universal Screener. Data from the screener has been used to identify students in need of intervention to assist with closing the academic achievement gap. Course teams meet weekly and review common assessment data to drive high-level classroom instruction along with enrichment and remediation for students. Academic course teams are utilizing EOC planning guides to align curriculum instruction with standards that will be assessed.

Lanier High School has created a PBIS team that has completed the GaDOE PBIS training course. We are implementing PBIS best practices to ensure supportive measures are taking place at LHS for all students.

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Counselors have worked with 9th grade students during advisement to complete an individual Naviance Career Inventory. During advisement students are being exposed to various career options, learning about our Maxwell School of Technology, and exploring Dual Enrollment College opportunities. Dual Enrollment and FASFA parent meetings were held in the fall. Another FASFA meeting (with a bilingual interpreter) will be held in March.

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<p>EFFECTIVENESS 3B: Talent Management</p>	<p>Lanier HS will transform our human resources function into a strategic talent management organization that supports new educators and staff to promote high student achievement and engagement for the students of Lanier High School.</p>	<p>New Teacher Development Mentoring program will consist of 4 team meetings and one individual meeting. Topics will include using QPTS, teacher's role on a Course Team / PLC's, effective classroom discipline, effective parent communication</p>	<p>Baseline: Number of first year teachers 2021: 9 2022: 10</p> <p>Number of first year teachers who did not return for 2nd year: 2021: 3 2022: TBD Goal: 75% retention</p> <p>Survey to indicate positive level of assurance and level of support that the mentoring program provided. Baseline: 0 Goal: 93%</p>
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LSPI 90 Day Update

Our mentoring program is well underway with 4 meetings being held thus far this school year. The meetings have centered around instructional planning, classroom management, implementation of Quality Plus teaching strategies and effective communication for classroom teachers. In addition, new teachers have participated in peer observations with the intent to assist them with instructional strategies and interventions for classroom instruction. New teachers will complete a second self-assessment this Spring.

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<p>EXCELLENCE 4B: Postsecondary and workforce readiness</p>	<p>Lanier High School will prepare each and every student for postsecondary and workforce readiness so that they have multiple pathways to success based on their demonstrated knowledge, skills, abilities, and interests.</p>	<p>The school will provide academic support and community collaboration for students on their path to graduation by implementing programs and providing informational sessions of college and career options. <u>Programs:</u></p> <ul style="list-style-type: none"> ● Credit Recovery-program provided to help students recover credit from courses previously failed. ● Work-Based Learning- program that allow students to earn high school credit and work a job during school hours ● Internships ● First Generation- student group for those who will be the first in their family to graduate from high school and attend college ● Distinguished Gentlemen-student group of young males who focus on character development, enrichment and skill building ● Lanier Latino Partnership-student group that focuses on sharing their Latino roots and culture while 	<p style="text-align: center;">Graduation Rate Baseline: 92% Goal: 93%</p> <p style="text-align: center;">9th Grade Cohort Baseline: 79% Goal: 82%</p>

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		<p>developing a strong community partnership.</p> <p><u>Events:</u></p> <ul style="list-style-type: none"> ● College campus visits and informational workshops ● Student and parent financial aid sessions ● College and Career Night 	
<p>LSPI 90 Day Update Credit recovery offerings have been increased. We now offer credit recovery every period throughout the school day, as well as after school.</p> <p>Our students and teacher leaders have been active in seeking insight to college and career options. Examples of events and participation include:</p> <ul style="list-style-type: none"> ● An upcoming First Gen field trip to UGA in April will give students the opportunity to see the flagship university, tour the campus and eat in the cafeteria. ● Distinguished Gentlemen took a field trip to Jim Ellis University where they were exposed to careers in the automotive industry such as marketing, sales, accounting, and the high-tech trades affiliated with the new electric vehicles. ● HoPe and Lanier Latino Partnership students took a college field trip to UNG Gainesville. The goal was to equip students with resources and opportunities to apply for college, obtain scholarships and reach educational and professional success. 			
<p>LSPI 180 Day Update</p>			