

2022-2023 Local School Plan for Improvement (LSPI)

School: Collins Hill High School

Principal: Lee Augmon

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 Well-being	Collins Hill High School has recently focused on professional learning for staff to increase SEL Awareness and SEL Instructional Strategies, but has not explicitly focused on the social, emotional, and physical well-being of staff and students. We believe that explicitly focusing on student and staff	Throughout the 2022-2023 school year, at CHHS we will be implementing the following strategies to improve student wellbeing, belonging, and engagement. Improving and optimizing our Advisement Experience <ul style="list-style-type: none"> ● Launching a “You Belong Here” Campaign that features students and teachers on posters throughout the building. ● Providing strategically located student and staff 	Student Wellbeing: Attendance Percent of students with chronic absences (16+days): <ul style="list-style-type: none"> ● Student Baseline: 21-22 17.5% ● Student Goal for 22-23 is to reduce this percentage to 15% Student Wellbeing: Student Survey Percentage of students responding positively to the following EES Student Survey Item: I enjoy coming to this school. <ul style="list-style-type: none"> ● Baseline: 21-22 data indicate that 36% of students report that they, enjoy going to this school ● Goal for 22-2 to improve to 38% who report that they enjoy going to this school.

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	<p>well-being will improve overall student experience and improve overall student outcomes.</p>	<p>wellness rooms that can be used as needed.</p> <ul style="list-style-type: none"> ● Advisement/Academy groups meet once daily and are strategically linked to a teacher/class that students have on their schedule to increase attendance. ● The Advisement Committee develops “Wellness Wednesday” weekly lessons that are implemented by teachers to address EES result ● Advisement student reps for each classroom meet once a month to receive leadership opportunities & provide insight to leadership of needs of the student body. <p>Incorporating Social Emotional Learning (SEL)</p> <ul style="list-style-type: none"> ● Teachers will incorporate SEL practices within daily classroom lessons such as warm welcomes, optimistic closures, and engaging strategies. ● Teachers new to CHHS will be encouraged to take the GCPS SEL Professional Learning Offerings related 	<p>Student Wellbeing: Family Survey Percentage of families responding positively to the following EES Family Survey Item: My student enjoys coming to this school.</p> <ul style="list-style-type: none"> ● Baseline: 21-22 data indicate that 61.6% of families responded positively to their students “enjoy going to school.” ● Goal for 22-23 to improve to 63% of families who respond positively that their students enjoy going to school. <p>Staff Wellbeing: Attendance</p> <ul style="list-style-type: none"> ● Staff Baseline: 20-21 95.5% Rate ● Staff Goal for 22-23 is to improve to 97%
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		<p>to SEL and SEL Instructional Strategies\</p> <ul style="list-style-type: none"> ● Faculty and Staff meetings will incorporate SEL practices such as warm welcomes and optimistic closings. ● Faculty and Staff will have the opportunity to engage in and learn more about self-care and wellness practices in after school offerings such as staff yoga and wellness walks. 	
LSPI 90-Day Update			Data Update on Available Measures
<p>Equity 2A: Multi-tiered system of supports</p>	<p>Collins Hill High School will focus on a multi-tiered system of supports addressing academic and non-academic student needs.</p>	<p>Throughout the 2022-2023 school year, at CHHS we will be implementing the following to address individual student academic and non-academic needs:</p> <p>Improving and optimizing our MTSS</p> <ul style="list-style-type: none"> ● Establishing an MTSS Team ● On-going CLT Data Analysis that influences instructional practices ● Providing extended learning opportunities 	<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 95% ● Target: Math Participation 95% <p>MTSS Screening: Wellbeing Percent of students who participate in the i-Ready wellness diagnostic during 2022-2023.</p> <ul style="list-style-type: none"> ● Target: Participation 95% <p>Positive Behavior Interventions and Supports Status</p> <ul style="list-style-type: none"> ● PBIS Baseline: no program 22-23 will serve as baseline data collection year

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		<p>(during the school day and after school), Tutoring</p> <p>Establishing and Maintaining Positive Behavior Interventions and Supports (PBIS)</p> <ul style="list-style-type: none"> ● Implementing restorative discipline practices ● Leveraging Counselor Classroom Guidance and supportive community mindset <p>Increase Partnership with and support of CHHS Parents and Guardians</p> <ul style="list-style-type: none"> ● Establishing CHHS Parent Academy Workshops ● Extend supportive community mindset and increase focus on academic press 	<p>Supportive Learning Environment: Staff Survey Percentage of staff responding positively to the Educational Effectiveness Survey (EES) question, staff members enforce consistent behavior expectations and consequences in their classroom.</p> <ul style="list-style-type: none"> ● Baseline: 21-22 data indicate that 60% of teachers believe that staff members enforce consistent behavior expectations and consequences in their classroom ● Goal for 22-23 is to improve to 62% of teachers who believe that staff members enforce consistent behavior expectations in their classroom. <p>Monitoring of Teaching & Learning: Staff Survey Percentage of staff responding positively to the Educational Effectiveness Survey (EE) question, "Struggling students receive early intervention and remediation to acquire skills."</p> <ul style="list-style-type: none"> ● Baseline: 21-22 data indicate that 64% of teachers believe that struggling students receive early intervention and remediation ● Goal for 22-23 is to improve to 66% of teachers believing that struggling students receive early intervention and remediation. <p>Parent and Community Involvement: Family Survey Percentage of families responding positively to the Educational Effectiveness Survey (ESS) question, "This school tells me how I can help my student with homework."</p> <ul style="list-style-type: none"> ● Baseline: 21-22 data indicate that 57% of parents responded positively to the statement, "this school tells me how I can help my student with homework."
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			<ul style="list-style-type: none"> • Goal for 22-23 is to improve to 60% of families responding positively to the statement, “this school tells them how they can help with homework.”
LSPI 90-Day Update			Data Update on Available Measures
Equity 2B: Opportunity and access	Collins Hill High School will expand student opportunities to engage in and have access to high-quality, rigorous, and culturally relevant curriculum, advanced coursework (e.g. Advanced Placement and dual enrollment) and enrichment activities (e.g. the arts, gifted, and CTE Pathways.	Throughout the 2022-2023 school year, CHHS will implement the following to increase opportunities and access for marginalized groups of students. <ul style="list-style-type: none"> • Vertical alignment with cluster schools to create pathways for Advanced Placement and dual enrollment opportunities • Analyze PSAT, iReady, and Milestone Data to identify students with “AP Potential” • College and Career Fairs • Education of and recruitment for CTE Pathway opportunities. • Create a PBIS team, complete PBIS training and begin implementation of PBIS • Increase the non-exclusionary behavior interventions offered at CHHS to support positive 	Gifted & Talented Representation Percent of economically disadvantaged students who are identified as gifted/talented <ul style="list-style-type: none"> • Baseline: 21-22 F/R percent Gifted: 11.6/% • Goal of F/R percent Gifted: 13% Dual Enrollment Representation Percent of economically disadvantaged students who are enrolled in Dual Enrollment (DE) Courses <ul style="list-style-type: none"> • Baseline: 21-22 F/R DE Students 1.85% • Goal of F/R DE Students 3% CTE Pathway Completion Representation Percent of economically disadvantaged students who complete a CTE Pathway. <ul style="list-style-type: none"> • Baseline: 21-22 F/R CTE Pathway Completers 1.45% • Goal of F/R CTE Pathway Completers 3% Advanced Placement Enrollment Representation Percent of economically disadvantaged students who are enrolled in AP Courses <ul style="list-style-type: none"> • Baseline: 21-22 F/R AP Students 27.24% • Goal of F/R AP Students 29%

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LSPI 90-Day Update			Data Update on Available Measures
<p>Effectiveness 3A: Results-Based Evaluation System</p>	<p>CHHS will utilize the redesigned Results-Based Evaluation System made up of a variety of inputs, behaviors, and outcomes that determine the standards for student success.</p>	<p>CHHS CLT planning with a focus on providing engaging, effective instruction, and Tier I interventions.</p> <ul style="list-style-type: none"> ● The use of effective instructional strategies. ● Data analysis of common formative and summative assessments ● Instructional focus on small group instruction and social emotional learning. ● Peer observation coaching cycles. 	<p>Student Improvement: Percent of Beginning Level on Milestones</p> <p>CHHS had the following percentage of students score at the Beginning level on Milestone Exams:</p> <ul style="list-style-type: none"> ● Baseline: 21-22 data: <ul style="list-style-type: none"> Biology 18.6 % Algebra 17.4% US History 18.8 % American Literature 15.6% ● Goal for the 2022-2023 School Year: <ul style="list-style-type: none"> Biology 17% Algebra 15% US History 17% American Literature 14%
LSPI 90-Day Update			Data Update on Available Measures
<p>Excellence 4B: Post-secondary and workforce readiness</p>	<p>Collins Hill High School will prepare each and every student for</p>	<ul style="list-style-type: none"> ● Effective instructional practices including quality plus teaching strategies 	<p>Cohort Progress</p> <p>9th grade on track for graduation</p> <ul style="list-style-type: none"> ● Baseline: 21-22 60% on track ● Goal: 22-23 85% on track

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	<p>postsecondary and/or workforce readiness based on each student's unique interests, abilities, knowledge, and skills.</p>	<p>and multi-tiered systems of support.</p> <ul style="list-style-type: none"> ● Increased opportunities for CTE Pathway completion, Dual Enrollment, AP Courses, Internships and externships for students in the Collins Hill Community ● Exposure to college and military recruiters. ● FAFSA help sessions for students and families 	<p>Graduation Rate On-time graduation within 4 years</p> <ul style="list-style-type: none"> ● Baseline: 21-22 84% ● Goal: 22-23 86% <p>CTE Pathway Completion Graduates completing a CTE Pathway</p> <ul style="list-style-type: none"> ● Baseline: 21-22 63 students ● Goal: 22-23 70 students <p>HOPE Scholarship Eligibility Students Eligible for the HOPE Scholarship</p> <ul style="list-style-type: none"> ● Baseline: 21-22 304 students ● Goal: 22-23 310 students
LSPI 90-Day Update			Data Update on Available Measures