

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

**School: GSMST    Principal: Logan Malm**

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)  |
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| Empathy<br><b>1B. Student and Staff Wellbeing</b> | At its core, GSMST thrives because of the collective efforts of dedicated students and staff members. The students and staff at GSMST are invaluable, and we are committed to ensuring their wellbeing through a focus on self-care, physical and mental health, and social-emotional learning. We recognize that these are challenging times in education, and we need to be more intentional in this area of support, for both students and staff. | <b>1. School Wellness Program</b><br>The school will continue to support, improve, and expand our wellness program for students and staff. We will offer several school events, both during and after the school day, to target self-care, physical and mental health, and social-emotional wellbeing. This year we will begin to integrate wellness priorities into the school day during advisement, guided study, and also into the classroom.<br><br><b>2. Student Advisement Program</b><br>All students will engage in twice weekly advisement lessons in the areas of: Counseling, Life Skills, and SEL. | <b>Percent of students responding positively to the following EES Student Survey items (weighted average):</b><br>I enjoy coming to this school<br>Baseline: 54%<br>Goal: 75%<br>I am hopeful about my future<br>Baseline: 78%<br>Goal: 90%<br>I can calm myself down when I am excited or upset<br>Baseline: 71%<br>Goal: 80% |

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|  |  | <p><b>3. Increase Access to Clubs/Activities</b><br/>                 The school will open access to clubs and activities that support student belonging and engagement, while being mindful of the commitment required of staff members.</p> | <p>Setbacks don't discourage me<br/>                 Baseline: 61%<br/>                 Goal: 75%</p> <p><b>Percent of staff responding positively to the following EES Staff Survey items (weighted average):</b><br/>                 When there is a problem in my school, we talk about how to solve it<br/>                 Baseline: 72%<br/>                 Goal: 80%<br/>                 My principal/administrator cares about me as a person<br/>                 Baseline: 88%<br/>                 Goal: 100%<br/>                 My principal facilitates systems/processes to support school improvement<br/>                 Baseline: 95%<br/>                 Goal: 100%</p> <p><b>Percent of students who are universally screened in wellbeing.</b><br/>                 Goal: 100%</p> |
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**LSPI 90 Day Update**

- The Wellness team has planned several events this year, which include afternoons filled with: intramurals, crafts, cooking classes, board games, and music opportunities.
- The Advisement team, which includes teachers, school leaders and counselors, have developed numerous lessons and resources for teachers to access. Our grade level advisement leaders meet with their teams regularly to offer assistance with lesson delivery. Student leaders help to deliver 9th grade advisement lessons throughout the year, which have been supported and led by members from our counseling team. Advisement lesson topics include: SEL, Wellness, Academic Success, and College and Career planning.
- We have added 6 additional affinity clubs this year, with a plan to open new club applications again this semester. We are proud to begin expanding our clubs and activities that students can get involved in, and we have already seen a positive impact in their participation this year.

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| <p>Equity<br/><b>2A. Multi-Tiered System of Supports</b></p> | <p>GSMST has a long history of student academic success, and it is our vision to continue this trajectory to ensure all students are prepared for college and career. We understand that while our students made the same choice to attend GSMST, it does not make them the same type of learner. Students at our school have unique needs and through several support systems in place, we plan to ensure their individual needs are met throughout the year.</p> | <p><b>1. Academic Press Support</b><br/>Formative assessments will be administered and the data will be used to determine the remediation that takes place in the classroom to support student learning.</p> <p>All departments will develop tutoring schedules for each content area that will be posted in eClass and on the school website.</p> <p><b>2. Supportive Community Support</b><br/>The data that is collected from the wellness screener will be used to target and support general and individual student needs.</p> <p>The school will initiate PBIS planning this year to determine how the program will be tailored to support our students.</p> | <p><b>Percent of students who are universally screened in Math and ELA (MAP).</b><br/>Goal: 95% 9th and 10th Grade Students</p> <p><b>Percent of students who are universally screened in wellbeing.</b><br/>Goal: 95%</p> <p><b>Percent of all Milestones tests in which students scored at Distinguished level.</b></p> <p><b><u>Algebra</u></b><br/>Baseline: 86% (P&amp;D=100%)<br/>Goal: 90%</p> <p><b><u>Biology</u></b><br/>Baseline: 87% (P&amp;D=99%)<br/>Goal: 90%</p> <p><b><u>American Literature (11G)</u></b><br/>Baseline: 31% (P&amp;D=98%)<br/>Goal: 40%</p> <p><b><u>US History</u></b><br/>Baseline: 28% (P&amp;D=87%)<br/>Goal: 35%</p> |
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| <p><b>LSPI 90 Day Update</b></p> | <ul style="list-style-type: none"> <li>● The school has attended and completed the PBIS implementation training that is offered from the state. We have developed our local school PBIS matrix, and anticipate continuing to initiate the PBIS work with students and teachers over the next year.</li> <li>● Grade data (both formative and summative) is reviewed regularly and students that have been identified as needing extra support receive invitations to attend our Academic Learning Zone after school during the week. Students receive specialized tutoring and a quiet work space to receive additional interventions and support.</li> </ul> |
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| <ul style="list-style-type: none"> <li>Tutoring schedules have been developed and published for each of our departments. The tutoring schedules allow parents and students a chance to see what specific times their teachers are available for extra help during the week.</li> </ul>  |  |  |   |
| <p>Equity<br/><b>2B. Opportunity and Access</b></p>   | <p>The career landscape in which our students enter after college is constantly changing, and therefore we need to ensure our programs are growing and evolving to prepare all students for success in their futures. Our goal is to expand and improve STEM opportunities at GSMST, so students have access to high quality, rigorous, and culturally relevant curriculum, advanced coursework and enrichment activities throughout the year.</p> | <p><b>1. STEM Academic Program</b><br/>GSMST will continue to offer our signature advanced STEM course pathway, as well as real-world learning experiences through the four year partnership program.</p> <p>Teachers will continue to place an emphasis on real-world problem solving, curiosity, communication, and collaboration to promote future ready skill development in all content areas.</p> <p><b>2. STEM Opportunities</b><br/>GSMST will continue to offer multiple STEM learning opportunities that enrich learning during class time and also extend beyond the classroom. Examples include, but are not limited to: science fair, robotics experiences, dual enrollment, science olympiad, honor societies, service learning, STEM clubs, and the school's signature partnership program.</p> | <p><b>Percent of 12th graders in historically underserved groups completing an AP course and exam.</b><br/>Baseline: 100%<br/>Goal: 100%</p> <p><b>Percent of 12th graders who take the SAT/ACT.</b><br/>Baseline: 100%<br/>Goal: 100%</p> <p><b>Partnership Program Internship Data</b><br/><i>(Metric Currently in Development)</i></p> |
| <p><b>LSPI 90 Day Update</b></p> <ul style="list-style-type: none"> <li>We started the STEM recertification process this year with the state and anticipate recertification taking place in the 23-24 school year.</li> <li>Our school has developed a school-wide Design Thinking process that will be used as our standard problem solving process in every content area. Teachers will receive professional learning on this process, as well as PBL, this semester.</li> <li>We have enhanced our partnership program offerings for next year to include entrepreneurship and more research in the area of robotics and biosciences.</li> </ul> |  |  |   |
| <p>Effectiveness<br/><b>3A. Results Based Evaluation System</b></p>   | <p>We recognize the importance of defining the inputs, behaviors, and outcomes that determine the standards for student success at GSMST. We believe that this work takes place in collaboration with colleagues across CLT's and across the faculty.</p>  | <p><b>1. Support High Quality Instruction</b><br/>Student success at GSMST starts with high quality instruction and meaningful relationships in the classroom. Our teachers will work collaboratively in CLT's to use common formative assessment data and</p>   | <p><b>Percent of students improving on district benchmark assessments between 1st and 2nd semester.</b><br/>Goal: 100%</p>  |

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|  | <p>GSMST enlists a data driven approach to decision making, and relies on common assessments to not only drive accelerated instruction, but drive remediation and support for students. Student success starts in the classroom, and we ensure teachers have the support they need to teach at high levels through coaching, professional learning, and weekly team meetings.</p>  | <p>common summative assessment data to identify student needs and areas for remediation.</p> <p>New teachers will receive support and mentoring through our new teacher program.</p> <p>All teachers and leaders will continue to strengthen their toolkits by attending school-wide professional learning, department professional learning, and district professional learning where applicable.</p>  |   |
| <p><b>LSPI 90 Day Update</b></p> <ul style="list-style-type: none"> <li>● Each teacher developed two RBES goals this year that are in direct alignment with our LSPI. Teachers have aligned their goals to both Academic Success and Wellness in their classrooms.</li> <li>● Our teachers continue to meet weekly in CLTs, where they plan and use common formative assessments to identify areas of concern and remediation.</li> <li>● Our new teachers receive monthly professional learning as they continue to acclimate to the field of teaching and also into our school.</li> </ul> |  |   |   |
| <p>Excellence<br/><b>4C. World Class Communication and Engagement</b></p>  | <p>As GSMST continues to expand our diverse and distinguished community across Gwinnett County, we recognize the continued need for world-class communication and engagement with all stakeholders. We will continue to model and support communication best practices through our social media platforms, school meetings, parent nights, alumni network and our growing partnership programs. We value stakeholder input and engagement, and will continue to seek feedback for programs and school initiatives throughout the year.</p> | <p><b>1. Support transparent, two-way communication and feedback with all school stakeholders.</b></p> <p>GSMST will improve social media communication to ensure our positive story is highlighted in public forums which include our website, facebook, and instagram.</p> <p>We will change our newsletter into a new and improved format for parents and community members, to be released in the Fall of 2022.</p> <p>GSMST will continue to host parent nights and school events that allow the community a chance to come into the building, meet our wonderful staff, and experience all of the amazing attributes of our school.</p> | <p><b>Percent of families that complete the EES Parent Survey.</b></p> <p>Baseline: 190 Family Responses<br/>Goal: 500 Family Responses</p> |

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|  |  | We will strengthen our advisory teams in the areas of engineering and computer science this year, potentially bringing in more student alumni into these groups. We will continue to expand our alumni network. |  |
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**LSPI 90 Day Update**

- We launched a new parent newsletter this year and have been intentional about including special parent event information, pictures of events happening in the school day, student recognition, and other timely information for student support.
- Our social media presence has increased this year to include a new Instagram account, in which we have trained student interns to run exclusively. We anticipate this social media account will grow in followers over time, and will continue to highlight student and school accolades, as well as school events.