2022-2023 Local School Plan for Improvement (LSPI)

School: <u>Seckinger High School</u>   Principal: <u>Memorie Reesman</u>

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	Seckinger High School will promote student and staff wellbeing through prioritizing self-care, physical and mental health, and social emotional learning. Seckinger High School will provide opportunities to elevate student voice, ownership,	Implement Positive Behavioral Intervention & Supports (PBIS) ● Teach behavioral expectations to staff and students ● Utilize positive interventions and behavior points ● Analyze minor and major discipline incidents monthly ● Implement restorative practices ● MS & HS Matrix alignment - Responsible, Respectful, Reflective Participatory Culture	*GCPS data used when applicable in absence of SKG baseline data. Staff Wellbeing - Staff Survey Item When there is a problem in my school, we talk about how to solve it. GCPS HS Baseline = 60% Positive Responses SY2023 Target = 64% Positive Responses Student Wellbeing - Student Survey Item I feel proud of my school. GCPS HS Baseline = 46.1% Positive Responses SY2023 Target = 51.5% Positive Responses

	and agency in the design of their school experience and be responsive to their requests.	• Establish extra-curricular activities that align to student interests and goals for each and every student Advisement • Experience a positive relationship with an adult, who advocates for students and models success • Implement social emotional learning lessons and schoolwide culture and community building Mindfulness & Calming Techniques • Establish virtual Peace Rooms for students to manage emotions and feelings • Create a staff wellness room	Student Wellbeing - Student Survey Item I enjoy coming to this school. GCPS HS Baseline = 45.3% Positive Responses SY2023 Target = 50.7%% Positive Responses Student Wellbeing - Student Survey Item Most students are respectful of others at this school. GCPS HS Baseline = 36.1% Positive Responses SY2023 Target = 42.5% Positive Responses Student Wellbeing - Family Survey Participation GCPS HS Baseline = 11% Participation SY2023 Target = 19.9% Participation GHSA Sports & Activities SKG Baseline = 0 SY2023 Target = 25 Clubs SKG Baseline = 0 SY2023 Target = 25
LSPI 90-Day Update			**Data Update on Available Measures**
Equity 2A: Multi-tiered system of supports	Seckinger High School will implement a comprehensive framework to fully operationalize a multi-tiered system	MTSS Framework • Establish infrastructure to include leadership, effective teaming, professional learning, and family and community engagement • Implement screening, data-based decision making, multi-level	MTSS Screening - Academic Screener Participation GCPS Baseline = 0% SY2023 Target = 95% Student Improvement - % Beginning on Milestones

	of supports to students to address academic and non-acadmic student needs.	prevention system, & progress monitoring	GCPS Baseline = 22.6% SY2023 Target = 21.6%
		Implement Positive Behavioral Intervention & Supports (PBIS) ● Teach behavioral expectations to staff and students ● Utilize positive interventions and behavior points ● Analyze minor and major discipline incidents monthly ● Implement restorative practices ● MS & HS Matrix alignment - Responsible, Respectful, Reflective	MTSS Screening - Wellbeing Screener Participation GCPS Baseline = 0% SY2023 Target = 95% PBIS SKG Baseline = Not Active SY2023 Target = Installing or Emerging Monitoring Teaching & Learning - Staff Survey Item Instruction is personalized to meet the needs of each student. GCPS HS Baseline = 56.5% Positive Responses SY2023 Target = 61% Positive Responses
		Cyclical School Improvement Plan for Supportive Community and Academic Press ● We Plan: What do we want our students to learn? ● We Do: How will we teach it? ● We Check: How will we know when our students have learned? ● We Act: How will we respond when students learn? How will we respond when students don't learn? School Intructional Framework	Monitoring Teaching & Learning - Staff Survey Item Struggling students receive early intervention and remediation to acquire skills. GCPS HS Baseline = 61.2% Positive Responses SY2023 Target = 65.1% Positive Responses

