Forsyth County Schools

A safe, connected, and thriving community for all

LAMBERT HIGH SCHOOL

2023-2024

School Improvement Plan

Principal: Amanda Thrower

School Mission/Vision Statement(s):

Vision: At Lambert High School, we will align our processes, culture, and resources for ALL of our students to compete at the highest level.

Mission: Competing at the highest level takes preparation, persistence, and learning.

School Belief Statements:

At Lambert High School, we believe that:

- *The Lambert High School graduate* strives to attain excellence.
- *The Lambert High School graduate achieves in a challenging curriculum.*
- *The Lambert High School graduate embraces diversity.*
- *The Lambert High School graduate accepts personal responsibility.*
- *The Lambert High School graduate persists in times of opportunity and adversity.*

The Lambert High School graduate works hard and plays hard!

Lambert High School

2023-2024 School Improvement Plan

FCS Goal Area: Social & Emotional Health

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

Major Focus: The Lambert Way (PBIS; Climate & Culture)

Performance Measures:

- **Increased recognitions for students exhibiting "The Lambert Way"**
- **Increased recognitions for staff supporting "The Lambert Way"**
- **Decreased percentage in number of attendance-related referrals and overall discipline referrals**

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Expand "The Lambert Way" team and establish a vision for their work • Develop advisement lessons to expose students to the desired behaviors (proactive, respect, integrity, discipline, empathy) • Implement additional tardy & skipping interventions • Establish system for student and staff recognitions	• Continue development and implementation of advisement lessons • Continue implementation of tardy & skipping interventions (reflect on results) • Implement system for student and staff recognitions

Performance Measures: Year-End Results

2022-2023 (Baseline):

	% 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%
Change	0.4%	4.2%

2023-2024:

	% 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%

Baseline Recognition Data

	Student Recognitions for Lambert Way	Staff Recognitions for Lambert Way	Individual Positive Communications Sent to Staff
2022-2023	0	0	
2023-2024	104	18	404
Change	10,300%	1,700%	

Reflection on Results:

GLOW:

Our intentional efforts to recognize students and staff for exhibiting the qualities of Longhorn PRIDE (Proactive, Resilient, Integrity, Dedication, & Empathy) were tremendous in promoting a culture of positivity and respect. Students and families loved our new monthly Longhorn PRIDE student recognition lunches. Additionally, teacher feedback was overwhelmingly positive in terms of feeling valued and supported, which we believe is a direct result of our efforts to recognize them both formally through our monthly spotlights and informally through personal, positive notes.

Tara Davis (FCS PBIS Coordinator) was also able to provide some great data for our PBIS implementation.

GROW:

While we continue to see growth in discipline incidents and know it is a continued area of focus, we do suspect that part of the growth in the attendance-related referrals is due to a greater emphasis on skipping and tardies and dedicating a staff member to monitoring and issuing consequences. We are hoping as we head into next year with this staff member still in place, we will begin to see a reduction now that a new process has been implemented for a full year.

In terms of the marginal overall increase in discipline referrals, 89 were related to academic dishonesty. As noted in the reflection for our Climate, Culture, and Community goal, action steps towards that goal led us to create new procedures for cheating offenses as we head into the 2024-25 SY, and we believe doing so will have a positive impact in this area, as well.

Lambert High School
2023-2024 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: Increase stakeholder awareness and understanding of cultures, religions, & demographics represented in the Lambert student body.

Performance Measures:

- **Baseline: Student feedback during Principal Advisory gatherings**
- **Baseline: Student Connectivity Data (GA Health Survey)**

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Longitudinal demographic data provided to staff (preplanning) • Monthly spotlight of cultural & religious events (staff newsletter) • Monthly PL – cultural topic • Subgroup data analysis by content teams • Monthly Principal Advisory meetings with students	• Monthly spotlight of cultural & religious events (staff newsletter) • Monthly PL – cultural topic • Giddy Up Grill Cultural Themes • Monthly Principal Advisory meetings with students

Performance Measures: Year-End Results

(Include sub-group data where applicable)

2022-2023 (Baseline):

Baseline data collected this year, 2023-24

2023-2024:

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.

Reflection on Results:

GLOW:

While not a formalized measure, we gleaned a lot from the anecdotal feedback provided by students during the Principal Advisory meetings. These were mixed groups of students (varying interests, extracurriculars, etc.) that changed each month, to provide a wide range of feedback. Their input was instrumental in launching our new and updated mission, vision, beliefs, & commitments. It has also prompted us to change and update our procedures regarding academic dishonesty. Furthermore, it has fueled Mrs. Thrower in working with district office personnel and fellow high school principals to propose restrictions on the number of GaVS (and outside agency) credits FCS allows to post on transcripts for future cohorts of graduates. Overall, we have been able to make many improvements heading into the 2024-25 school year.

