2022-2023 Local School Plan for Improvement (LSPI)

School: Brookwood High School   Cluster Superintendent: Kelli McCain

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	Brookwood High School is committed to create and sustain an environment that prioritizes the well-being of students and staff through self-care, physical and mental health, and social emotional learning.	Student well-being
		• Students will have daily contact with advisor including weekly lesson to include SEL, school connection opportunities, guest speakers, and other lessons to support behavior and belonging.
		• Students given input into to plan for advisement and take leadership roles for 9th-grade students through MERGE program.
		• Support for student academics and social well-being during
			• Increase by 5% students responding positively to the following student wellbeing EES Student Survey items over most recent responses:
			  ○ Student: In this school, there is at least one adult who knows and cares about me (79%)
			  ○ Teacher: Support from my principal/supervisor leads to progress on instructional improvement. (90%)

		guided study support opportunities and weekly extended lunch period. ● Continued implementation of PBIS/Upstander Program. Teacher well-being ● Develop and maintain a teacher recognition structure ● Offer teacher leadership development opportunities **Budget Implications:** Only typical costs associated with PBIS/UPSTANDER program and teacher recognition **Person(s) Responsible:** All BHS staff and admin	

Goal 1B: LSPI 90 Day Action Step Update

- BHS students continue to have daily contact with their guided study advisor and participate in SEL lessons each Monday. Students have input into topics discussed during this time.
- 9th-grade students continue to participate in the MERGE program including opportunities to learn from older BHS student leaders during advisement times. Students showing the need for more intensive social behavioral support have met with a community mentor and counselors.
- Our plan for extended lunch did not lead to our intended outcomes so it was cancelled. The cancellation of this, while taking away free time from students, has led to a decrease in behavioral incidents in our cafeteria during lunch.
- BHS continues to implement PBIS with a focus in 9th-grade.

Data Update on Available Measures

- Our LSPI goal will be ultimately measured using the results of the EES survey which our students recently took. Unfortunately, we do not yet have those results. Using an internal measure, we recently found a sharp increase in positive responses from students regarding having an adult in the building who knows and cares about me.
- We do not yet have staff data to measure our progress on our teacher-related goal.

● A teacher recognition structure is being further developed to include:
  ○ Monthly staff-to-staff recognition at faculty meetings.
  ○ Monthly teacher of the month recognition at faculty meetings
  ○ Weekly hand-written positive notes from all administrators to staff members.
  ○ Weekly hand-written positive notes from department chairs to teachers.			

Equity 2A:
Multi-tiered system of supports
	Brookwood High School will develop and improve our Multi-tiered system of supports. We aim to implement a comprehensive framework to fully support each student by addressing academic and non-academic student needs and remove barriers to this success.	Implement student SEL lessons during guided study and advisement times.
		  ● Increase the number of guided study subjects for Intervention to include Algebra I, Algebra II, Pre-calculus, Biology, Chemistry, Physics and Foreign Language.
		  ● Identify and plan for an increased number of teachers to attain ESOL endorsement over the next 3 years to meet growing EL needs.
		
		Budget Implications:
		 None
		Support for teachers seeking ESOL endorsement and class coverage for observations**.**
		
		Person(s) Responsible:
		All teachers supporting intervention program and those with guided study
			● Decrease by 3% of all Milestones tests in which students scored at Beginning level. (13.7%)
			● Increase the number of ESOL certified teachers from 22 to 26.

Goal 2A: LSPI 90 Day Action Step Update (narrative or bullets)			**Data Update on Available Measures** ● Milestones scores will not be available until later in the school year.

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• BHS has increased the number of academic intervention opportunities for students this school year. We actually added one more than we initially intended to based on student need. • Administrative team has discussed and made it a priority to hire teachers who are ESOL certified and secure commitments from current teachers to obtain ESOL certification before next school year.	• Conversations and hiring decisions are happening now to increase our number of ESOL certified teachers.

Equity 2B:
Opportunity and access

Brookwood High School believes that all students should be afforded opportunity and access to high quality, rigorous, and culturally relevant curriculum, advanced coursework (e.g. Advanced Placement and dual enrollment), and enrichment activities. We believe that students who are highly engaged and challenged will have greater levels of success academically and behaviorally.

- Increase specificity and improve communication around access to honors and AP course opportunities.
- Maintain Opt-in/Waiver process to ensure all students have access to honors and AP coursework
- Continue BELT team planning to identify and address needs pertaining to access issues.
- Initiate Junior BELT to include student voice in access issues/opportunities.
- Strengthen and improve PBIS delivery and implementation.
- Continue to provide access to the more than 80 clubs/activities plus full varsity and sub-varsity athletic programs.

Budget Implications:
Minimal costs associated with BELT and creation of Junior BELT. Also, costs associated with supporting teachers operating our clubs/activities.

Person(s) Responsible:

- We will increase the percent of 12th graders who complete an AP course and exam, or dual enrollment course during their high school career to over 50%. (46.1%)
- We will improve our ISS & OSS disproportionality index with the goal of reaching 1.0.

Race/Ethnicity	ISS Disproportionality Index	OSS Disproportionality Index
Black	1.175	1.229
White	0.733	0.791
Hispanic	1.532	1.479
Asian	0.546	0.284
Multiracial	1.323	1.858

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		BHS admin and teachers	
Goal 2B: LSPI 90 Day Action Step Update (narrative or bullets) • Our work to increase enrollment in honors and AP courses continued as we have been meeting with teachers and students during the registration process. We have increased specificity in our communication about rigorous course options. • BHS has maintained our opt-in process for honors and AP courses. • Our BELT has expanded their reach/work in areas of equity and has provided teacher leadership opportunities for those on this team. • We have not initiated our Jr. BELT as of yet. We intend to start this semester will full implementation scheduled for fall 2023. • We have maintained opportunity and access to extracurricular clubs and activities at BHS.			**Data Update on Available Measures** • AP course enrollment data will be available in the upcoming month as we are currently completing the registration process for school year 2023-2024. • We do not have summative discipline data at this point. We will at the conclusion of the school year.
Effectiveness 3A: Results-Based Evaluation System	We believe that continual improvement and growth are a cornerstone of an effective school. Our teachers should use data to inform and measure student outcomes to improve and tailor instruction.	• Add SEL information (i.e., EES results) to data dives to support student achievement and support. • Ensure teacher professional learning goals align with improved student achievement. • Expand Targeted Intervention Program. **Budget Implications:** Only costs associated with our professional learning plan. **Person(s) Responsible:** All BHS staff	• Improve the number of students improving on district benchmark assessments between 1st and 2nd semester. This year will be a baseline year.

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			Data Update on Available Measures
Goal 3A: LSPI 90 Day Action Step Update (narrative or bullets) ● Our counseling team added student data/information from our EES wellness screener to their data talk template. Student results are used to analyze need and make decisions on how to most efficiently allocate resources and support. ● We ensured that teacher professional learning goals are aligned to improved student achievement through the RBES and GTES processes.			● Data showing growth between S1 district assessment and S2 will be available after we conclude testing in mid March.
Excellence 4A: Preferred education destination	Brookwood High School will be the preferred education destination in the state of Georgia and Gwinnett county. Our cluster will be the first choice of students and families for excellent schools and the employer of choice for educators and staff to fulfill their careers.	● Utilize Cohort Analyzer to provide specific feedback and support for student needs. ● Monitor and improve strong instructional programming (AP, Dual Enrollment, CTE, Entrepreneurship, Forestry, Aquaponics - Natural Resource Management, etc) to ensure students have variety of options regarding rigorous and preparatory classes ● Maintain and support athletic and academic teams, along with clubs and activities, to ensure needs of the whole learner are met. ● Provide multiple opportunities for parents to connect with school and teachers **Budget Implications:** none **Person(s) Responsible:**	● Increase the percent of the 9th grade class that graduates in 4 years. Based on 4-year Adjusted Cohort Graduation Rate (ACGR) (94% for SY 21-22).

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		BHS administrative team and staff	

Goal 4A: LSPI 90 Day Action Step Update (narrative or bullets)	Data Update on Available Measures
- Our counselors regularly use the cohort analyzer tool to identify students who need support and then create plans for them to promote on-time graduation. - Administrators and teacher leaders are currently in the discussion and design process for course offerings for the upcoming school year. Information regarding student interest and teacher ability are being used to provide the best options for our students. - Our athletic program, clubs and activities are continuing to thrive and provide a wide range of involvement opportunities for the vast majority of our student body.	We will not have graduation rate results until the conclusion of the year.

Brookwood HS 45 Day Review

45 Day Review: CST updates with notes below		
Goal	**45 Day Update on Action Steps**	**Leader Moves for the next 45 days**
1B	- Students have an advisor everyday in guided study - SEL lessons - MERGE program for 9th grade students - advisement, used NearPod in the past but students didn't like it. Garnered feedback from the students to improve these lessons. They created the lessons to share with students. Videos are attractive	- Eliminated extended lunch time due to the number of students and the adult's ability to monitor. They will work on restoring teacher planning time. - PBIS - While this is in place, the staff is working to make this appeal to the students. The focus is on making sure the teachers know how to develop a sense of community with each student.

	and students have ownership. • Teacher recognition structure is in place - positive notes every Friday with admin meeting. Will do this also with ILT. • Teacher leadership develop - instructional conversations - meet 3x per month	
2A	• SEL lessons • Counselors and AP identify st • Data Talks - identify the students who are off track, are they signing up for interventions, how are they doing in their regular classes. Seniors failing 3 or more core classes - counselors do a small group academic after school (to allow for the students to take interventions within the school day) . • Faculty meeting - SEL with Dr. Daria - teachers share strategies they use to connect with students • Implemented additional guided study	• Working to determine the structure and complete a needs assessment to determine the next steps. • Want to get additional teachers EL certified - want to bring a ½ EL lead and additional certification - want to address this - lowest grade rate 80%
2B	• 2nd semester communication • Will maintain the options - honors and AP • BELT - Brookwood Equity Leadership Team - teachers, counselors, AP - make sure that all student groups have the opportunity to be successful. 3 years ago - deep dive into data to determine which groups aren't doing well - behavior, academics, attendance, honor courses - drove them to have more parent nights to encourage students to participate.	• BELT - goal to interview students to find out why the students - AA males/Hispainic - not taking advantage of

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	College nights - coming up separate from BELT. ● Clubs - close to 100	
3A	● BELT drilled down the data to discipline infractions - it came as an attendance issue ● Counselor data dives continue to review students behavior data ● Expanded intervention	● Q Crane - speaks with select students Tuesday/Thursdays

4A	● Use the cohort analyzer and after school program, academic intervention
	● Parent meetings
	  ○ Grade level parent nights - college fair
	  ○ Outside of curriculum night
	  ○ Make sure parents are knowledgeable about the requirements
	  ○ Engagement night - for students who are failing 3 or more courses, current grades, transcripts - what they need to graduate, course recovery sheet
	    ■ Credit recovery, phoenix, GOC, etc
		● Safety meeting - December 6
		● Continue with Engagement Nights In February so that they have enough time to make an impact and improve failures
		● Phoenix - Jim Hall came to talk to the students who are not on track and share options.