

## 2022-2023 Local School Plan for Improvement (LSPI)

**School: Archer High      Principal: Dr. Conquisha Thompson**

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)
<b>Empathy 1B:</b> Staff and student wellbeing	Archer High School will promote student and staff wellbeing through prioritizing self-care, physical and mental health, and social emotional learning.	<ol style="list-style-type: none"> <li>1. Incorporate Social Emotional Learning (SEL) lessons during Tiger Time Advisement for students that will lead to opportunities for students and teachers to establish meaningful connections</li> <li>2. Share self-care challenges for staff members and create pulse checks for students and staff</li> <li>3. Establish wellness rooms for students and staff to promote staff and student wellbeing and promote self care and wellness through various activities on campus</li> </ol>	<b>Student Wellbeing: Student Survey</b> Percent of students responding positively to the EES Student Survey items: <ul style="list-style-type: none"> <li>● I enjoy coming to this school. <b>SY2022 Baseline: 30%</b> <b>SY2023 Target: 35%</b></li> <li>● I can calm myself down when I am excited or upset. <b>SY2022 Baseline: 66%</b> <b>SY2023 Target: 70%</b></li> <li>● Setbacks don't discourage me. <b>SY2022 Baseline: 60%</b> <b>SY2023 Target: 63%</b></li> </ul>

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		<ol style="list-style-type: none"> <li>4. Create opportunities to recognize and celebrate students and staff members for their accomplishments</li> <li>5. Create opportunities for students and staff to give feedback about concerns they have and to develop solutions for addressing these concerns</li> </ol>	<p><b>Parent Survey</b> Percent of families responding positively to the EES Family Survey item:</p> <ul style="list-style-type: none"> <li>● My student enjoys going to school. <b>SY2022 Baseline: 52%</b> <b>SY2023 Target: 56%</b></li> </ul> <p><b>Staff Support: Staff Survey</b> Percent of staff responding positively to the EES Staff Survey items:</p> <ul style="list-style-type: none"> <li>● When there is a problem in my school, we talk about how to solve it. <b>SY2022 Baseline: 52%</b> <b>SY2023 Target: 56%</b></li> <li>● My principal facilitates systems/processes to support school improvement. <b>SY2022 Baseline: 78%</b> <b>SY2023 Target: 82%</b></li> <li>● My principal/administrator cares about me as a person. <b>SY2022 Baseline: 84%</b> <b>SY2023 Target: 85%</b></li> <li>● Staff at all levels are treated fairly here. <b>SY2022 Baseline: 76%</b> <b>SY2023 Target: 78%</b></li> </ul>
<p><b>90 Day Review:</b></p> <ol style="list-style-type: none"> <li>1. Students complete at least two SEL lessons during <a href="#">advisement</a> weekly.</li> <li>2. Weekly challenges are shared with staff members in the weekly newsletter. Self-care lessons are created for students to complete during advisement.</li> </ol>			<ul style="list-style-type: none"> <li>● 2023 EES Survey Results</li> <li>● Monitor the number of shoutouts submitted weekly</li> <li>● Monthly Staff Appreciation</li> </ul>

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		<ol style="list-style-type: none"> <li>3. The student wellness room received an upgrade including new stress toys, lighting and furniture.</li> <li>4. Students are recognized and celebrated for their accomplishments. (Examples: STAR student and Athlete of the week and Athlete of the month. Recognize coaches of the month. Staff members submit shout outs to staff members and shout outs are shared in the weekly newsletter. Staff members are recognized for their accomplishments. (Examples: Perfect Attendance)</li> <li>5. A student advisory group has been established. One representative has been selected by their peers from each advisement class. A teacher advisory group has also been established. Two teachers have been selected from each department that is not currently in a leadership role.</li> <li>6. Teacher leaders conducted a professional development where teachers were given the opportunity to share feedback for school improvement. We also create surveys for teachers to provide feedback.</li> </ol>	
<p><b>Equity 2A:</b> Multi-tiered system of supports</p>	<p>Archer High School will create a system of support to address academic and non-academic student needs and remove barriers to success.</p>	<ol style="list-style-type: none"> <li>1. Increase the number of students taking the Student Wellness Screener and establish a plan to address needs identified from the survey</li> <li>2. Establish intervention classes to support Tier 2 and Tier 3 students' academic and non-academic needs</li> <li>3. Provide professional learning opportunities for staff members to understand the MTSS process and to incorporate instructional practices to support all students' needs through Tier 1 Interventions</li> <li>4. Hire and identify staff members to develop a MTSS team that will</li> </ol>	<p><b><u>MTSS Screening: Academic</u></b>                      ELA                      SY2023 Baseline: 94%</p> <p>Math                      SY2023 Baseline: 95%</p> <p><b><u>MTSS Screening: Wellbeing</u></b>                      SY2023 Baseline: 96%</p> <p><b><u>Student Improvement: Percent Beginning on Milestones</u></b>                      All student groups at the beginning level:  <b>SY2022 Baseline: 14%</b>  <b>SY2023 Target: 12%</b></p>

