

2022-2023 Local School Plan for Improvement (LSPI)

School: McClure Health Science High School Principal: Nicole Mosley

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	McClure Health Science High School will increase the cultural competence and proficiency of our organization and individual staff members to improve service delivery, strengthen programs, and enhance engagement across the full spectrum of our diverse community.	<ol style="list-style-type: none"> 1. Advisement programs that incorporate social emotional learning responsive to student culture. 2. Celebrations of culture such as Hispanic Heritage Month, Black History Month, and Asian American and Pacific Islander Heritage Month 3. Mentorship programs–Male mentors and Beyond Ladies 4. Instructional materials that is inclusive of our community 5. Newsletters, digital displays, postcards in multiple languages 	<ul style="list-style-type: none"> ● Cultural Proficiency–Staff Survey–We are provided training to meet the needs of a diverse student population in our school. <ul style="list-style-type: none"> ○ Baseline 21-22: 78% ○ Goal 22-23: 81% ● Cultural Proficiency–Family Survey–My student learns about the cultures of our community at school. <ul style="list-style-type: none"> ○ Baseline 21-22: 76% ○ Goal 22-23: 79% ● Sense of Belonging–Student Survey–There’s at least one adult in this school that I can talk to if I have a problem. <ul style="list-style-type: none"> ○ Baseline 21-22: 79% ○ Goal 22-23: 82%

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		<p>to engage parents, students, and the surrounding community</p> <ol style="list-style-type: none"> 6. Identifying Gifted students from underrepresented groups. 7. Cultural competency and Social Emotional Learning (SEL) training and implementation for all staff. <p>Budget Implications: District allotment, Title I budget, general funds</p> <p>Person(s) Responsible: Nicole Mosley, Sally Taylor, Ashlyn Bennett, Jessie Zaretsky, Jimmie McKinley, Tom Myers, Mirelle Nurinda, Maria Salazar</p>	
<p>Equity 2A: Multi-tiered system of supports</p>	<p>McClure Health Science 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>	<ol style="list-style-type: none"> 1. Parent outreach liaison to facilitate supportive community and academic press. 2. Parent center to facilitate supportive community and academic press parent workshops. 3. Positive Behavior Intervention and Supports(PBIS) team--ongoing staff and community traing 4. Multi-Tiered System of Supports (MTSS)--ongoing staff and community traing 5. MTSS interventions specialists to support students and teachers 	<ul style="list-style-type: none"> ● PBIS Status <ul style="list-style-type: none"> ○ Baseline 21-22: Installing ○ Goal 22-23: Emerging ● Student Improvement--% of Beginning on Milestones <ul style="list-style-type: none"> ○ Baseline 21-22: 22.6% ○ Goal 22-23: 20.6% ● English Learner (EL) Progress Towards Language Proficiency--CCRPI <ul style="list-style-type: none"> ○ Baseline 21-22: 74.8% ○ Goal 22-23: 77.8%

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<p>Equity 2B: Opportunity and access</p>	<p>McClure Health Science High School will expand student opportunities to engage in and access high-quality, rigorous, and culturally relevant</p>	<ol style="list-style-type: none"> 1. Utilize portfolios to further identify Gifted and Talented students 2. Train staff on Gifted Identification 3. Implementation of PBIS 	<ul style="list-style-type: none"> ● Gifted & Talented Representation—number of student racial/ethnic groups underrepresented in Gifted & Talented Programs <ul style="list-style-type: none"> ○ Baseline 21-22:

