

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

**School: Shiloh High School      Principal: Dr. Danyel Dollard**

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 m 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	Shiloh HS is a safe and inclusive school environment, where we promote student and staff wellbeing through social emotional learning, Restorative Practices, and collaborative solutions, while prioritizing physical and mental health and self-care.	<b>Students:</b> <ol style="list-style-type: none"> <li>1. Weekly advisement lessons which engage students in restorative practices and social emotional learning.</li> <li>2. Targeted student engagement and representation in SHS clubs, organizations, mentoring, or school solutions with data monitoring each quarter.</li> <li>3. Monthly school wide multicultural experiences, celebrations, and recognitions through inclusive practices</li> <li>4. Monthly student meetings to discuss whole school initiatives and supports</li> <li>5. Seek student input through surveys</li> </ol>	<b>Student Wellbeing-Student Survey</b> Baseline: 44.5% Target: 49.5%  <b>Staff Support - EES Staff Survey</b> Baseline: 71.6% Target: 76.6%

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		6. Refer students to school counseling and APEX services  <b>Staff:</b> 7. Dedicated time each semester for data team to evaluate, share, and celebrate progress with students, staff and families 8. Monthly staff wellness initiatives implemented with thematic/wellness focus 9. Prioritize staff input in problem and solution process through digital and in-person formats 10. Monthly professional learning- Educational Equity & Culturally Responsive Classroom	
<b>LSPI 90-Day Update- 1B</b>			<b>Data Update on Available Measures</b>
<b>Students</b> 1. Advisement lessons - MTSS and PBIS teams combined leadership. SEL committee created and introduced the program overview. 2. Google form survey shared with staff to assess current student engagement in clubs and organizations offered at SHS. 3. Schoolwide celebrations - Shiloh's Main, Community and Student events calendar have been merged to ensure all stakeholders are aware of events. Celebrations include Hispanic Heritage Salsa and Bachata lessons, Black History Program and International Night. 4. Student input - The Principal has met with students twice to gather input and feedback.			<b>Survey data are currently not available and will be updated when data is available in Summer 2023</b>
<b>Staff</b>			

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		<ol style="list-style-type: none"> <li>5. MTSS data team has been established and includes members of the PBIS team. The team meets monthly.</li> <li>6. Partners identified to fund wellness room and resources.</li> <li>7. Staff input obtained on school scheduling options, school wide assessment program options</li> <li>8. Professional Learning - Culturally Responsive Classroom sessions are held monthly.</li> </ol>	
<p><b>Equity 2A:</b> Multi-tiered system of supports (MTSS)</p>	<p>To ensure the academic and non-academic needs of each and every student are being met, Shiloh High School will utilize integrated data and instruction from the MTSS framework to remove barriers to student academic success.</p>	<p><b>MTSS</b></p> <ol style="list-style-type: none"> <li>1. MTSS Team creation of academy lead teachers, counselors, teacher leaders, and administrators</li> <li>2. MTSS team will engage in monthly data collaboration to review student performance and share with staff</li> <li>3. Shiloh HS will hire MTSS Coordinator (Title I)</li> <li>4. Refine Response to Intervention (RTI) processes with RTI Coordinator and Academy leadership team with professional learning focus for staff on MTSS and PBIS</li> <li>5. PBIS team will facilitate professional learning monthly including positive behavior strategy implementation</li> <li>6. Implement system for awarding students for positive behaviors based on PBIS matrix</li> </ol>	<p><b>MTSS Screening-Academic</b> 2022 - Student Baseline: 0.0% 2023 - Target: 95.0%</p> <p><b>MTSS Screening: Wellbeing -</b> 2022 - Baseline: 0.0% 2023 - Target: 95.0%</p> <p><b>Student Improvement - Percent Beginning on Milestones</b> 2022 - Baseline: 35.8% 2023 - Target: 30.8%</p>

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		<ol style="list-style-type: none"> <li>7. Identify a community and business partnerships to support PBIS implementation and campaigns</li> <li>8. iReady Universal Screening 3x per year to identify students qualified for Remedial Education Program (REP) to provide high-quality Tier 1 Instruction</li> <li>9. Integrate Tier 2 &amp; 3 interventions for academic and behavior and wellness into Tactical and Generals' Time</li> <li>10. Schoolwide credit recovery opportunities</li> </ol> <p><b>Milestones</b></p> <ol style="list-style-type: none"> <li>11. CLT weekly instructional collaboration to review CFAs, benchmarks and common assessment data to remediate and accelerate instruction</li> <li>12. Milestones targeted learning sessions/bootcamps during General's Time and extended learning time to support learners performing at each achievement level: beginning, developing, proficient, distinguished</li> </ol>	
<b>LSPI 90-Day Update - 2A</b>			<b>Data Update on Available Measures</b>
<ol style="list-style-type: none"> <li>1. MTSS Team refined and extended for representation, including community school, parent outreach liaison, academic core, SEL committee, ELL support, and PBIS.</li> </ol>			<p><b>MTSS Screening-Academic</b> 2022 - Student Baseline: 0.0%</p>

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		<ol style="list-style-type: none"> <li>2. MTSS Coordinator meets with the team monthly. PBIS shares weekly Tip of the Week with staff to encourage positive relationships, belonging, inclusion, and climate progress</li> <li>3. PBIS team is continuing to work on ways to reward students.</li> <li>4. Shiloh has created the Shiloh Coalition group. The group is working on ways to support PBIS.</li> <li>5. The Universal Screener has been given 2x this year. Students have been identified and placed in classes appropriate for their identified Tiers.</li> <li>6. Supports are being refined to support Tier 2 &amp; 3 academic and behavior interventions. Staff have been hired to work with students along with counseling referrals.</li> <li>7. The CLT's will continue to provide feedback to students utilizing the CFA's.</li> <li>8. Targeted learning sessions are still in progress.</li> </ol>	<p>2022 Fall: 67.5% Winter- 83% 2023 - Spring Target: 95.0%</p> <p><b>MTSS Screening: Wellbeing</b> 2022 - Baseline: 0.0% 2022 Fall: 72.5% 2023 - Spring Target: 95.0%</p> <p>Milestones data will be updated when data is available in summer 2023.</p> <p><b>Student Improvement - Percent Beginning on Milestones</b> 2022 - Baseline: 35.8% 2023 - Spring Target: 30.8%</p>

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<p><b>Equity 2B:</b> Opportunity and access</p>	<p>Shiloh High School wants to challenge and expand student engagement in high-quality, rigorous, and culturally relevant curriculum, advanced coursework, and enrichment activities through diverse representation in Gifted &amp; Talented Programs.</p> <p>Shiloh currently has a disproportionate amount of Hispanic and Black/African American students overrepresented in ISS and OSS and would like to decrease that amount.</p>	<p><b>Increase opportunities and pathways for all students:</b></p> <ol style="list-style-type: none"> <li>1. Refine scheduling processes and improve communication and advertisement of advanced course offerings</li> <li>2. Plan family engagement learning on gifted, talented, and advanced courses</li> <li>3. Review universal screener, PSAT, and IOWA results to identify students for Gifted &amp; Talented services and accelerated learning</li> <li>4. Cluster vertical team collaboration and learning to include data analysis, student work analysis, and instructional planning (mathematics and reading)</li> </ol> <p><b>Reduce the rate of Black/African American and Hispanic student discipline referrals for OSS and ISS:</b></p> <ol style="list-style-type: none"> <li>1. Establish PBIS leadership team to support and center school wide learning on positive behaviors</li> <li>2. PBIS Team and MTSS team will analyze data from student wellness screener to identify opportunities to improve school cultural responsiveness related to belonging, inclusion, and expectations</li> <li>3. Refine behavioral interventions and restorative practices as initial step in supporting students prior to suspension</li> <li>4. Incorporate Social Emotional Learning and Supportive Community Sessions as part of family engagement events.</li> </ol>	<p><b>Gifted &amp; Talented Representation - Number of Student Racial/Ethnic Groups Underrepresented in Gifted &amp; Talented Programs</b></p> <ul style="list-style-type: none"> <li>● 2021- 2022 Baseline - 9%</li> <li>● 2022 - 2023 Target - 10%</li> </ul> <p><b>Student Wellbeing: Survey</b> 2022 Baseline: 68% 2023 Target: 73%</p> <p><b>Discipline Disproportionality: Number of All Student Groups Overrepresented in ISS or OSS</b></p> <p>Overall School Discipline Exclusionary Practice Data SY2022 Baseline: 12% SY2023 Target: 11%</p>
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<b>LSPI 90-Day Update- 2B</b>			<b>Data Update on Available Measures</b>
<ol style="list-style-type: none"><li>1. Cluster vertical learning collaborations in math and science planned for March 2023. English Learner Family Engagement event hosted in November.</li><li>2. Gifted and Talented Screener has yielded an increase in the number of students potentially qualifying for gifted.</li><li>3. Advanced Options, AP and IB Parent Engagement planned for early spring.</li></ol>			<b>Survey data are currently not available and will be updated when data is available in Summer 2023</b>