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		<p>create a formal process for RTI to include interventions and progress monitoring.</p>	<p>Algebra I:  <b>SY2022 Baseline: 17%</b>  <b>SY2023 Target: 15%</b></p> <p>American Literature:  <b>SY2022 Baseline: 11%</b>  <b>SY2023 Target: 9%</b></p> <p>Biology:  <b>SY2022 Baseline: 16%</b>  <b>SY2023 Target: 14%</b></p> <p>U.S. History:  <b>SY2022 Baseline: 12%</b>  <b>SY2023 Target: 10%</b></p>
<p><b>90 Day Review:</b></p> <ol style="list-style-type: none"> <li>1. We met our goal of increasing the number of students taking the wellness screener at 96% completion rate.</li> <li>2. We have trained 9th and 10th grade Language Arts teachers on how to use Achieve 3000 as an intervention in their classrooms. We have also established a Tier 3 Read 180 for students who need intensive reading intervention.</li> <li>3. Students are scheduled in REP classes with trained staff members to provide extra support. On November 30th, we held a MTSS Professional Development for all faculty members that helped teachers understand the infrastructure layer of MTSS and provided them with data about the support being given to students academically and behaviorally.</li> <li>4. We have a Behavior Specialist that works directly with students who are identified by the administrators as needing peer mediation and/or one-on-one support for behavior choices.</li> </ol>			<ul style="list-style-type: none"> <li>● Read 180-Twenty-six students grew between 1-125 points on the iReady winter administration and 22 students maintained or fell between 1-123 points. We are currently only serving 31 students.</li> <li>● Identified students who failed a course in the first semester will enroll in credit recovery or Georgia Virtual.</li> <li>● Behavior specialist has met with almost 100 individual students and 9 different groups of students for mediations and preventative support.</li> <li>● The number of major incident referrals decreased from 104 in September to 66 in November.</li> </ul>

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<p><b><u>Equity 2B:</u></b> <u>Opportunity and access</u></p>	<p>Archer High School will expand student opportunities to engage in and access high-quality, rigorous, and culturally relevant curriculum, advanced coursework, and enrichment activities.</p>	<ol style="list-style-type: none"> <li>1. Improve communication and advertising of course options for advanced courses.</li> <li>2. Review and revamp scheduling practices so students have more opportunities to participate in advanced programs</li> <li>3. Review the universal screener and analyze achievement data to identify students to move to advanced courses and to identify students to assess for the Gifted and Talented program</li> <li>4. Create more opportunities for interventions and restoration as a first step before suspensions</li> <li>5. Hire a behavior specialist to support student interventions and district appointed Cluster Behavior Coach to support teachers in providing interventions for student behaviors</li> <li>6. District appointed a College and Career Specialist to support students in their transition after high school.</li> <li>7. Improve PBIS status through district and local support.</li> </ol>	<p><b><u>PBIS Status</u></b> SY2022: Emerging SY2023: Operational</p> <p><b><u>Discipline Disproportionality: Student Groups Overrepresented in ISS or OSS</u></b></p> <p>Black (52% of school population) <b>SY2022 Baseline: 63%</b> <b>SY2023 Target: 60%</b></p> <p>Male (51% of school population) <b>SY2022 Baseline: 64%</b> <b>SY2023 Target: 61%</b></p> <p>Free and Reduced Meals (34% of school population) <b>SY2022 Baseline: 57%</b> <b>SY2023 Target: 53%</b></p> <p><b><u>Student Survey</u></b> Percent of staff responding positively to the following staff satisfaction EES Student Survey items:</p> <ul style="list-style-type: none"> <li>● All students have access to rigorous courses and support. <b>SY2022 Baseline: 30%</b> <b>SY2023 Target: 33%</b></li> <li>● My teacher helps me learn by challenging me with interesting activities in class. <b>SY2022 Baseline: 42%</b> <b>SY2023 Target: 45%</b></li> <li>● This school is doing a good job of preparing me to succeed in my life.</li> </ul>

