

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

**School: Central Gwinnett HS      Cluster Superintendent: Dr. Keith Thompson**

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)		
<b>Empathy 1A:</b> <b>Cultural competence</b>	Central Gwinnett will create systems, structures, and processes that institutionalize and operationalize the GCPS definition of cultural competence: Recognizing, valuing, and leveraging differences in order to interact effectively and better serve our students, staff, and community.	1. Central Strong because I Belong: Staff and students making efforts to know each other well through daily structured advisement, academic setting and non-academic setting. 2. Monthly Mingles (Staff Celebrations). 3. Monthly recognition for faculty with perfect attendance.	<b>Growth Factors</b>	<b>SY2022 Baseline</b>	<b>SY2023 Baseline</b>
			Cultural Proficiency: Staff Student	Percent of staff responding positively to the following cultural proficiency EES Staff Survey item: We are provided training to meet the needs of a diverse student	

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		<p>4. Principal led Knightly Chats w/parents each month.</p> <p>5. Professional Development to include engaging with Courageous Conversations, implicit bias training, and book studies.</p> <p>6. Tier I restorative practices training for all.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"></td> <td style="width: 40%;">population in our school. 62 %</td> <td style="width: 30%;"></td> </tr> <tr> <td>Sense of Belonging: Student</td> <td> <p>In my school, I feel that I belong to a group of friends. 55%</p> <p>My parents/family feel welcome to visit the school. 58%</p> <p>There's at least one adult who knows and cares about me: 70%</p> </td> <td></td> </tr> <tr> <td>Sense of Belonging: Family</td> <td>Responsiveness/Engagement to School score was a 3.0</td> <td></td> </tr> </table>		population in our school. 62 %		Sense of Belonging: Student	<p>In my school, I feel that I belong to a group of friends. 55%</p> <p>My parents/family feel welcome to visit the school. 58%</p> <p>There's at least one adult who knows and cares about me: 70%</p>		Sense of Belonging: Family	Responsiveness/Engagement to School score was a 3.0	
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<b>LSPI 90-Day Update</b>			<b>Data Update on Available Measures</b>									
<ul style="list-style-type: none"> <li>● <b>Advisement Time has been structured to occur on a daily basis. Our school-based SEL Coach also serves as our Advisement lead.</b></li> <li>● <b>Staff celebrations occur monthly where we recognize staff members of the month and teachers who represent “Central is Strong because I Belong”. Recognitions have included preferred parking and a special lunch provided by the school.</b></li> <li>● <b>Tier I Restorative Practices Training is an ongoing effort in partnership with the school-based Behavior Support Coach and select staff.</b></li> <li>● <b>The Admin Team participated in a district provided Restorative Practice Training facilitated by The Office of Student Supports.</b></li> </ul>												

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- Central’s local behavioral coach is facilitating a wellness group rooted in helping teachers lower stress, improve mood, enhance resiliency and optimism, and prevent chronic health issues. The group will meet 6 times throughout the second semester.
- Mr. Orr holds quarterly SOTA with Shane meetings which allows parents the opportunity to learn about new initiatives and provide feedback about programming at Central.
- A coalition of CGHS clubs came together and developed an International Knight on November 9 from 6-8pm in the Commons. Cluster schools, community businesses, and families came out to celebrate the various cultures that represent the Central Cluster.
- On October 15, CGHS held the Hispanic Heritage Celebration. The HOPE club and Spanish club facilitated the evening with games, dancing, food, and guest speakers. Between September and October, CGHS feature music and dance from a variety of Latin cultures.
- Safe Trick-or-Treat was held on October 27. CGHS clubs and sporting groups gathered at the track to pass out candy to elementary students in the Central Cluster.
- The Black Student Union is putting on a jazz band concert on February 25 at 6pm in celebration of Black History Month.

**Equity 2A:**  
Multi-tiered system of supports

Central Gwinnett will identify academic and non-academic strengths, needs, and interests of each and every student to ensure whole learner, whole child focus. Central Gwinnett will also build capacity to support and fully

1. Comprehensive MTSS plan including monthly training with CGHS MTSS Team.
2. SHIELD Program: Support/Student Intervention Plan
3. Training in Tier 1 restorative practices.

Growth Factors	:SY2022 Baseline	SY2023 Baseline
MTSS Screening-Academic 9th & 10th Grades only	Data not available	Mid-year Screening  Math 82% Completion Reading 68% Completion

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	integrate non-academic tier 1 structures and processes such as school-wide positive behavior interventions and supports (PBIS).	<ol style="list-style-type: none"> <li>4. <b>Comprehensive RTI plan</b></li> <li>5. Emotional Wellness screener data analysis</li> <li>6. i-Ready data analysis</li> <li>7. PBIS implementation</li> <li>8. Analysis of Milestone data for baseline purposes.</li> </ol>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">MTSS Screening-Wellbeing</td> <td style="width: 33%;">Data not available</td> <td style="width: 33%;">1720 students completed the initial screener</td> </tr> <tr> <td>Student Improvement- % Beginning on Milestones</td> <td>Algebra 1: 38.7% American Lit: 24.3% Biology: 25.2 % US History: 32.9%</td> <td></td> </tr> <tr> <td>Reading Below Grade Level on Milestones</td> <td>32.9 % reading below grade level</td> <td></td> </tr> <tr> <td>PBIS Implementation</td> <td>Tier 1 - training year</td> <td></td> </tr> <tr> <td>English Learner Progress Towards Language Proficiency-CCRPI</td> <td>Progress to ELP rate: 73.19 %</td> <td></td> </tr> </table>			MTSS Screening-Wellbeing	Data not available	1720 students completed the initial screener	Student Improvement- % Beginning on Milestones	Algebra 1: 38.7% American Lit: 24.3% Biology: 25.2 % US History: 32.9%		Reading Below Grade Level on Milestones	32.9 % reading below grade level		PBIS Implementation	Tier 1 - training year		English Learner Progress Towards Language Proficiency-CCRPI	Progress to ELP rate: 73.19 %	
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<ul style="list-style-type: none"> <li>● <b>Data analysis inclusive of Emotional Wellness Screener data and i-Ready data from 1st semester has occurred and been disaggregated. Currently, we are completing this process for mid-year Screeners.</b></li> <li>● <b>In understanding 1st semester data, we have implemented the Shield Program, provided training on Tier I Restorative practices in collaboration with our school-based Behavior Support Coach and implemented PBIS and selected a Social Emotional/PBIS School-Based Coach.</b></li> <li>● <b>The CGHS MTSS Team meets bi-monthly and they are continuing to develop an overall framework and associated processes.</b></li> </ul>				<p><b>Total number that signed up for the Shield Program first semester was 585.</b></p>																

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- **With District support CGHS will use the year’s data points to develop a comprehensive Response To Intervention Plan.**
- **For tardies, students participate in reflective lunch. Chad Smith has a conversation with students about the number of tardies they have and how they can improve their attendance in class. Coach Smith does goal setting with these students, and he helps them devise a plan to meet those goals.**
- **Saturday intervention is 1-2 Saturdays a month. Students receive academic support and support for post secondary goals.**
- **If a student is found AWOL, students are immediately taken to ISS for the period. Coach Groshek works with students to identify the root causes of the students getting AWOL. He also talks about the student’s goals and how they can accomplish those goals.**
- **Two-way communication is made for each student who is AWOL.**

**Equity 2B:**  
**Opportunity and access**

Central Gwinnett will expand student opportunities to engage in diverse academic offerings, and increase opportunities and pathways for students to demonstrate eligibility for Advanced Placement Courses and gifted/talented programming.

1. PSAT for all 9-11 grade students at no cost
2. **IXL software to support ELL program**
3. AP Fair to raise awareness of AP course opportunities
4. Expanding access to SOTA within Central Cluster schools
5. Expanded Gifted Identification Process

Growth Factors	SY2022 Baseline	SY2023 Baseline
Advanced Coursework Completion, Historically Underserved Groups	2022 AP Scores (3 or higher) - 12th grade - 3.8% 11th grade - 4.5% 10th grade - 6.9% 10.3% of CGHS seniors who scored 3 or higher on at least one AP Exam at any point during high school.	
PSAT/SAT/ACT participation	PSAT: 474 students (10th only)	

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					SAT: 343 students ACT: 91 students
				Gifted & Talented Representation - Number of Student Racial/Ethnic Groups Underrepresented in Gifted & Talented Programs	10.3% gifted overall
<b>LSPI 90-Day Update</b>			<b>Data Update on Available Measures</b>		
<ul style="list-style-type: none"> <li>● PSAT for All was administered on October 10, 2022.</li> <li>● As a result of PSAT data, 218 students received AP Potential Letters from The College Board indicating which AP courses they would be successful in.</li> <li>● The AP Fair took place January 10th from 6:00-7:30 PM for all rising 9th through 11th graders. Families from both middle schools in our cluster attended. We had over 250 people in attendance. Next year, AP Night and Dual Enrollment Night will take place the same evening.</li> <li>● Dual Enrollment Knight was held on January 11 in the theater. Over 250 rising juniors and seniors attended the event to learn about Dual Enrollment opportunities at Central.</li> <li>● We have expanded the Gifted Identification process through the use of i-Ready data analysis.</li> <li>● Additionally, we have completed the Gifted Screener for 45 students and will complete the testing window within the next 4 week period.</li> </ul>					

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- All GCPS middle school arts teachers received School of the Arts audition flyers and information (electronic and paper copies).
- School of the Arts students and AP visited Moore Middle School 8th graders for an informational assembly. SOTA students and AP visited all Jordan Middle School 8th graders and gave targeted presentations for Art and Music classrooms.
- The Central Cluster Principals have committed to implementing a Fine Arts Vertical Team that will begin Fall 2023.
- Central Cluster elementary schools have implemented new Drama and Dance fine arts electives.
- SOTA Art students partnered with Moore Middle School to teach an 8th grade art workshop. Fine arts teachers in Art, Band, Chorus, and Orchestra have visited middle school departments to consult with teachers and students.
- The Band program is implementing a Legacy Band program to offer band classes on the weekend to our feeder middle schools.
- SOTA programs are working with the Lawrenceville Arts Council to implement a summer camp for rising 4-6 grade students in our community.
- SOTA is partnering with Oakland Meadow to bring students to the high school to watch TYA (Theater for Young Audiences).
- The following information reflects the students who applied for the 23-24 SOTA program.
  - Total applications - 220
    - 27% Central Cluster (up from 10% in 22-23)
    - 10% Archer Cluster
    - 7% from outside GCPS
    - 7% Dacula Cluster
    - 6% Duluth Cluster
    - 5% Grayson Cluster

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<ul style="list-style-type: none"> <li>■ 5% Brookwood Cluster</li> <li>■ 4% Collins Hill Cluster</li> <li>■ 4% Peachtree Ridge Cluster</li> <li>■ 3% Berkmar Cluster</li> <li>■ 3% North Gwinnett Cluster</li> <li>■ 3% Mountain View Cluster</li> <li>■ 3% South Gwinnett Cluster</li> <li>■ 1% Parkview Cluster</li> <li>■ 1% Lanier Cluster</li> <li>■ &lt;1% GOC</li> <li>■ &lt;1% Norcross Cluster</li> <li>■ &lt;1% Meadowcreek Cluster</li> <li>■ &lt;1% Mill Creek Cluster</li> <li>■ &lt;1% Discovery Cluster</li> </ul>																		
<p><b>Effectiveness 3B:</b> Talent management</p>	<p>Central Gwinnett will evaluate current professional development efforts to identify strengths and opportunities and develop an improvement plan as we deepen professional development support for shifts outlined in the Blueprint, including cultural competence, equity, and SEL.</p>	<ol style="list-style-type: none"> <li>1. CGHS recruitment and retention plan development</li> <li>2. Develop and implement a professional development plan rooted in Learning Forward's Standards for Professional Learning.</li> </ol>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #ffffcc;">Growth Factors</th> <th style="background-color: #ffffcc;">SY2022 Baseline</th> <th style="background-color: #ffffcc;">SY2023 Baseline</th> </tr> </thead> <tbody> <tr> <td>Teacher Retention - Early Career (1-3 years)</td> <td style="text-align: center;">78%</td> <td></td> </tr> <tr> <td>% of teachers requesting a transfer</td> <td style="text-align: center;">9.43%</td> <td style="text-align: center;">5 teachers / 184 teachers 2% as of 2/7</td> </tr> <tr> <td>Teacher Retention - Experienced (3+ years)</td> <td style="text-align: center;">86%</td> <td></td> </tr> <tr> <td>% of teachers participating in District initiated SAI/Learning Forward Professional</td> <td></td> <td></td> </tr> </tbody> </table>	Growth Factors	SY2022 Baseline	SY2023 Baseline	Teacher Retention - Early Career (1-3 years)	78%		% of teachers requesting a transfer	9.43%	5 teachers / 184 teachers 2% as of 2/7	Teacher Retention - Experienced (3+ years)	86%		% of teachers participating in District initiated SAI/Learning Forward Professional		
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			Development Survey						
<b>LSPI 90-Day Update</b>		<b>Data Update on Available Measures</b>							
<ul style="list-style-type: none"> <li>● <b>Members of the Admin Team and our local school Instructional Coach attended the Learning Forward Conference in December where the focus was on Professional Learning and Staff Development. From this conference, we have identified a staff learning focus for next year of Standards Based Grading which will allow us to streamline professional development in tandem with school SAI results and promote equity across the school as it relates to student performance.</b></li> <li>● <b>On September 16th staff received training on PBIS, our Advisement Model and MTSS.</b></li> <li>● <b>On November 8th, select teachers received training on a plan of support for Tier 2 identified students.</b></li> <li>● <b>In the implementation of SEL practices, a Calming Corner has been created in the Media Center for students.</b></li> <li>● <b>Additionally, teachers have been participating in wellness practices monthly in partnership with a teacher wellness consultant.</b></li> </ul>									
<p><b>Excellence 4B:</b> Post-secondary and workforce readiness</p>	<p>Central Gwinnett will promote the value of multiple pathways to success and support students in identifying their strengths and interests to choose the best path for them,</p>	<ol style="list-style-type: none"> <li>1. College &amp; Career Fair will be November 3rd.</li> <li>2. Workforce Wednesday will be shared during morning announcements.</li> <li>3. Industry speakers</li> </ol>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center;">Growth Factors</th> <th style="text-align: center;">SY2022 Baseline</th> <th style="text-align: center;">SY2023 Baseline</th> </tr> <tr> <td style="vertical-align: top;">CTE/Fine Arts/ World Languages Pathway Completion</td> <td style="vertical-align: top;">Fine Arts: 112 CTAE:</td> <td></td> </tr> </table>	Growth Factors	SY2022 Baseline	SY2023 Baseline	CTE/Fine Arts/ World Languages Pathway Completion	Fine Arts: 112 CTAE:	
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- **Workforce Wednesdays** have been occurring on a monthly basis where students interact with industry professionals. Work-based learning students meet with guest speakers from various businesses in Lawrenceville and employers host booths in the cafeteria during all lunches.
- **25 rising 11th & 12th grade students** will become Summer of Impact interns, working a paid internship at a Lawrenceville business. Summer of Impact is in partnership with the local non-profit, Impact 46.
- **Off-site college tours** occurred in the Fall to GA Tech and GA State and another visit to Gwinnett Tech will be happening this semester.
- **77% of our Freshman Class** are on track to graduate based on first semester credit accrual.
- **The district is paying for juniors to participate in the SAT for All on Mar 22, 2023.** Currently, 335 juniors are scheduled to take the SAT. That is 67% of the junior class.
- **Counseling office hosted FAFSA completion night on Feb. 2**
- **Counseling office hosted its annual Apply to College Day on Nov. 17.** Seniors visited the media center where they completed college applications and celebrated their post-secondary plans.
- **SOTA Creative Careers week** takes place March 20-24. Panels of arts industry professionals will be available to all students interested in careers in the arts.
- **124 students identified as eligible for GADOE Fine Arts Diploma Seal**