

2022-2023 Local School Plan for Improvement (LSPI)

School: Paul Duke STEM High School Cluster Superintendent: Dr. Gresham

Our goal is to to improve professional learning and support for teachers around the shifts outlined in the GCPS Blueprint for the Future, specifically cultural

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)																				
<p>Empathy 1B: Staff and student wellbeing</p> <p>Our goal is to improve student survey results around Supportive Learning Environment (SLE) and Belonging and Engagement (BE).</p>	<p>Paul Duke STEM is focused on promoting student wellbeing, belonging, and engagement through positive relationships and a supportive learning environment. Therefore, based on 2022 data from our student Educational Effectiveness Survey (EES), we recognized seven questions in the Supportive Learning Environment (SLE) and Belonging and Engagement (BE) as opportunities for improvement in support of students' well being, belonging, and engagement.</p> <p>Sample RBES Goals for Teachers: → I will incorporate SEL practices in my teachings each week.</p>	<p>During the 2022-2023 school year, we are implementing the following strategies to improve student wellbeing, belonging, and engagement.</p> <p>Improving and optimizing our Advisement Experience</p> <ul style="list-style-type: none"> • Our Advisement groups are grade level cohorts that will stay together with the same teacher for all 4 years of high school • Our Advisement meets twice a week, and we implement lessons designed by our Advisement team. <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 will receive professional learning and resources to support SEL implementation. 	<p>Paul Duke STEM is focusing on the following seven questions on the Student version of the Educational Effectiveness Survey over the next four years.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="5" style="text-align: center;">1. I enjoy coming to this school (SLE)</td> </tr> <tr> <td style="text-align: center;">2022: 52%</td> <td style="text-align: center;">2023: 56%</td> <td style="text-align: center;">2024: 60%</td> <td style="text-align: center;">2025: 64%</td> <td style="text-align: center;">2025: 68%</td> </tr> <tr> <td colspan="5" style="text-align: center;">2. Adults in this school help me plan and set goals for my future (BE)</td> </tr> <tr> <td style="text-align: center;">2022: 53%</td> <td style="text-align: center;">2023: 56%</td> <td style="text-align: center;">2024: 59%</td> <td style="text-align: center;">2025: 62%</td> <td style="text-align: center;">2025: 65%</td> </tr> </table>	1. I enjoy coming to this school (SLE)					2022: 52%	2023: 56%	2024: 60%	2025: 64%	2025: 68%	2. Adults in this school help me plan and set goals for my future (BE)					2022: 53%	2023: 56%	2024: 59%	2025: 62%	2025: 65%
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	<ul style="list-style-type: none"> → I will conference with all students in my Advisement class once each 9 weeks. → I will conference with all students in my instructional classes once each 9 weeks to go over their strengths and weaknesses. → I will have students track their progress in my class via _____. → I will leverage 4 PBL units/experiences this year in all my classes. → As a member of the _____ Leadership team, I will help launch or improve _____. 	<ul style="list-style-type: none"> • Meetings and professional learning opportunities will model SEL practices for teachers. • Teachers will engage in book studies during the 2nd semester to improve their practices related to wellbeing, belonging, culturally responsive teaching, equity, and project-based learning. <p>Engaging students with Clubs/Extracurriculars</p> <ul style="list-style-type: none"> • We have expanded our clubs and activities to provide students with more options, such as color guard, athletics at NHS, and garden club • Activity Fair to be held on 8/24 to expose all students to available opportunities • We will host after school and summer learning experiences (ELT) around Computer Science, Robotics, Drones, and Design to promote engagement, belonging, and student learning. <p>Launching PBIS to improve behavior outcomes</p> <ul style="list-style-type: none"> • Paul Duke STEM will initiate PBIS during the 2022.2023 school year. • We will identify a PBIS Team to help us develop and implement a plan for PBIS this year. • Based upon the plan and lesson learned from implementation for 2022-2023, we will host summer professional learning to support the PBIS system <p>Demonstrate relevance through Project-Based Learning (PBL)</p> <ul style="list-style-type: none"> • Teachers will be provided additional planning time to develop PBL learning experiences that 	<p>3. My teacher(s) often tell me how I am doing in their class (BE)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>2022: 65%</td> <td>2023: 68%</td> <td>2024: 71%</td> <td>2025: 74%</td> <td>2025: 77%</td> </tr> </table> <p>4. Students are involved in solving problems in this school (BE)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>2022: 72%</td> <td>2023: 75%</td> <td>2024: 78%</td> <td>2025: 81%</td> <td>2025: 84%</td> </tr> </table> <p>5. This school has effective equity practices for all (BE)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>2022: 71%</td> <td>2023: 74%</td> <td>2024: 77%</td> <td>2025: 80%</td> <td>2025: 83%</td> </tr> </table> <p>6. What we do in school will help me succeed in life (BE)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>2022: 51%</td> <td>2023: 54%</td> <td>2024: 57%</td> <td>2025: 60%</td> <td>2025: 63%</td> </tr> </table> <p>7. Work I do in this school is useful and interesting to me (SLE)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>2022: 42%</td> <td>2023: 44%</td> <td>2024: 48%</td> <td>2025: 52%</td> <td>2025: 56%</td> </tr> </table>	2022: 65%	2023: 68%	2024: 71%	2025: 74%	2025: 77%	2022: 72%	2023: 75%	2024: 78%	2025: 81%	2025: 84%	2022: 71%	2023: 74%	2024: 77%	2025: 80%	2025: 83%	2022: 51%	2023: 54%	2024: 57%	2025: 60%	2025: 63%	2022: 42%	2023: 44%	2024: 48%	2025: 52%	2025: 56%
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		<p>connect learning of the AKS with future opportunities.</p> <ul style="list-style-type: none"> ● Professional learning and collaborative planning around productive group work and relevancy increase student engagement <p>Budget Implications: Funds will be required for:</p> <ul style="list-style-type: none"> ● Stipends for our Advisement Team, PBIS Team, PBL Collaborative Planning, After School Programs (ELT), and Summer Programs (ELT) ● SEL Resources, Instructional Supplies, and Professional Supplies ● Supporting professional learning and conference participation <p>Person(s) Responsible:</p> <ul style="list-style-type: none"> ● Advisement Team & Advisement Teachers, Club Sponsors, PBIS Team and PBIS Lead, and Course Teams 											
<p>Equity 2A: Multi-tiered system of supports</p> <p>Paul Duke STEM will implement an effective Multi-Tiered System of Supports (MTSS), in order to decrease the number of student scoring at the Beginning level on the Georgia</p>	<p>Each and every Paul Duke STEM High School student should score above the beginning level on the Georgia Milestones End of Course Assessments. During the SY2021-2022, Paul Duke STEM students had the following percentage of students score at the Beginning level:</p> <ul style="list-style-type: none"> ● Biology 13% ● Algebra 22% ● US History 18% ● American Literature 12% <p>Over the next few years, we will decrease</p>	<p>Our Action Plan to improve our MTSS is as follows: Continuous Quality Improvement for TIER 1 Supports</p> <ul style="list-style-type: none"> ● Course teams in EOC courses and prerequisite courses will develop and administer AKS aligned assessments and lessons to support engagement, learning, and success. <ul style="list-style-type: none"> ○ Teachers will administer Common Formative Assessments (CFAs) and District EOC Predictor Exams to monitor student progress. ○ The MAP Universal Screener will be used to identify students for remediation and acceleration. 	<p>We are focusing on reducing the number of students scoring at the Beginning level on Milestones over the next four years.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <th colspan="5" style="text-align: center;">Student Improvement - % Beginning on Algebra I Milestones (ALL students)</th> </tr> <tr> <td style="text-align: center;">2022: 22%</td> <td style="text-align: center;">2023: 20%</td> <td style="text-align: center;">2024: 18%</td> <td style="text-align: center;">2025: 15%</td> <td style="text-align: center;">2026: 12%</td> </tr> </table> <p style="margin-top: 10px;">Student Improvement - % Beginning on Biology Milestones (ALL students)</p>	Student Improvement - % Beginning on Algebra I Milestones (ALL students)					2022: 22%	2023: 20%	2024: 18%	2025: 15%	2026: 12%
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Milestones End of Course Assessments.	<p>the percentage of students scoring at the Beginning Level on GA Milestones assessments in all student subgroups.</p> <p>Sample RBES Goals for Teachers: This goal is best suited for 9th -11th grade teachers in Math, ELA, Science, and Social Studies.</p> <ul style="list-style-type: none"> → Our goal as a course team is to reduce the percentage of ALL students scoring at the Beginning level on Georgia Milestones Assessment by 2% in Algebra I, Biology, US History, and American Literature and Comp. → Our goal as a course team is to reduce the percentage of a subgroup of students scoring at the Beginning Level. → Our goal as a course team is to have kid talks with other course teams in our grade level monthly. → Our goal as a course team is to provide more effective Tier 1 Or Tier 2 supports. → Our goal as a course team is to → My goal as a teacher with MTSS is to.... 	<ul style="list-style-type: none"> • Grade level teams will meet regularly to have “Kid Talks” to discuss student supports, interventions, and remediations • Credit Recovery will be offered to support learning of AKS not mastered in Semester 1 or Prerequisite classes. • Attendance interventions will be leveraged to support students’ attendance • After School Tutoring & Peer Tutoring • Digital resources such as NoRedInk, DeltaMath, IXL Math, and other digital resources • Teachers will leverage small group instructional focus on core skills and concepts <p>Continuous Quality Improvement for TIER 2 Supports</p> <ul style="list-style-type: none"> • We will use screeners, student data, and teacher feedback to provide Tier 2 interventions • Provide access to Remedial Education Program (REP) • Digital resources such as NoRedInk, DeltaMath, IXL Math, and other digital resources <p>Continuous Quality Improvement for TIER 3 Supports</p> <ul style="list-style-type: none"> • We will use screeners, student data, and teacher feedback to provide Tier 3 interventions • Digital resources such as NoRedInk, DeltaMath, IXL Math, and other digital resources <p>Budget Implications:</p> <ul style="list-style-type: none"> • MTSS Coordinator • Stipends for the MTSS Leadership Team, MTSS Professional Learning, and Collaborative Planning • Additional teachers for smaller class sizes 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">2022: 13%</td> <td style="width: 15%;">2023: 12%</td> <td style="width: 15%;">2024: 11%</td> <td style="width: 15%;">2025: 10%</td> <td style="width: 15%;">2026: 9%</td> </tr> </table>	2022: 13%	2023: 12%	2024: 11%	2025: 10%	2026: 9%	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="5" style="text-align: center;">Student Improvement - % Beginning on American Lit & Comp Milestones (ALL students)</td> </tr> <tr> <td style="width: 15%;">2022: 12%</td> <td style="width: 15%;">2023: 11%</td> <td style="width: 15%;">2024: 10%</td> <td style="width: 15%;">2025: 9%</td> <td style="width: 15%;">2026: 8%</td> </tr> </table>	Student Improvement - % Beginning on American Lit & Comp Milestones (ALL students)					2022: 12%	2023: 11%	2024: 10%	2025: 9%	2026: 8%	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="5" style="text-align: center;">Student Improvement - % Beginning on US History Milestones (ALL students)</td> </tr> <tr> <td style="width: 15%;">2022: 18%</td> <td style="width: 15%;">2023: 16%</td> <td style="width: 15%;">2024: 14%</td> <td style="width: 15%;">2025: 11%</td> <td style="width: 15%;">2026: 9%</td> </tr> </table>	Student Improvement - % Beginning on US History Milestones (ALL students)					2022: 18%	2023: 16%	2024: 14%	2025: 11%	2026: 9%
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		<ul style="list-style-type: none"> ● Additional teachers to support REP ● Resources for small group instruction, such as tables, SMART boards, and dry erase boards. <p>Person(s) Responsible:</p> <ul style="list-style-type: none"> ● Administrators - Principal and APs ● MTSS Coordinator & MTSS Leadership Team ● PDS Instructional Leadership Team (ILT) and PDS BLAZE Team ● Collaborative Course Teams ● ITI Coach - Data Analysis 																
<p>Equity 2B: Opportunity and access</p> <p>In order to expand student opportunities to complete advanced coursework and earn postsecondary credit, we will intentionally expand opportunities for Black and Latino students to complete Advanced Coursework through AP and Dual Enrollment.</p>	<p>Rationale for Advanced Coursework Completion for Black and Latino Students</p> <p>Paul Duke STEM aspires to prepare all students for opportunities in both college and careers. At Paul Duke STEM, the percentage of 12th grade students (all student groups) earning 1 or more post secondary credits was as follows:</p> <ul style="list-style-type: none"> ● Class of 2021 - 61% ● Class of 2022 - 69% <p>Yet, at the same time, the percentage of 12th grade students in the Black and Latino subgroups earning 1 or more postsecondary credit was as follows:</p> <ul style="list-style-type: none"> ● Class of 2021 - 41% ● Class of 2022 - 43% <p>In planning for graduating class of 2023, our percentage of 11th grade students</p>	<p>Our Action Plan to Improve Advanced Coursework Completion for Black and Latino Students is as follows:</p> <ul style="list-style-type: none"> ● Expand Advanced Coursework Options and Opportunities <ul style="list-style-type: none"> ○ Expand AP Access with AP Precalculus ○ Expand AP Lang participation (ELA EOC P&D) ○ Expand Dual Enrollment Partnership ○ Support teachers with Professional Learning ● Expand Student Supports <ul style="list-style-type: none"> ○ AP Advisement Lessons ○ Peer Mentoring & Tutoring ○ College Fair and Visits ○ Improving Tier 1 Student Academic Supports in AP ○ Progressing students from below grade level to at grade to beyond grade level between grades 9-11 ● Expand Parent Supports <ul style="list-style-type: none"> ○ Parent Meetings and Mentoring 	<p>Over the next 5 years, Paul Duke STEM will increase the number of 12th grade students earning postsecondary credits through either Dual Enrollment courses or AP courses.</p> <p>We will monitor the following</p> <ul style="list-style-type: none"> ● AP Course Enrollment ● AP Exam Registration ● Dual Enrollment enrollment ● Dual Enrollment success rates <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="5" style="text-align: center;">% of 12 grade Students Earning Post-Secondary Credits (All students)</th> </tr> <tr> <th style="width: 20%;">2022:</th> <th style="width: 20%;">2023:</th> <th style="width: 20%;">2024:</th> <th style="width: 20%;">2025:</th> <th style="width: 20%;">2026:</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">69%</td> <td style="text-align: center;">70%</td> <td style="text-align: center;">71%</td> <td style="text-align: center;">73%</td> <td style="text-align: center;">75%</td> </tr> </tbody> </table>	% of 12 grade Students Earning Post-Secondary Credits (All students)					2022:	2023:	2024:	2025:	2026:	69%	70%	71%	73%	75%
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	<p>taking an AP class and the associated exam was 47% for all students, and 33% for Latino students and 43% for Black students.</p> <p>Sample RBES Goals for Teachers: (This goal is best for AP teachers and Departments looking to expand enrollment)</p> <p>→ My goal is to support the academic success and growth of Black and Latino students in AP courses through course performance, willingness to register and take the exam, or register for an AP course in my subject area.</p>	<ul style="list-style-type: none"> ○ Improved Counseling Support ○ College and Career Counselor ○ Parent Outreach Liaison (POL) <p>Budget Implications:</p> <ul style="list-style-type: none"> ● Registration for Professional Learning at AP Institutes ● Stipends for Summer ELTs for new AP students ● Stipends for professional learning and collaborative planning ● Stipends for AP tutoring ● Resources for AP instruction (support materials) ● Resources for small group instruction, such as tables, SMART boards, and dry erase boards. <p>Person(s) Responsible:</p> <ul style="list-style-type: none"> ● Admin Team and ITI Coach ● AP Coordinator ● Counselors & College & Career Counselor ● AP teachers ● Advisement teachers ● MTSS Coordinator ● POL 	<p>% of 12 grade Students Earning Post-Secondary Credits (Black and Hispanic students)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>2022:</td> <td>2023:</td> <td>2024:</td> <td>2025:</td> <td>2026:</td> </tr> <tr> <td>43%</td> <td>48%</td> <td>53%</td> <td>59%</td> <td>64%</td> </tr> </table>	2022:	2023:	2024:	2025:	2026:	43%	48%	53%	59%	64%
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<p>Effectiveness 3B: Talent management</p> <p>competence, equity, and SEL.</p>	<p>Paul Duke STEM values all employees at all levels, and we seek to elevate their voices in decision-making, recognize their work, celebrate their success, and prioritize their professional growth.</p> <p>On the employee EES Survey, our lowest performing strand was Focused Professional Development, which was 71% positive responses. Therefore, we are</p>	<p>Our Action Plan to improve professional learning and support for teachers around the shifts outlined in the Blueprint for the Future, specifically cultural competence, equity, and SEL is as follows:</p> <ul style="list-style-type: none"> ● Improve Professional Development for Teachers around SEL ● Incorporate SEL practices in all meetings and learning ● Engage teachers through ILT and BLAZE to help design and deliver professional learning 	<p>Paul Duke STEM will monitor the Faculty and Staff EES survey data for the five questions in the Focused Professional Development Characteristic as well as local faculty and staff surveys to improve professional learning and student outcomes.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>I receive training on instruction to support social emotional learning</p> </div>										

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	<p>focused on improving professional learning and support for teachers around the shifts outlined in the Blueprint for the Future, specifically cultural competence, equity, and SEL.</p> <p>Sample RBES Goals for Teachers: (This goal is best suited for teacher leaders who will help and support other teachers. It is a great professional learning goal though)</p> <p>→ My goal is to support the growth and development of other teachers, which will be measured by an increased number of faculty and staff responding positively to the Focused Professional Development Characteristic.</p> <p>Sample Learning Goals:</p> <p>→ My professional learning goal is to expand my understanding of social emotional learning (SEL).</p> <p>→ My professional learning goal is to expand my ability to meet the needs of our diverse student population.</p>	<ul style="list-style-type: none"> ● Encourage peer coaching and completion of the coach endorsement ● Engage teachers in two book clubs a year focused on cultural competence, equity, and SEL ● Launching PBIS to improve behavior outcomes <ul style="list-style-type: none"> ○ Paul Duke STEM will initiate PBIS during the 2022.2023 school year. ○ We will identify a PBIS Team to help us develop and implement a plan for PBIS this year. ○ Based upon the plan and lesson learned from implementation for 2022-2023, we will host summer professional learning to support the PBIS system <p>Budget Implications:</p> <ul style="list-style-type: none"> ● Stipends for professional learning ● Release days for professional learning ● Stipends for collaborative planning ● Funds for conference registration and attendance ● Resources for professional learning, printing, etc <p>Person(s) Responsible:</p> <ul style="list-style-type: none"> ● Principal and Admin Team ● Teacher Leadership Team, such as ILT, BLAZE, and Dept Chairs ● Teacher Leaders ● Advisement Team 	2022: 60%	2023: 63%	2024: 67%	2025: 70%	2026: 73%
			Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction				
			2022: 64%	2023: 67%	2024: 70%	2025: 73%	2026: 76%
			Our teachers engage in professional development activities to learn and apply new skills and strategies				
			2022: 80%	2023: 82%	2024: 84%	2025: 86%	2026: 88%
			Peer observation/coaching and feedback is a tool we use to improve instruction				
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			We are provided training to meet the needs of a diverse student population in our school				
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<p>Excellence 4B: Post-secondary and workforce readiness</p> <p>Our goal is to consistently graduate 90%-95% of our students within 4 years and have all graduates complete an advanced academic, CTAE, Fine Arts, or World Language Pathway.</p>	<p>Rationale Paul Duke STEM High School supports each and every student through a well-rounded educational experience that promotes both college and career readiness, and includes a wide variety of academic, arts and athletic programs, including co-curricular and extra-curricular activities. Over the last three years, we have seen a wide degree in variance in our graduation rate. As we look forward, our goal is to consistently graduate 90%-95% of our students within 4 years and have all graduates complete an advanced academic, CTAE, Fine Arts, or World Language Pathway.</p> <p>Graduation Rate Over the last three years, our 4-year graduation rate has been:</p> <ul style="list-style-type: none"> 2020 4 year grad rate - 84.1% 2021 4 year grad rate - 92.5% 2022 4 year grad rate - 88.1% <p>Sample RBES Goals for Teachers:</p> <ul style="list-style-type: none"> During the 2022-2023 school year, my goal is to have 90% of students pass all my courses. 	<p>Our Action Plan to improve 4-year graduation rate is as follows:</p> <ul style="list-style-type: none"> Improve our Student Supports through MTSS (See Goal 2A) Improve professional learning and support for teachers around the shifts outlined in the Blueprint for the Future, specifically cultural competence, equity, and SEL (See Goal 3B) Provide ELT and Credit Recovery opportunities for students to enhance, expand, and recover mastery of the AKS <p>Budget Implications:</p> <ul style="list-style-type: none"> MTSS Coordinator Stipends for the MTSS Leadership Team, MTSS Professional Learning, and Collaborative Planning Additional teachers for smaller class sizes Additional teachers to support REP Resources for small group instruction, such as tables, SMART boards, and dry erase boards. <p>Person(s) Responsible:</p> <ul style="list-style-type: none"> Administrators - Principal and APs MTSS Coordinator & MTSS Leadership Team PDS Instructional Leadership Team (ILT) and PDS BLAZE Team Collaborative Course Teams All Classroom teachers ITI Coach - Data Analysis 	<p>We will monitor the following:</p> <ul style="list-style-type: none"> The rate that students successfully complete their courses. Advanced Academic, CTAE, Fine Arts, or World Language Pathway Completion rates 4-year Graduation Rate- 90% of students graduating on time based on the year they entered 9th grade <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th colspan="5" style="text-align: center;">4 Year Graduation Rate at Paul Duke STEM</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2022: 88%</td> <td style="text-align: center;">2023: 90%</td> <td style="text-align: center;">2024: 92%</td> <td style="text-align: center;">2025: 94%</td> <td style="text-align: center;">2026: 95%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th colspan="5" style="text-align: center;">Graduate Pathway Completion</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2022: 83.1%</td> <td style="text-align: center;">2023: 87.8%</td> <td style="text-align: center;">2024: 90%</td> <td style="text-align: center;">2025: 95%</td> <td style="text-align: center;">2026: 100%</td> </tr> </tbody> </table>					4 Year Graduation Rate at Paul Duke STEM					2022: 88%	2023: 90%	2024: 92%	2025: 94%	2026: 95%	Graduate Pathway Completion					2022: 83.1%	2023: 87.8%	2024: 90%	2025: 95%	2026: 100%
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2022-2023 Local School Plan for Improvement (LSPI)

School: Paul Duke STEM High School Cluster Superintendent: Dr. Gresham

Our goal is to to improve professional learning and support for teachers around the shifts outlined in the GCPS Blueprint for the Future, specifically cultural

Strategic Priorities & Goals Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)
	<ul style="list-style-type: none">• During the 2022-2023 school year, my goal is to have 90% of my advisement students graduate.• During the 2022-2023 school year, my goal is to have 90% of my advisement or advanced students earn industry certification.		