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	<p>curriculum, advance coursework (e.g. Advanced Placement and dual enrollment) and enrichment activities (e.g. the arts, gifted, Health Science Pathways, career technical education)</p>	<ol style="list-style-type: none"> 4. Vertical alignment with cluster schools to create pathways for Advanced Placement and dual enrollment opportunities 5. Preparing students for PSAT, SAT, and ACT exams. 6. FAFSA help sessions for students and families 7. College and career fairs 8. Internship and externship opportunities for Health Science Pathways, Marketing, Computer Science and Audio Video and Film 9. Expanded Gifted Internship and internship program 10. Targeted interventions supporting students academically and behaviorally <p>Budget Implications: District allotment, Title I funds, general funds</p> <p>Person(s) Responsible: Quintin Jones, Bert Green, Nicole Mosley, Jimmie McKinley, Tom Myers, Erica Robinson, Sally Taylor, Chyann Hector</p>	<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Hispanic Population– 71%; Hispanic Gifted representation - 54.67% ○ Goal 22-23: <ul style="list-style-type: none"> ■ Close disproportionality gap for identified Hispanic students to be at 57.67% ● Discipline Disproportionality–Number of all Student Groups Overrepresented in ISS and OSS <ul style="list-style-type: none"> ○ Baseline 21-22: <ul style="list-style-type: none"> ■ Black students are disproportionate at 1.42 ○ Goal 22-23: <ul style="list-style-type: none"> ■ Close disproportionality gap for Black students to be at 1.12 ● SAT/ACT Participation <ul style="list-style-type: none"> ○ Baseline 21-22: 42%: ○ Goal 22-23: 45%
<p>Effectiveness 3A: Results-Based Evaluation System</p>	<p>McClure Health Science High School will redefine the inputs, behaviors, and outcomes that determine the standards for student success as measured by the</p>	<ol style="list-style-type: none"> 1. CLT planning with a focus on Tier I interventions 2. Data talks analyzing common assessments and gradebooks 3. Instructional focus on small group instruction and social emotional learning. 	<ul style="list-style-type: none"> ● Student Improvement–% Proficient and Distinguished on Milestones <ul style="list-style-type: none"> ○ Baseline 21-22: 48.3% ○ Goal 22-23: 51.3% ● Percentage of students improving on a district Milestones benchmark assessment between 1st and 2nd semester

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	<p>Results-Based Evaluation System (RBES) to support school improvement and student growth.</p>	<ol style="list-style-type: none"> 4. Wonder walks/Peer observation coaching cycles. 5. Schoolwide Leadership team 6. Quality Plus Teaching Strategies (QPTS) in the classroom <p>Budget Implications: District allotment, Title I funds, general funds</p> <p>Person(s) Responsible: Tom Myers, Jessie Zarestsky, Nicole Mosley, Jimmie McKinley, Kari Malloy, Ashley Rogers, Katie Kangas, Leslie Dunham, Chris Smith, James Glenn</p>	<ul style="list-style-type: none"> ○ Baseline 21-22: TBD ○ Goal 22-23: TBD
<p>Excellence 4B: Post-secondary and workforce readiness</p>	<p>McClure Health Science 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>	<ol style="list-style-type: none"> 1. Instructional focus on small group instruction and SEL 2. Internships and externships for students in the Health Science Pathways 3. End of Pathway Assessments (EOPAs) for certification in CTE fields 4. College and military recruits <p>Budget Implications: District allotment, Title I funds, general funds</p> <p>Person(s) Responsible: Nicole Mosley, Jimmie McKinley, Tom Myers, Jessie Zartesky, Joey Marinelli, Ashlyn Bennett, Sally Taylor, Meredith Watts, Sylvia Rowe</p>	<ul style="list-style-type: none"> ● CTE Pathway Completion <ul style="list-style-type: none"> ○ Baseline 21-22: 59.32% ○ Goal 22-23: 62.32% ● Students Eligible for the HOPE Scholarship <ul style="list-style-type: none"> ○ Baseline 21-22: 53.5% ○ Goal 22-23: 56.5% ● 9th grade on Track <ul style="list-style-type: none"> ○ Baseline 21-22: 82% ○ Goal 22-23: 85% ● Graduation Rate <ul style="list-style-type: none"> ○ Baseline 21-22: 93% ○ Goal 22-23: 96%

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