

2022-2023 Local School Plan for Improvement (LSPI)

School: South Gwinnett High School

Principal: Dorothy Jarrett

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 1B: Staff and student wellbeing	SGHS believes that the social and emotional well being of faculty, staff and students will lead to the development of a supportive community that drives student success.	<ul style="list-style-type: none"> • Offer students opportunities through activities such as advisement, clubs and organizations, and athletics in which they are able to positively express their social and emotional well being in a safe manner and environment. • Provide students with support through SG local and GCPS mentoring programs. 	<p>We will increase the percentage of stakeholders responding positively for the following questions:</p> <p>In this school, there is at least one adult who knows and cares about me. (Student Measure)</p> <ul style="list-style-type: none"> ○ 2022 Baseline: 69% ○ 2023 Target: 74% <p>When there is a problem in my school, we talk about how to solve it. (Staff Measure)</p> <ul style="list-style-type: none"> ○ 2022 Baseline: 42% ○ 2023 Target: 50%

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		<ul style="list-style-type: none"> ● Plan faculty and staff competitions on DLD's to build collegiality. ● Create and maintain structures for teachers to provide suggestions and feedback. 	
LSPI 90 Day Review: Implementation Design Process: <ul style="list-style-type: none"> ● Strong advisement processes with lessons that incorporate a robust SEL focus ● #DoSomethingAtSouth Campaign for student engagement and involvement ● Strong start to the boys' mentoring program with 35 participating male students ● PTSO presence and support for students during the school day ● Staff SEL activities on digital learning days ● Staff surveys seeking feedback regarding school operations and scheduling ● Individual staff/principal conferences Implementation Design Next Steps: <ul style="list-style-type: none"> ● Increase participation in girls' mentoring ● Development of a staff liaison process to provide leadership with concerns and feedback (Staff LSAA Model) 			Data Update: EES Survey (Student) - Measure will be available at 180 day review EES Survey (Staff) - Measure will be available at 180 day review
LSPI 180 Day Review			Data Update:
Equity 2A: Multi-tiered system of supports	SGHS believes that when students are given support and enrichment to demonstrate mastery of academic knowledge and skills, each and every student will have opportunities to succeed.	Comet Time Instructional Coach, 9th grade counselor to support 9th grade pilot for flex time <ul style="list-style-type: none"> ● Remediation ● Enrichment ● Extra-curricular ● Flex 9 to include peer tutoring or mentoring, among other things ● Incorporating kid talks to 10-12 advisement ● Academy based guidance and support 	2A: <ul style="list-style-type: none"> ● We will increase the percentage of stakeholders responding positively for the following questions: All students have access to rigorous courses and supports. <ul style="list-style-type: none"> ○ 2022 Baseline: 56% ○ 2023 Target: 61%

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		Community Conversation over Coffee with community stakeholders, families, and students to address MTSS and answer inquiries.	
LSPI 90 Day Review: Implementation Design Process: <ul style="list-style-type: none"> ● Strong focus on Tier 1 in every classroom ● Professional learning with instructional leaders about MTSS and importance of Tier I ● Power Hour tutoring (peer tutoring) opportunities ● Opportunities for enrichment and remediation during advisement ● Success Saturday programs ● Consultation with instructional leaders about conferring with students about available rigorous courses ● Parent engagement through Community Conversation over Coffee Implementation Design Next Steps: <ul style="list-style-type: none"> ● Developing a process for systematically moving and serving students in Tier 2 and 3 academically ● Strategic planning about how to most successfully introduce a Flex 9 in next year's schedule 		Data Update: EES Survey (Student) - Measure will be available at 180 day review EES Survey (Staff) - Measure will be available at 180 day review	
LSPI 180 Day Review		Data Update:	
Equity 2B: Opportunity and access	SGHS believes that when students are given support and enrichment to demonstrate mastery of academic knowledge and skills, each and every student will have opportunities to succeed.	Increase percentage pathway completion <ul style="list-style-type: none"> ● Increased participation and pass rate on the End of Pathway Assessment ● Professional learning for teachers about academics ● Increased communications with parents and students about pathway completion 	2B: We will increase the percentage of stakeholders responding positively for the following questions: My teacher(s) help me learn by challenging me with interesting activities in class. <ul style="list-style-type: none"> ○ 2022 Baseline: 45% ○ 2023 Target: 50%

