Forsyth County Schools

A safe, connected, and thriving community for all

Lambert High School

2024-2025

School Improvement Plan

Principal: Amanda Thrower

School Mission/Vision Statement(s):

Mission: A place where **ALL** Longhorns can thrive and grow toward their potential.

Vision: Lead well. Live well. Love well.

School Belief Statements:

Relationships are the foundation of our work.
Teamwork makes us stronger.
Positive communication builds community.
High expectations yield results.
Everyone has a purpose.

Lambert High School
2024-2025 School Improvement Plan

FCS Goal Area: Social & Emotional Health

FCS Performance Objective C: Promote respect, wellness, and balance for staff and students

Major Focus: Intentionally promote respect, wellness, and mental health of staff and students through...

- Continued implementation of The Lambert Way (PBIS)
- Targeting specific areas on the GA Student Health Survey

Performance Measures:

- GA Student Health Survey Data
- Local School Survey Data
- Student and Staff Recognition Data
- Discipline Data

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Create calendar and timeline for... Teacher recognition events Longhorn PRIDE student lunches/recognitions Advisement Lessons • Align Advisement Lessons to discipline data concerns and survey data highlights • Incorporate a mental health/self-care section in weekly staff newsletter • Administer Advisement Lessons related to digital citizenship and respectful online behavior • Begin Athlete, CTAE, and Fine Arts Student of the Week recognitions	• Continue to implement established calendar and timeline for... Teacher recognition events Longhorn PRIDE student lunches/recognitions Advisement Lessons • Continue mental health/self-care section in weekly staff newsletter • Administer Advisement Lessons related to digital citizenship and respectful online behavior • Continue Athlete, CTAE, and Fine Arts Student of the Week recognitions

Performance Measures: Year-End Results

2023-2024 (Baseline):

2023-2024 GA Health Survey Data					
Question	**Strongly Agree**	**Somewhat Agree**	**Somewhat Disagree**	**Strongly Disagree**	**Total**
Most days I look forward to going to school.	284 11%	1273 47%	732 27%	403 15%	2,692
Adults in the school treat all students with respect.	895 33%	1312 49%	352 13%	133 5%	2,692
Students at my school treat each other with respect.	443 17%	1359 50%	664 25%	226 8%	2,692
Students are frequently recognized for good behavior.	455 17%	1224 45%	719 27%	294 11%	2,692

Discipline Data		
	% Students Receiving Attendance-Related Referrals (tardy, skipping, out of area, etc.)	**% Students Receiving a Discipline Referral**
2021-22	5.2%	7.3%
2022-23	5.6%	11.5%

2023-24	8.5%	13.3%
Change	2.9%	1.8%

Recognition Data			
	Lambert Way Student Recognitions	**Lambert Way Staff Recognitions**	**Individual Positive Staff Communications**
2022-23	0	0	
2023-24	104	18	404
Change	10,300%	1,700%	

2024-2025:

Reflection on Results:

Lambert High School
2024-2025 School Improvement Plan

FCS Goal Area: Climate, Culture, & Community

FCS Performance Objective B: Work collaboratively with all people to promote inclusivity, school pride, and belonging

Major Focus: Foster an inclusive environment in which all staff and students feel connected and valued through…

- Targeting specific areas on the GA Student Health Survey
- Connectivity Events (Lambert Connected, HOCO Parade, Club Rush, etc.)

Performance Measures:

- GA Student Health Survey Data
- Local School Survey Data (baseline)
- Principal Advisory Feedback

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Create and implement process for forming and monitoring clubs & club participation • Develop and administer local Student Connectivity survey to identify and target kids feeling disconnected and/or unable to identify a trusted adult (pre-assessment) • Rebrand DRN (Dead Red Nation) and form Student Leadership Council to promote school pride • Organize and host (with Lambert Connected teammates) HOCO parade for feeder schools • Organize and host (with Lambert Connected teammates) Fall Parent University event	• Organize and host (with Lambert Connected teammates) Chorus & Basketball community engagement event • Organize and host (with Lambert Connected teammates) Fine Arts community engagement event • Re-administer local Student Connectivity survey to measure progress and monitor kids feeling disconnected and/or unable to identify a trusted adult (post-assessment)

Performance Measures: Year-End Results

(Include sub-group data where applicable)

2023-2024 (Baseline):

2024-2024 GA Health Survey Data					
Question	**Strongly Agree**	**Somewhat Agree**	**Somewhat Disagree**	**Strongly Disagree**	**Total**
I feel connected to others at school.	868	1404	281	139	2692
I feel like I fit in at my school.	776	1510	280	126	2692
I know an adult at school that I can talk with if I need help.	1129	1072	308	183	2692
I know a student at my school that I can talk to if I need help.	1596	894	117	85	2692

Principal Advisory Anecdotal Data	
Question	**Three most common responses (summarized):**
What do you love about being a Lambert Longhorn?	The teachers Lunch & Learn All the opportunities to get involved (athletics, fine arts, clubs, etc.)
What would you change about Lambert if you could?	The competitive culture The crowded hallways The rampant cheating/academic dishonesty
How can we make Lambert a more inclusive environment?	Change the competitive culture Most students reported that they feel that Lambert is already an inclusive place for students.

