

2022-2023 Local School Plan for Improvement (LSPI)

School: North Gwinnett HS Principal: Nathan Ballantine

SAccountability 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) |
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| Empathy 1B: Staff and student wellbeing | We believe that when students and staff enjoy coming to school and work, the overall student experience will be improved. | Activities in this area will include the following: <ul style="list-style-type: none"> • We will review student and staff survey data to identify areas of growth and improvement. Based on the data, we will create activities and initiatives to address the areas in need of improvement. • These activities will focus on building strong relationships with students and promote staff well-being through wellness initiatives. | Student Well-Being <ul style="list-style-type: none"> • Percent of students responding positively to the following student wellbeing EES Student Survey items: <ul style="list-style-type: none"> • I enjoy coming to this school. • Baseline data: 40.7% Agree or Strongly agree • Goal: Increase to 46.63% Staff Well-Being <ul style="list-style-type: none"> • Percent of staff responding positively to the following cultural proficiency EES Staff Survey items: <ul style="list-style-type: none"> • When there is a problem in my school, we talk about how to solve it • Baseline data: 65% Agree or Strongly Agree • Goal: Increase to 68.5% |

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| <p>LSPI 90-Day Update</p> <ul style="list-style-type: none"> • The SEL team leader and school counselors have created and organized numerous SEL lessons and resources for teacher access. Professional Development was provided for our Advisement teams to effectively present the lessons and material. • Bulldog Time was created to provide opportunities for students to voluntarily receive academic support but also to create FLEX areas for students to self-select their activity during this time. • Counselors continue to provide support and intervention services to our students during the school day. • Gathered teacher feedback and prioritized planning time during DLD days to allow teachers more planning/work time. • After listening to teacher/student feedback, Bulldog Time was adjusted to allow teachers to meet with clubs, organizations, sports teams, etc. twice during Spring Semester. | | <p>Survey Data not yet available</p> | |
| <p>LSPI 180-Day Update</p> | | | |
| <p>Equity 2A: Multi-Tiered System of Supports</p> | <p>NGHS 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>Activities in this area will including the following:</p> <ul style="list-style-type: none"> • Create Bulldog Time (27 minute period) in our school day, 5-days/week for students to get extra assistance, intervention, and enrichment. • Implement a credit recovery plan for students to earn missed credits, specifically in LA and MA. • Examine our discipline data and develop interventions and activities focused on improving student behavior. | <p>Milestone Performance Data</p> <ul style="list-style-type: none"> • ALG I: Decrease percent of Beginning and Developing Learnings from 36% to 32%. <p>Previous Failure rates</p> <ul style="list-style-type: none"> • Identify students who previously failed a math and/or Language Arts course. <p>PBIS</p> <ul style="list-style-type: none"> • Discipline Data broken down by student groups and compared to District data • PBIS Implementation Stage: No PBIS program to “Installing” status. |
| <p>LSPI 90-Day Update</p> | | | |

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| <ul style="list-style-type: none"> • Bulldog Time was designed and launched this semester. On average, 450-500 students are being requested or request to see their teacher for extra help and missing work. The remaining students are able to request access to flexible spaces for their Bulldog Time. • Discipline data is reviewed monthly and discussed with our discipline and admin team. Trends are reviewed to determine where nad how we can better support our student body. • Academic Tier-2 students are provided additional interventions for 30 additional minutes during their lunch by a certified teacher. • Credit recovery opportunities wre built into Bulldog Time Spring semester. • Adjusted MTSS Tier 3 to provide reading support during student lunch periods. | | | |
| LSPI 180-Day Update | | | |
| <p>Equity 2B: Opportunity and access</p> | <p>NGHS will expand student opportunities to engage in and have access to high quality, rigorous, and culturally relevant curriculum, advanced coursework (e.g., AP and dual enrollment), and enrichment activities (e.g., the arts, gifted, STEM, career technical education).</p> | <p>Activities in this area will include initiatives surrounding opportunity and access for all students. Some of these include:</p> <ul style="list-style-type: none"> • Examining our Gifted numbers by student group. • Study any disproportionality in our discipline. • Continue to enhance the implementation of our school-wide PBIS Program. • Create specific Advisement groups for male and female students who are identified as at-risk for behavior and academics. • Offer a schoolwide SAT administration in March to all Juniors. | <p>Gifted Data</p> <ul style="list-style-type: none"> • Increase total overall gifted population: <ul style="list-style-type: none"> o 2022-23 Total Gifted Percentage: 37%. o Goal: Increase total Gifted Population to 40 %. <p>Discipline Data</p> <ul style="list-style-type: none"> • Number of Black students that are overrepresented in ISS/OSS based on the Discipline Disproportionality Index <ul style="list-style-type: none"> o 2021-22 Disproportionality index is 2.9. o 2022-23 Goal is 1.2 <p>SAT Data</p> <ul style="list-style-type: none"> • Percent of 12th graders who take the SAT. <ul style="list-style-type: none"> o Class of 2022 Seniors who took SAT: 641 or 79.4%. o Goal: Increase participation rate to 81.5%. |
| LSPI 90-Day Update | | | |
| <ul style="list-style-type: none"> • Data updates were provided throughout the Fall Semester to examine our Gifted population demographics as well as any disproportionality in our discipline numbers. • The SAT for All initiative is also currently signing up Juniors for a March SAT administration. | | | |

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| <ul style="list-style-type: none"> Created a PBIS implementation team and attended GaDOE implementation training during Fall 2021 semester. Identified additional students (< 10) to progress onto next phase of Gifted testing as a result of MAP testing. | | | |
| LSPI 180-Day Update | | | |
| Effectiveness 3A: Results-Based Evaluation System | NGHS believes that schoolwide data supported goals are key in driving and creating an improved student experience. This will also lead to improved student outcomes and successes. | Activities in this area of effectiveness will include some of the following: RBES: <ul style="list-style-type: none"> Each teacher will create two RBES goals directly related to their work in their classroom. Monthly communication to staff members will be instituted to improve key messaging. Instructional Framework <ul style="list-style-type: none"> Create and communicate an Instructional Framework design to be implemented in each classroom. Create a school-wide Professional Development Plan related to our school and district goals. | Staff Survey Data <ul style="list-style-type: none"> Percent of staff responding positively to the following school improvement EES Staff Survey items: <ul style="list-style-type: none"> There is a consistent vision of school improvement throughout this district. Baseline data: 71% Agree or Strongly Agree Goal: Increase to 73.9% |
| LSPI 90-Day Review | | | |
| <ul style="list-style-type: none"> A comprehensive implementation of our current Instructional Framework was launched in August. This plan included visual displays as well as year-long professional development to increase the effectiveness of implementation. The professional development model followed involved Administration and Department Chair setting the direction, followed by Course Team Leads leading the professional development. Each teacher created 2-RBES goals in alignment with our their Professional Goals as well as the school-wide LSPI. | | | |
| LSPI 1840-Day Review | | | |
| Excellence 4C: | NGHS believes that a strong communication platform, consisting of a | Activities in this area will include the following: <ul style="list-style-type: none"> We will review the Family Survey Participation questions, share with | Survey Data |

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| <p>World-class communications and engagement</p> | <p>variety of channels, helps to create and sustain a shared vision of student success for all of our stakeholders.</p> | <p>stakeholders, and select questions we wish to improve upon.</p> <ul style="list-style-type: none"> • Develop a social media presence using various platforms. • Collect Parent Portal participant data and create a plan to help families be informed about a Parent Portal account. • Communicate with parents via video recordings of the scheduling process for students to select their classes. | <ul style="list-style-type: none"> • Percent of families participating in the annual EES Family Survey. <ul style="list-style-type: none"> • 542 Families responded • Percent of families responding positively to the following family satisfaction EES Family Survey items: • When I share concerns with my student's teacher, they listen <ul style="list-style-type: none"> • Baseline data: 70% Agree or Strongly Agree • Goal: Increase to 73% <p>Parent Portal Data</p> <ul style="list-style-type: none"> • Percent of parents and guardians of GCPS students who have an active GCPS Parent Portal account (including both pre-existing accounts and new account sign ups). <ul style="list-style-type: none"> • We have 3085 Parent Portal accounts. Of those accounts, they represent 2621 students. Our current enrollment is 3096. • Current participate rate is 85% • Goal: Increase participation rate to 86.5%. |
| <p>LSPI 90-Day Update</p> <ul style="list-style-type: none"> • A focus of our Excellence goal is school-wide communication internally and externally. Our social media presence has increased to purposefully share the great things happening in our building. • Currently, the 2023-24 Registration Process is underway which includes multiple communication methods and channels in order to appropriately and effectively communicate with our families. • Currently, 3393 families have active Parent Portal accounts. | | | |

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