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<p>LSPI 90 Day Review:</p> <p>Implementation Design Process:</p> <ul style="list-style-type: none"> ● Academy learning opportunities for students, staff, and stakeholders ● Learning opportunities for parents about coursework available for high school students ● Opportunities offered to students in STEM-related extracurricular activities, such as STEM Fair and Girls Who Code ● NCR and Microsoft Partnership ● Career Connections/Academy Fair <p>Implementation Design Next Steps:</p> <ul style="list-style-type: none"> ● Implement a refresher on Quality Plus Teaching Strategies ● ILT driven listening sessions to determine what students find most interesting and challenging in their classes ● ILT driven listening sessions to determine what opportunities students want in their curriculum ● Develop criteria to implement Portrait of a Graduate initiative 			<p>Data Update:</p> <p>EES Survey (Student) - Measure will be available at 180 day review</p> <p>EES Survey (Staff) - Measure will be available at 180 day review</p>	
<p>LSPI 180 Day Review</p>			<p>Data Update:</p>	
<p>Effectiveness 3A: Results-Based Evaluation System</p>	<p>SGHS believes that by focusing on inputs, behaviors, and outcomes, students will be able to sustain high standards.</p>	<p>SGHS believes that by focusing on inputs, behaviors, and outcomes, students will be able to sustain high standards.</p>	<p>We will increase the percentage of stakeholders responding positively for the following questions:</p> <p>Our staff believes that all students can meet state standards.</p> <ul style="list-style-type: none"> ○ 2022 Baseline: 61% ○ 2023 Target: 66% <p>My teachers expect all students to succeed no matter who they are.</p> <ul style="list-style-type: none"> ○ 2022 Baseline: 71% ○ 2023 Target: 76% 	
<p>LSPI 90 Day Review:</p> <p>Implementation Design Process:</p> <ul style="list-style-type: none"> ● Incorporated Whole Educator Series in Staff Professional Learning Plan with CLT check-ins and goal setting around the learning ● Strong focus on Collaborative Learning Teams, including professional learning about the readiness rubric ● Monthly professional learning designed to support the LSPI 			<p>Data Update:</p> <p>EES Survey (Student) - Measure will be available at 180 day review</p> <p>EES Survey (Staff) - Measure will be available at 180 day review</p>	

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<ul style="list-style-type: none"> ● Focus on small group teacher led instruction (ELA, Math District Instructional Coach Support) ● Attention to student attendance with social worker and mentoring support ● Sharing school wide data and updates with the faculty as a celebration of student success <p>Implementation Design Next Steps:</p> <ul style="list-style-type: none"> ● Use peer observations to enhance learning and sharing in CLTs ● Student goal setting in advisement 			
LSPI 180 Day Review			
<p>Excellence 4B: Post-secondary and workforce readiness</p>	<p>SGHS believes that students have the most opportunities when exposed to multiple pathways to success based on their demonstrated knowledge, skills, abilities, and interests</p>	<ul style="list-style-type: none"> ● School -wide Academy Reboot ● Summer Internship Fair ● Continue to increase AP Course Participation/Exam Preparation ● Business and Community Partnership ● Computer Science for All Initiative (cyber-security, block-chain) ● Monitor SAT Prep Effectiveness ● Kid Talks to allow students to co-author course and career offerings (WBL, service learning, independent studying) ● Develop a long term plan for managing career academies and CTE pathways. EOPA - End of Pathway Assessment Preparation ● Community Conversation over Coffee with community stakeholders, families, and students to address MTSS and answer inquiries. 	<p>Data Update:</p> <p>We will increase the percentage of stakeholders responding positively for the following questions:</p> <p>Adults in this school help me plan and set goals for my future.</p> <ul style="list-style-type: none"> ○ 2022 Baseline: 49% ○ 2023 Target: 54% <p>I have a plan for what I want to do after high school..</p> <ul style="list-style-type: none"> ○ 2022 Baseline: 71% ○ 2023 Target: 76%
LSPI 90 Day Review:		Data Update:	

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<p>Implementation Design Process:</p> <ul style="list-style-type: none">• Strong academy focus with explicit connections to student career opportunity• Business partner engagement, including panels for students• Two dual enrollment nights• Strong focus on AP testing including “AP Scholarships” for students experiencing barriers to testing• Parent engagement at Community Conversation over Coffee• Counselor development of graduation plans for individual students (Portrait of a Graduate) <p>Implementation Design Next Steps:</p> <ul style="list-style-type: none">• Opportunities for student feedback in curriculum offered• Cluster vertical collaboration in developing long term plan for career academies and maximizing student opportunity	<p>EES Survey (Student) - Measure will be available at 180 day review</p> <p>EES Survey (Staff) - Measure will be available at 180 day review</p>
LSPI 180 Day Review	Data Update: