

2022-2023 Local School Plan for Improvement (LSPI)

School: Norcross High School

Principal: Will Bishop

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	Staff and student wellbeing is key to the growth and success of our students. Last spring's ESS data revealed there is room for growth in students' enjoyment of school and instructional growth for teachers. We know that attendance is critical to student success and we need to reduce the number of students who are chronically absent.	<ol style="list-style-type: none"> 1. Implement SEL & PBIS lessons throughout the school year. 2. Effective communication with students and families who have attendance struggles. 3. Implement interventions for students who have attendance struggles. 4. Administrative team will ensure we are supporting staff through instructional conversations and staff development. 5. Family engagement: In support of reducing the chronic absentee rate at NHS and in an effort to build parent capacity, we will provide opportunities for parent participation through activities that support student learning and success including 	<p>Student Wellbeing: Student Survey Percent of students responding positively to the following student wellbeing EES Student Survey Item: I enjoy coming to this school.</p> <p>- baseline 22-23: 37% positive responses (30% neutral) - - target 22-23: 43% positive responses</p> <p>Student Wellbeing: Chronic Absenteeism Percent of students chronically absent</p> <p>- baseline 21-22: 26% - target 22-23: 23%</p>

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		<p>program decision making. Potential meetings include: Attendance Workshop, helping parents access student grades and attendance through the Parent Portal, Parent Center office hours to provide parents with individual attendance support, monitoring student progress.</p>	<p>Staff Support: Staff Survey Percent of teachers responding positively to the following staff wellbeing EES Staff Survey Item: Support from my principal/supervisor leads to progress on instructional improvement (or professional growth). - baseline 21-22: 58% positive responses (24% neutral) - target 22-23: 62% positive responses</p>
<p>LSPI 90 Day Update Throughout the year we have implemented Social and Emotional Learning lessons. In addition we have had several lessons that focus on behavior expectations throughout the school.</p> <p>We continue to work on reducing the number of chronically absent students. Some work has been completed by administrators and counselors, however it has not been as impactful as we hoped. Recently we have made some staffing adjustments to put additional resources into addressing attendance concerns. Mrs. Brooks, our head counselor, is developing a plan that will engage our counselors, Parent liaison and administrators in a more focused effort to support this goal during second semester.</p>			<p>Data Update on Available Measures Data is not yet available for EES surveys. We anticipate receiving this data during the spring semester.</p> <p>Attendance data shows approximately we have 1% more students who are chronically absent this year (end of first semester) than last year.</p>
<p>LSPI 180 Day Update</p>			<p>Data Update on Available Measures</p>
<p>Equity 2A: Multi-tiered system of supports</p>	<p>MTSS will support our work in ensuring each and every student receives the support they need to be successful.</p>	<ol style="list-style-type: none"> 1. Create an MTSS team to identify needs and coordinate intervention work across campus. 2. Implement and utilize flex/intervention periods to address gaps in learning. 3. Family engagement: Students identified as having needs that will be supported by MTSS will receive communication via 	<p>Student Improvement: Percent Beginning of Milestones Percent of all Milestones tests in which students scored at Beginning level</p> <p>- LA11 baseline 21-22: 25% target 22-23: 22% - Alg I baseline 21-22: 32% target 22-23: 29% - Biology baseline 21-22: 30% target 22-23: 27% - US History baseline 21-22: 35% target 22-23: 31%</p>

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		<p>email, phone, conferences, etc. to collaborate in supporting their student.</p>	<p>MTSS Screening: Academic Percent of 9th & 10th grade students who participate in the i-Ready academic diagnostic during 2022-2023.</p> <ul style="list-style-type: none"> - Target: Reading Participation 90% - Target: Math Participation 90% <p>MTSS Screening: Wellbeing Percent of students who participate in the EES wellness diagnostic during 2022-2023.</p> <ul style="list-style-type: none"> - Target: Participation 90%
<p>LSPI 90 Day Update An MTSS team has been created and has met several times during the fall semester. They have discussed the role of the MTSS team, have begun to look at student needs and interventions offered and investigating additional interventions that could be used at NHS. Their next steps will include creating a menu of interventions currently in use at NHS as well as identifying students who need additional supports who are not currently receiving adequate support. These students will be placed in interventions where possible and new interventions will be considered/developed for gaps that we have on our campus.</p> <p>Current interventions include implementation of collaborative and resource special education classes, ACES, FUSE, multiple literacy classes for ESOL students, implementation of Reading/Writing classes, and supporting students in math through the use of strategies courses.</p> <p>Implementation of our Blue Devil Period has allowed teachers to meet numerous student needs. This time has been used to implement interventions for students who are struggling in their classes and it has also offered time to create extensions for students who are on track in their classes.</p>			<p>Data Update on Available Measures Milestone data will be available at the end of the school year.</p> <p>Percentage of 9th & 10th grade students who participated in the i-Ready academic diagnostic in the fall of 2022 was over 85% on reading and math. We are on track to meet our goal.</p> <p>Percent of students who participated in the EES wellness diagnostic 88% (September, 2022). We anticipate we will meet the 90% goal with the spring administration of this survey.</p>
<p>LSPI 180 Day Update</p>			<p>Data Update on Available Measures</p>

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<p>Equity 2B: Opportunity and access</p>	<p>Expanding the IB Diploma Program will allow additional students access to take part in advanced coursework.</p>	<ol style="list-style-type: none"> 1. Create a PBIS team, complete PBIS training and begin implementation of PBIS. 2. Increase the non exclusionary behavior interventions offered at NHS to support positive changes in student behavior. 3. Introduce and familiarize ninth and tenth grade students about the IB Diploma Program through events, meetings, and effective communication of the benefits of the program. 4. Family engagement: In support of decreasing the exclusionary consequences for students and in an effort to build parent capacity, we will partner and communicate with families via email, phone calls, conferences, etc. to collaborate and support students in their growth. 	<p>Discipline Disproportionality: Rate of Economically Disadvantaged Student Group Overrepresented in ISS and OSS Percent of economically disadvantaged students who received ISS and OSS</p> <p>- baseline ISS 21-22: 14.4% target ISS 22-23: 13.1% - baseline OSS 21-22: 11.1% target OSS 22-23: 10.2%</p> <p>Increase participation in the International Baccalaureate Diploma Program - baseline: class of 2024 IB DP enrolled students - 125 - target: class of 2025 IB DP enrolled students - 135</p> <p>- baseline: class of 2024 IB candidates - 27 - target: class of 2025 IB DP candidates - 35</p>
<p>LSPI 90 Day Update A NHS PBIS team has been created and attending two full days of training. The team has created a draft of a PBIS matrix which will be shared with the staff in an upcoming meeting.</p> <p>During the fall semester, additional non exclusionary behavior interventions were developed and implemented. This includes after school detention twice a week and a Saturday morning detention.</p> <p>We have identified students in the ninth grade that are available for extensions during their Blue Devil Period and have shown interest or aptitude in becoming an IB Diploma Programme student as a junior or senior. These students have participated in monthly sessions during their Blue Devil Period to build interest and understanding in the IB DP.</p>			<p>Data Update on Available Measures Percent of economically disadvantaged students who received ISS so far this year: 7.9%. We are on track to meet our goal of being below 13.1% at the year's end.</p> <p>Percent of economically disadvantaged students who received OSS so far this year: 7.3%. We are on track to meet our goal of being below 11.1% at the year's end.</p> <p>Data for the number of students participating in the IB DP for the class of 2025 should be available in the spring.</p>

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Tenth grade students who are participating in the IB Personal Project meet monthly during their Blue Devil period to support their efforts in the project.			
LSPI 180 Day Update			Data Update on Available Measures
Effectiveness 3A: Results-Based Evaluation System	Students are most prepared for life after high school when they have a quality education that allows them the maximum choices in college, careers and other post-secondary choices. One measure of student learning is the GCPS Benchmark Assessments and implementing effective interventions to ensure students receive the support they need to be successful.	<ol style="list-style-type: none"> 1. Implement formative assessments to monitor student learning (concept checks, tickets out the door, CFA's, math whiteboards, etc.). 2. Implement responsive teaching based on the formative assessment data. 3. Implement and utilize flex/intervention periods to address gaps in learning. 4. Implement Saturday Success sessions to address gaps in learning. 5. Family engagement: In support of increasing student achievement in Language Arts, Math, Science, and Social Studies we will coordinate workshops and events that are geared towards helping parents understand the curriculum their students are learning and the assessments used to measure their progress and achievement. Workshops will provide parents with strategies and resources which can be used at home to help improve their students' skills. 	<p>Improvement Progress: Benchmark Assessments Percent of students improving on district benchmark assessments between 1st and 2nd semester or achieving at high levels</p> <p>Target: 90%</p> <p>Staff Support: Staff Survey Percent of teachers responding positively to the following staff EES Staff Survey Item: We monitor the effectiveness of instructional interventions.</p> <p>- baseline 21-22: 64% positive responses - target 22-23: 68% positive responses</p>

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LSPI 90 Day Update Teachers at NHS have implemented formative checks of student learning during the fall semester. This data has been used to implement responsive teaching and/or interventions both in class time, during the Blue Devil period and on Saturday sessions. As we move forward additional professional learning and consistency of implementation will be key to impact students. Due to our staff's current teaching load (6 classes), finding time for professional learning in this area has been difficult.			Data Update on Available Measures No data is yet available on improvement of student performance between first and second semester. We anticipate EES survey data being available in the spring semester.
LSPI 180 Day Update			Data Update on Available Measures
Excellence 4A: Preferred education destination	The goal for each student when they begin high school is to graduate. At NHS we continue to work to support students in their learning and recover credit if they are unsuccessful in their coursework.	<ol style="list-style-type: none"> 1. Implement Credit Recovery throughout the school year. 2. Identify, register and support identified students in attending summer school (including transportation). 3. Relevance of Learning: Teachers intentionally make connections between student learning goals to the outside world. 4. Family engagement: In support of increasing the graduation rate at NHS and in an effort to build parent capacity, we will provide opportunities for parent participation through activities that support student learning and success including program decision making. Potential meetings include: Title I Planning Meeting, helping parents access student grades and attendance through the Parent Portal, Parent Center office hours to provide parents with individual advisement 	4-year Graduation Rate Percent of 9th grade class that graduates in 4 years. - baseline 21-22: 80.5% - target 22-23: 82.0% Student Satisfaction: Student Survey Percent of students responding positively to the following student satisfaction EES Student Survey items: Work I do in this school is useful and interesting to me - baseline 21-22: 36% positive responses (31% neutral) - target 22-23: 40% positive responses This school is doing a good job of preparing me to succeed in my life: - baseline 21-22: 44% positive responses (30% neutral) - target 22-23: 48% positive responses

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		meetings, monitoring student progress, rising 9th grade workshop, Supporting Ells in the Classroom Workshop, and Senior Parent Night. Additionally, training will be provided twice each semester to build the capacity of the staff.	<p>Family Satisfaction: Family Survey Increase participation on the EES Family Survey.</p> <p>- baseline 21-22: 321 responses - target 22-23: 350 responses</p>
<p>LSPI 90 Day Update Credit Recovery was offered during the fall semester and students earned credit for 78 classes. Several redit recovery sessions are planned for the spring semester including one immediately following the chool year.</p> <p>Planning is underway for Summer School. We are hopeful we can offer several courses on the NHS ampus. Students who need classes not offered at NHS will attend GCPS summer school. We anticipate ransportation will be provided for both groups of students.</p>			<p>Data Update on Available Measures</p> <p>We anticipate EES survey data being available in the spring semester.</p>
<p>LSPI 180 Day Update</p>			<p>Data Update on Available Measures</p>