GROW:

In hindsight, our action steps for this goal did not align well to our measures. As we move into the next school year, we have revised our primary focus, measures, and action steps to be more cohesive. Additionally, having baseline data from the Student Health Survey, we can better determine areas to target and action steps (i.e. increasing the percentage of students who can identify a trusted adult to talk to if they need help).

Lambert High School
2023-2024 School Improvement Plan

FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student achievement

Major Focus: Backwards Design & Instructional Planning Process

Performance Measures:

- 2023-24: Baseline Math EOC as measured by Content Mastery in CCRPI (new standards)
- 2023-2024 3% increase in combined Level 3 & 4 performance bands (overall & subgroups)
- Content Team Performance Measures:
  - 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

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• TKES-aligned goals, differentiated by content team, to enhance backwards design and formative data analysis process • Establish clear vision for Department Chairs & Content Team Leads to support and improve collaborative planning process (PLCs) • Department Chair & Content Team Leads workshops • Monthly PL aligned to TKES goals • Domain & subgroup analysis	• Monthly PL aligned to TKES goals • Regular check-ins with Department Chairs and Content Team Leads

Performance Measures: Year-End Results

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

2022-2023:

Math	Level 1	Level 2	Level 3	Level 4	Combined 3 & 4
2021-22	11.1%	37.5%	41.8%	9.6%	51.4%
2022-23	11.9%	35.2%	44.8%	8.1%	52.9%
Change	0.8%	-2.3%	3%	-1.5%	1.5%

ELA	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%
Change	-0.3%	1.4%	-10.5%	9.4%	-1.1%

2023-2024:

New Baseline (new math standards)

Math	Level 1	Level 2	Level 3	Level 4	Combined 3 & 4
2023-24					

ELA	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%

Subgroup Data

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%

Reflection on Results:

GLOW:

While marginal, we saw a slight increase in our ELA Level 4 performers and overall combined Level 3 & 4 percentages. Additionally, we saw overall growth in our Black and Hispanic subgroup categories.

GROW:

Every subgroup category experienced growth at the Beginning Learner level. Additionally, our ESOL and Special Ed subgroups saw significant drops at the Proficient Learner level. These are clearly areas for focus and growth.

In terms of Content Team Data, our baseline data that we were able to collect this year provides a great starting point as we move into 2024-25 with a focus on aligned assessment practices.

Lambert High School
2023-2024 School Improvement Plan

FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student growth

Major Focus: Multi-Tiered System of Supports (MTSS)
Performance Measures:

- Increase use of Student Support interventions
- Decrease in course failure rates

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Monthly PL, focused on assessment principles and practices that promote hope, efficacy, and achievement • Academic coaching cycles • Semester 1 Senior Saddle Up • Student LASSO referrals	• Semester 2 Senior Saddle Up • Academic Coaching Cycles • Student LASSO referrals

Performance Measures: Year-End Results

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

2022-2023 (Baseline):

Lunch & Learn	Number Students Served
Semester One	244
Semester Two	286

Course Failure Rates	Number Students
CTAE	4
English	19
ESOL	1
Fine Arts	0
Health/P.E.	0
Math	30
Science	14
Social Studies	7
World Language	11

2023-2024:

LASSO	Number Students Served 2023-2024
Semester One	197
Semester Two	325 *Note: Admin started assigning for skipping L&L*
Total	**522**

Lunch & Learn	Number Students Served 2022-2023	Number Students Served 2023-2024
Semester One	244	395
Semester Two	286	490

Course Failure Rates	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	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

Reflection on Results:

GLOW:

We significantly increased the number of students who were served in our student support programs, including Lunch & Learn, LASSO, and Math Roundup. We also implemented new data review processes with Department Chairs that led to increased conversations and action planning with individual teachers regarding course pass rates. Course failure rates improved significantly from Semester 1 to Semester 2 due to this action step. All students in Senior Saddled Up passed their graduation requirements and were able to graduate.

Overall, this year we learned that our teachers need professional learning focused on the MTSS process, specifically those who teach advanced level classes. Historically, Lambert has not experienced significant numbers of struggling learners. Supporting them through multi-tiered systems of support is a practice our teachers need guidance and more experience with. This has prompted staffing decisions and the hiring of a Graduation Coach to own and lead this work.

Despite the increase in course failure rates, our initial Grad Rate calculation is 98.6%, which shows we are still getting students across the stage as we also return to rigor.

GROW:

Failure rates increased from 22-23 to 23-24 school year, with over 36% of this year's individual course failures coming from advanced classes, which students would historically have dropped mid-year, especially in Math, Science, and CTAE. This provides baseline data for Lambert about targeting students who are struggling in advanced classes and need additional support to achieve success, which has led to discussions about altering the Lunch & Learn structure for the 24-25 school year. Academic Coaching Cycles were ineffective due to the overlap with unofficial processes already taking place in the Counseling Department, resulting in a new Success Team model for SY24-25. Additionally, this data prompted us to implement a quarterly hard deadline for missing assignments, as we recognized that many of our failures are due to students not turning in work and not having sufficient time at the end of the semester to make up a culmination of missing assignments.