		● Ensure a classroom framework that includes an engaging welcome with intended learning target, activating strategy, mini-lesson, differentiated small group instruction, student collaboration, independent practice, and summarization ● Utilize personalized small group instruction based on daily formative assessments during instruction.	
LSPI 90-Day Update			**Data Update on Available Measures**
Equity 2B: Opportunity and access	Seckinger High School will expand opportunities to engage in and have access to high quality, rigorous, and culturally relevant curriculum, advanced coursework and enrichment activities.	Three Schools of Study that include Twelve Pathways ● Establish four pathways within Advanced Sciences & Technology, Business & Leadership, and Art & Design 7 Period Bell Schedule and 8 Period Block Schedule ● Utilize a 7 period bell schedule to provide additional time for literacy and math intervention and enrichment during the school day ● Utilize an 8 period block schedule to provide a	# of Pathways SKG Baseline = N/A SY2023 Target = 12 Pathway Participation SKG Baseline = N/A SY2023 Target = 80% SAT/ACT Participation GCPS Baseline = 41.5% SY2023 Target = 45%

		personalized learning period for Tier III support, exploration, Science, Engineering & Innovation Fair, pathway completion & capstone projects Civic Engagement in Our Nation Course ● Guide 9th grade students to develop an understanding of civil dialogue and its key concepts and the frameworks of civic engagement in a democracy Schoolwide Cross Curricular Project Based Learning - Living Wall ● Students at all instructional levels (special education, EL, general education and gifted) will collaboratively participate ● Courses include Engineering, Environmental Science, Biology and Chemistry Behavioral Support ● Utilize MTSS Framework to reduce disruptions to learning and address disproportionality on discipline	
Effectiveness 3B: Talent management	Seckinger High School will be a	GCPS Teacher Leadership Cohort	Teacher Leadership Pipeline Participants SKG Baseline = N/A

	strategic talent management organization that supports educators and staff to achieve their goals.	• Establish sessions on Diversity, Equity, & Cultural Competence, and Instructional leadership Peer Observations & Feedback • Provide opportunities for teachers to observe and discuss each others' practices through learning walks, feedback & coaching labs, micro-teaching videos Collaborative Learning Teams • Each course team meets regularly to develop lesson plans, embed AI readiness skills, examine student work and assessment and analyze data	SY2023 Target = 10 Staff Satisfaction - Staff Survey Item Peer observation/coaching and feedback is a tool we use to improve instruction. GCPS HS Baseline = 57% Positive Responses SY2023 Target = 61.3% Positive Responses
LSPI 90-Day Update			**Data Update on Available Measures**
Excellence 4B: Post-secondary and workforce readiness	Seckinger High School will prepare each and every student for post-secondary and workforce readiness so that they have	Access to Broad Range of Advanced Placement Course and Opportunities to Earn Industry-Recognized Credentials Artificial Intelligence (AI) Learning Framework and Continuum	Student Readiness - Student Survey Item Work I do in this school is useful and interesting to me. GCPS HS Baseline = 37.1% Positive Responses SY2023 Target = 43.3% Positive Responses SAT/ACT Participation

multiple pathways to success based on their demonstrated knowledge, skills, abilities. Seckinger High School will allow students to explore their interests, pursue their passions, and graduate future ready.	• Embed AI learning and skill development throughout coursework with programming, data science, mathematical reasoning, creative problem solving, ethics, and applied experiences • Establish AI Pathway for Foundations of AI, Concepts of AI, & Applications of AI Collegiate Learning Environment • Utilize flexible seating collaboration spaces, productivity labs, and makers labs College & Career Events • Host College & Career Fair and College & Military lunch visits • Participate in GA Apply to College Day. • Ensure 12th grade students participate in SAT Day and all 9th, 10th, & 11th grade students participate in PSAT	GCPS Baseline = 41.5% SY2023 Target = 45%
LSPI 90-Day Update		**Data Update on Available Measures**

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