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			<p><b>SY2022 Baseline: 40%</b>  <b>SY2023 Target: 43%</b></p> <ul style="list-style-type: none"> <li>My teachers expect all students to succeed no matter who they are.</li> </ul> <p><b>SY2022 Baseline: 75%</b>  <b>SY2023 Target: 77%</b></p>
<p><b>90 Day Review:</b></p> <ol style="list-style-type: none"> <li>We included Advanced Placement representatives at our Rising 9th Elective Fair. Staff members and students presented to the middle school students. We are also analyzing iReady data , PTSA, and the AP potential data to identify AP candidates to deepen the pool. We are introducing a new course, AP African American Studies, that will add another attractive rigorous course to our students' elective options.</li> <li>We are reviewing the scheduling of Advanced Placement and certain electives to offer more opportunities for students to enroll in Advanced Placement and participate in attractive electives offerings. The Advanced Placement Team is planning a summer bridge program.</li> <li>Our gifted coordinator reviewed universal screener data and identified students to test for the Gifted and Talented program and has increased the number of students eligible in the program.</li> <li>We recruited a Behavior Specialist to focus on student behaviors and interventions. Those supports include peer mediation with a keen focus on conflict resolution. One-on-one support to address AWOLs, tardiness, grades, SEL, self regulation, organization, and goal setting. The support from the behavioral specialists also includes observation of students in Tiger Time and the instructional setting to provide feedback to students and/or families. Additionally, our behavioral specialist initiates parent conferences to strategize for the success of students. The counseling and administrative teams are working to develop a process to support students that have enrolled in Gwinnett County Public Schools within the last three years. We are seeing a higher number of suspension and tribunal rates for students that fall in this category. The behavior specialist is developing a system to check-in with students when they</li> </ol>		<p><b><u>Student Improvement: Percent Beginning on Milestones</u></b></p> <p>This information will be updated at the end of the school year when Georgia Milestone data is released.</p> <p><b><u>Discipline Disproportionality: Student Groups Overrepresented in ISS or OSS</u></b></p> <p>Black (52% of school population SY2022/54% of school population SY2023)  <b>SY2023 Midyear update: 8.3%</b></p> <p>Male (51% of school population SY2022/)  <b>SY2023 Midyear update: 8.6%</b></p> <p>Free and Reduced Meals (34% of school population SY 2022/45% of school populations SY2023)  <b>SY2023 Midyear update: 9.4%</b></p> <ul style="list-style-type: none"> <li>The counselors, the behavior specialist, principal, and assistant principals met with students returning from the GIVE center at the</li> </ul>	

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		<p>return from out of school suspensions. The behavior specialist currently checks in with students that are assigned In School Suspension.</p> <ol style="list-style-type: none"> <li>5. Our cluster Behavior Coach has visited our school on numerous occasions to support teachers in Tier 1 interventions. He currently has several teachers in the coaching cycle where he is sharing strategies and providing ongoing support for improvement. Our Behavior Coach also works with our PBIS team and is supporting the team in updating our PBIS Matrix and developing a reward system for students and staff.</li> <li>6. Our College and Career Specialist has created several opportunities for students to learn about post secondary options including frequent visits from college recruiters and the Military and First Responder Mashups.</li> <li>7. Our Behavior Coach has been supporting our PBIS program.</li> </ol>	<p>beginning of second semester to establish a reentry plan.</p> <ul style="list-style-type: none"> <li>● Our gifted eligibility is increasing after students have been identified through the universal screener. We have increased the number of students eligible for the Gifted Program from 530 students on 7/29/2022 to 567 students on 2/14/2023.</li> <li>● The Behavior Coach is coaching five teachers in our school.</li> <li>● Our <a href="#">PBIS matrix</a> has been updated to reflect the matrix used at our elementary and middle schools in the cluster.</li> </ul>
<p><b>Effectiveness 3B:</b> Talent management</p>	<p>Archer High School will prioritize the recruitment and retention of highly-qualified staff members to ensure our students receive a high quality education.</p>	<ol style="list-style-type: none"> <li>1. New Teacher Support and mentoring program</li> <li>2. Develop strategies to increase awareness of interests and preferences of teachers and establish events targeted to include culture and team building</li> <li>3. Create differentiated staff development opportunities to meet individual needs of teachers</li> </ol>	<p><b>Teacher Retention</b></p> <p>Teacher Retention Rate- Experienced (6 or more years) <b>Target SY2023: 70%</b></p> <p>Teacher Retention Rate- Early Career (0-5 years) <b>Target SY2023: 70%</b></p>
<p><b>90 Day Review:</b></p> <ol style="list-style-type: none"> <li>1. We have established a new teacher support program that meets monthly and launched an effective mentoring program. New teachers were surveyed about their mentor</li> </ol>			<p><b>Teacher Retention</b></p> <ul style="list-style-type: none"> <li>● <a href="#">New Teacher Meeting Dates and Topics</a></li> <li>● <a href="#">Professional Development Schedule</a></li> </ul>

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		<p>support, and changes were made to mentors in the second semester as needed based on feedback.</p> <ol style="list-style-type: none"> <li>2. Teachers can provide input about culture and team building through surveys, meetings, and the newly established Teacher Advisory Committee.</li> <li>3. We are identifying the interest of teachers through surveys to create differentiated professional development. For example, new teachers received a survey and shared feedback to separate New Teacher professional development into three categories: new to teaching, new to Archer, and new to Gwinnett. We also provide PD options for teachers on digital learning days based on interest.</li> </ol>	
<p><b>Excellence 4C:</b> World-class communications and engagement</p>	<p>Archer High School will develop and maintain improved levels of two-way communication with families to increase family engagement to support student learning and development.</p>	<ol style="list-style-type: none"> <li>1. Create a newsletter to communicate with families about school events and opportunities to engage with the school community</li> <li>2. Host community meetings and create opportunities for families and the community to provide input for school improvement</li> <li>3. Increase teacher communication with families</li> <li>4. Host community events for families and create volunteer opportunities for families and community members</li> </ol>	<p><b><u>Family Survey Participation</u></b> SY 2022 Baseline: 11% SY 2023 Target: 18%</p> <p><b><u>Family Survey</u></b> Percent of families responding positively to the following family satisfaction EES Family Survey items:</p> <ul style="list-style-type: none"> <li>● When I share concerns with my student's teacher, they listen. <b>SY2022 Baseline: 72%</b> <b>SY2023 Target: 73%</b></li> <li>● Parents/families have input into plans for improving this school. <b>SY2022 Baseline: 42%</b> <b>SY2023 Target: 43%</b></li> <li>● The school communicates with me about my student's progress. <b>SY2022 Baseline: 74%</b> <b>SY2023 Target: 76%</b></li> <li>● The school communicates effectively with my family.</li> </ul>



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			<b>SY2022 Baseline: 61%</b> <b>SY2023 Target: 64%</b>
<b>90 Day Review:</b>  1. We created a community newsletter and began sending the newsletter to families in January, and the newsletter is scheduled to go out every two weeks. A survey is included in the newsletter for families and community members to provide feedback for improvement. 2. We hosted a Cluster School Council meeting where school council members from each school in the cluster were able to share ideas to improve community connections throughout the cluster. 3. We have created a schedule to send our progress reports more frequently to provide frequent updates to families. Progress reports will be sent to families every three weeks, including a list of assignments that students are missing and an opportunity for students to complete the missing assignments. 4. We will host a cluster community STEM event on Earth Day, April 22, 2023. We are in the process of adding a Family Engagement Specialist that will assist us in connecting with families and the community to improve family and community engagement.		<b><u>Family Survey Participation</u></b> SY 2023 Target: 18%  Community Newsletter views: <ul style="list-style-type: none"> <li>● 1/3/23-1865 views, 10 locations</li> <li>● 1/13/23-1325 views, 3 locations</li> <li>● 1/27/23-864 views, 3 locations</li> <li>● 2/10-758 views, 4 locations</li> </ul>	