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<b>Effectiveness 3A:</b> Results-Based Evaluation System	Shiloh wants to continue to build organizational capacity, as well as maintain and accelerate our collective efficacy and impact for the benefit of students and parents.	<b>Consistent and continuous feedback and coaching for teachers through:</b> <ol style="list-style-type: none"><li>1. Shiloh leaders will support teachers through implementation of the Gwinnett Teacher Effectiveness System (GTES) cycle throughout the school year</li><li>2. Teachers will engage in release days to collaborate, learn, and plan for effective instructional practices, including data review, reviewing student work, refining team protocols</li><li>3. Shiloh leadership and instructional teams will engage in collaborative planning to preview and plan for AKS standards, learning interventions, and extended learning opportunities for students</li><li>4. Shiloh administrative team will refine its classroom learning visit observation tool to include feedback on instructional effectiveness and supportive community</li><li>5. Shiloh HS Leadership Team and administrative team will collaborate through monthly learning and engage in instructional observations across departments</li><li>6. Weekly Collaborative Learning Team meetings centered on AKS standards learning, planning, and teaching, protocols for reviewing data, lessons, assessments, and student work</li><li>7. Utilize communication centers for instructional resources to support teacher</li></ol>	<b>Improvement Progress - Benchmark Assessment</b>  2022 Baseline Semester 1: TBD  2022 Target Semester 1: TBD  2023 Target Semester 2: TBD
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		planning and alignment and student learning 8. Utilize District Instructional Coaches for teacher to support teacher effectiveness and capacity to improve student performance	
<b>LSPI 90-Day Update- 3A</b>			<b>Data Update on Available Measures</b>
3A.2 - Shiloh HS collaborative teams met during release days during November and December first semester with additional days designated during 2nd semester.  3A.3 - Shiloh instructional team will collaborate and plan interventions and review student progress in course recoveries during February and March.  3A.5 - Shiloh Leadership Team will prioritize an area of focus for instructional observations, such as assessment uses or evidence of collaboration in alignment with the LSPI observation tool.  3A.6, 7 - Collaborative Learning Teams continue to meet each week, and utilize communication center for pacing, planning, resources, and learning.			2022 Baseline Semester 1: Data pending second semester results.  2022 Target Semester 1: Data pending second semester results.  2023 Target Semester 2: TBD

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<p><b>Excellence 4B:</b> Post-secondary and workforce readiness</p>	<p>Shiloh 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"> <li>1. Universal screeners administered to 9th grade students in math and reading three times a year and results analyzed for student performance progress</li> <li>2. Establish communication process for informing parents of student progress on screeners</li> <li>3. Establish profile of 9th grade academy class to monitor progress in reading level, math proficiency, and course performance</li> <li>4. Implement Portrait of a Graduate focus into Game of Graduates and expand to include grades 9-12</li> <li>5. SHS Family and Community Engagement events</li> </ol>	<p><b>9th Grade On-Track at End-of-Year</b> 2022 Baseline:85.71% 2023 Target:90%</p> <p><b>Students Eligible for HOPE Scholarship</b> 2022 Baseline: 40.5% 2023 Target: 41.5%</p> <p><b>Student Wellbeing (Student Survey)</b> 2022 Baseline: 82.0% 2023 Target: 85%</p>
<p><b>LSPI 90-Day Update- 4B</b></p>			<p><b>Data Update on Available Measures</b></p>
<p>1- Students have completed the Universal Screeners. Parents have received communication regarding students' progress. 2- The portrait of a Graduate focus is in the process of being completed. Steps to ensure students are on track to graduate included enrollment in credit recovery class. Students utilize Tactical Time and Generals Time to get caught up on missing work or acceleration in current classes. 3- Shiloh has had several Parent engagement nights. The first for seniors, the second for all grades and another upcoming event for all grades. Families will have the opportunity to participate in Mental Health Awareness seminars beginning in February hosted by the cluster social workers.</p>			<p>Survey and culminating data are currently not available and will be updated when data is available in Summer 2023</p>

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