2024-2025:

Reflection on Results:

Lambert High School
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FCS Goal Area: The Learner Experience

FCS Performance Objectives A & B: Increase student achievement and growth

Major Focus: Increase student achievement and growth through multi-tiered systems of support (MTSS).
Performance Measures:

- Course Failure Rates
- Student Support Time App Data (baseline)
- LASSO Data

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Restructure Lunch & Learn, implementing use of Student Support Time App • Implement quarterly due dates for missing assignments • Implement *Hook 'em Hour* as new layer of intervention for struggling students • Implement Success Team model, led by Graduation Coach and supported by Counselor & Admin pairs • Student LASSO referrals	• Continue implementation of Student Support Time App • Continue implementation of quarterly due dates for missing assignments • Continue implementation of *Hook 'em Hour* • Continue implementation of Success Team model • Student LASSO referrals • Implement Senior Saddle-Up for 12th graders needing support to earn final graduation credits

Performance Measures: Year-End Results

(Include data for the school and each sub-group)

2023-2024 (Baseline):

Course Failure Rates (Semester Data)		
	S1: 2023-2024	**S2: 2023-2024**
CTAE	45	24
English	67	20
ESOL	2	2
Fine Arts	11	1
Health/P.E.	1	3
Math	166	69
Science	58	28
Social Studies	34	20
World Language	40	19

Course Failure Rates (Overall Data)		
	Number Students 2022-2023	**Number Students 2023-2024**
CTAE	4	24
English	19	20
ESOL	1	2
Fine Arts	0	1
Health/P.E.	0	3

Math	30	69
Science	14	28
Social Studies	7	20
World Language	11	19

LASSO Data	
Number of Referrals Semester 1	Number of Referrals Semester 2
197	375

2024-2025:

Reflection on Results:

Lambert High School
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FCS Goal Area: The Learner Experience

FCS Performance Objective D: Develop and sustain consistent assessment practices

Major Focus: Collaborative Backwards Design

Performance Measures:

- Subgroup Performance Data on GAMS EOCs
- Subgroup Performance Data on AP Exams
- Content Team Process Measures:
  - Percent of content teams meeting weekly to engage in the backwards design process
  - Percent of content teams utilizing common, standards-aligned summative assessments
  - Percent of content teams utilizing common, standards-aligned formative assessments
  - Percent of content teams engaging in formative data analysis to inform instructional practices

Action Steps

Semester #1 Action Steps

- TKES-aligned goals, differentiated by content team, to enhance backwards design and formative data analysis process
- Provide designated departmental planning time and set clear expectations for meetings and use of common summative and formative assessments
- Provide quarterly 90-minute PL aligned to TKES goals
- Domain and subgroup analysis of standardized assessment data

Semester #2 Action Steps

- Continue designated departmental planning time and monitor meetings and use of common summative and formative assessments
- Continue quarterly 90-minute PL aligned to TKES goals

Performance Measures: Year-End Results

(Include data for the school and each sub-group)

2023-2024 (Baseline):

ELA GaMS EOC DATA (American Lit)					
	Level 1	Level 2	Level 3	Level 4	Combined 3 & 4
2021-22	2.2%	13%	65.3%	19.5%	84.8%
2022-23	1.9%	14.4%	54.8%	28.9%	83.7%
2023-24	2.4%	13.2%	49.1%	35.3%	84.4%
Change	0.5%	-1.2%	-5.7%	6.4%	0.7%

ELA GaMS EOC SUBGROUP DATA (American Lit)						
ELA		Level 1	Level 2	Level 3	Level 4	Combined 3 & 4
Asian	22-23	.3%	8.2%	50.5%	41.1%	91.6%
	23-24	1.1%	7.3%	45.2%	46.5%	91.7%
		1.4%	-0.9%	-5.3%	5.4%	0.1%
Black	22-23	4.3%	34.8%	56.5%	4.3%	60.8%
	23-24	11.8%	20.6%	52.9%	14.7%	67.6%
		7.5%	-14.2%	-3.6%	10.4%	6.8%
Hispanic/ Latino	22-23	0%	21.4%	57.1%	21.4%	78.5%
	23-24	0%	16.7%	64.8%	18.5%	83.3%
		0%	-4.7%	7.7%	-2.9%	4.8%
White	22-23	2.6%	16.5%	61.4%	19.5%	80.9%
	23-24	3.8%	18.9%	50.8%	26.5%	77.3%
		1.2%	2.4%	-10.6%	7%	-3.6%

ESOL	22-23 (9)	0%	33.3%	66.7%	0%	66.7%
	23-24 (7)	57.1%	42.9%	0%	0%	0%
		57.1%	9.6%	-66.7%	0%	-66.7%
Special Ed	22-23 (22)	22.7%	45.5%	31.8%	0%	31.8%
	23-24 (33)	24.2%	57.6%	18.2%	0%	18.2%
		4.5%	12.1%	-13.6%	0%	-13.6%

CONTENT TEAM DATA				
	Percent of content teams meeting weekly to engage in the backwards design process	Percent of content teams utilizing common summative assessments	Percent of content teams utilizing common formative assessments	Percent of content teams engaging in formative data analysis to inform instructional practices
2023-24	31%	45%	21%	5%

2024-2025:

Reflection on Results: