

## 2022-2023 Local School Plan for Improvement (LSPI)

**School: Maxwell High School of Technology      Principal: Dr. Jeff Hall**

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 (Key Performance Indicator (KPI) Baseline & Targets)
<b>Empathy 1B:</b> Staff and student wellbeing	Maxwell High School of Technology will promote student and staff wellbeing by prioritizing self-care, physical and mental health, and social emotional learning to meet the unique needs of students and faculty and to support the whole individual thereby improving Student attendance, student wellbeing, and Teacher support.	<ol style="list-style-type: none"> <li>1. Social and Emotional Learning (SEL) training,</li> <li>2. Reinstatement of awards for staff</li> <li>3. Implement attendance celebration for students</li> <li>4. Sunshine Committee</li> <li>5. New Teacher mentorships</li> </ol>	<p><i>Student Attendance Data (KPI) - 15,120 total combined days absent out of 851 total students = 851 students *180 days = 153,180 possible days = 15,120/153,180 =</i>  <b>Baseline: 9.8% absence rate per day</b>  <b>Target: 5% absence rate per day</b></p> <p><i>Student Wellbeing (KPI) - Student Engagement Instrument (SEI), Theme: Teacher-Student Relationships. Question - At my school, teachers care about students.</i>  <b>Baseline: 77.4% Agree or Strongly agree</b>  <b>Target: 82.4%</b></p> <p><i>Student EES Data (Locally created)</i>  <b>Baseline: TBD</b></p>

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			<p><b>Target: 3% increase over baseline</b></p> <p><i>Teacher Support (KPI)- Staff EES Survey</i>  <b>Baseline: C - 68%, D - 67%, HSE - 59%, D2 - 74%</b>  <b>FPD - 67%</b>  <b>Target: 3% increase over baseline</b></p>
<b>90 DAY LSPI REVIEW</b>			<b>AVAILABLE DATA MEASURES</b>
<p><b>Maxwell has initiated classroom celebrations recognizing student attendance through the Company Classroom concept. Students are rewarded with extended opportunities in the classroom, including lab time and other opportunities that increase their productivity. SEL is a key component of Maxwell’s CLTs. Time is spent developing connections between teachers and programs and ensuring that teachers in different parts of the building recognize each other’s contributions. The school recognizes teachers through the Most Honorable Staff Member Award; this protocol allows staff to recognize one another. New teacher support is provided to those who qualify and welcomes them into the Maxwell. Moving forward, MHS will continue with it efforts.</b></p>			<p><i>Student Attendance Data (KPI) - 5,778 total combined days absent out of 1083 total students = 1083 students * 90 days = 97,470 possible days = 90 day update : 5778/97470 = 5.9 % Absence Rate per day</i></p> <p><i>Student Wellbeing (KPI) - Student Engagement Instrument (SEI), Theme: Teacher-student relationships. Question - At my school, teachers care about students. 90 day update - There is no current data available, This data will be available at the 180 day review.</i></p> <p><i>Student EES Data</i>  <b>90 day update - There is no current data. This data will be available at the 180 day review.</b></p>

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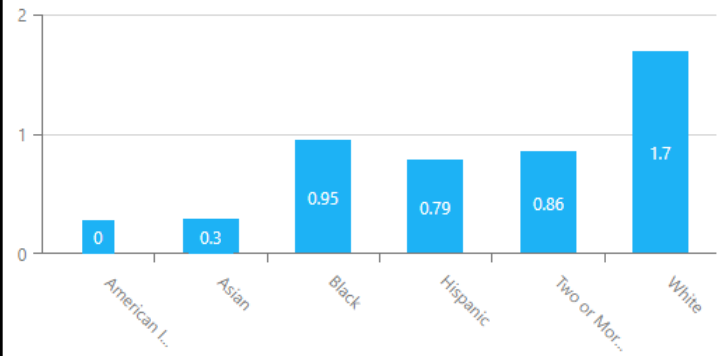
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<p><b>Equity 2A:</b> Multi-tiered system of supports</p>	<p>Maxwell High School of Technology will implement a comprehensive framework to fully operationalize a multi-tiered system of supports to address academic and non-academic student needs to remove barriers to success. Maxwell will further use the multi-tiered system of support to decrease chronic absenteeism among students.</p>	<ol style="list-style-type: none"> <li>1. Attendance data review</li> <li>2. Attendance incentives</li> <li>3. Restorative practices</li> <li>4. Add a new check-in station to get students to class faster</li> <li>5. Multi-Tiered System of Support (MTSS) Team</li> <li>6. Positive Behavioral Interventions and Support (PBIS)</li> </ol>	<p><i>Chronic Absenteeism (KPI) - % of students absent at least 10% of instructional days</i></p> <p><b>Baseline: 5 day- 432, 7 day-326, 10 day- 214 Attendance letters sent</b></p> <p><b>Target - 25% reduction</b></p> <p><i>PBIS (KPI) - earning GaDOE PBIS implementation designation</i></p> <p><b>Baseline: Maxwell is a first time PBIS school at the installing level.</b> <b>Target: to become a GaDOE recognized PBIS school.</b></p>
<p><b>90 DAY LSPI REVIEW</b></p>			<p><b>AVAILABLE DATA MEASURES</b></p>
<p><b>Maxwell has implemented an attendance requirement for seniors who wish to exempt their final exam. Maxwell has established a PBIS team and they have attended the county PBIS training classes. The PBIS team has created the “Navigate the Maxwell way” of Professionally, Responsibly, Respectfully, Safely.</b></p>			<p><i>Chronic Absenteeism (KPI) - % of students absent at least 10% of instructional days</i></p> <p><b>90 day update - There is no current data. This data will be available at the 180 day review.</b></p> <p><i>PBIS (KPI) - earning GaDOE PBIS implementation designation</i></p> <p><b>90 day update - There is no current data. This data will be available at the 180 day review.</b></p>
<p><b>Equity 2B:</b> Opportunity and access</p>	<p>Maxwell High School of Technology will expand student opportunities to engage in and have access to high quality,</p>	<ol style="list-style-type: none"> <li>1. Advisory Board/stakeholder input</li> <li>2. School of choice</li> <li>3. Regular use of common assessments</li> </ol>	<p><b># Industry Certifications (KPI) - students can earn industry certification in state approved pathways. Some programs allow a student to earn up to 10 industry certifications. (i.e: General Automotive Technology)</b></p>

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	<p>rigorous, and culturally relevant curriculum and activities. Maxwell will focus on access to Career and Technical Education (CTE) for all students to prepare students for entry into the workforce after graduation.</p>	<ol style="list-style-type: none"> <li>4. College and Career counselors to meet with seniors</li> <li>5. College and Career fair</li> <li>6. Restorative practices used to reduce disruptions of learning resulting from exclusionary discipline practices</li> <li>7. PBIS</li> <li>8. Restorative discipline practices</li> </ol>	<p><b>Baseline: 1235</b> <b>Target: 1852</b></p> <p><i>Significant Disproportionality (KPI) - State reported risk-ratio measures for significant disproportionality reports on discipline and special education identification</i></p> <p><b>Baseline:</b></p> <p>Major Incidents by Ethnicity Risk Ratio</p>  <table border="1" style="display: none;"> <caption>Major Incidents by Ethnicity Risk Ratio</caption> <thead> <tr> <th>Ethnicity</th> <th>Risk Ratio</th> </tr> </thead> <tbody> <tr> <td>American L...</td> <td>0</td> </tr> <tr> <td>Asian</td> <td>0.3</td> </tr> <tr> <td>Black</td> <td>0.95</td> </tr> <tr> <td>Hispanic</td> <td>0.79</td> </tr> <tr> <td>Two or Mor...</td> <td>0.86</td> </tr> <tr> <td>White</td> <td>1.7</td> </tr> </tbody> </table> <p><b>Target: 1</b></p>	Ethnicity	Risk Ratio	American L...	0	Asian	0.3	Black	0.95	Hispanic	0.79	Two or Mor...	0.86	White	1.7
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<b>90 DAY LSPI REVIEW</b>			<b>AVAILABLE DATA MEASURES</b>														
<p>Maxwell advisory boards remain an integral part of each program at MHS and help drive instruction. The advisory boards are healthy; each providing its program with high levels of support. The school hosted a College Fair for seniors recently; this was well attended. Restorative practices and a focus on relationships has led to very limited discipline events at the school thus far this year. Counselors at Maxwell work through the Work Ready Advisement Program to help ready students for the expectations of the work force and overall success</p>			<p><i>Significant Disproportionality (KPI) - State reported risk-ratio measures for significant disproportionality reports on discipline and special education identification</i></p>														

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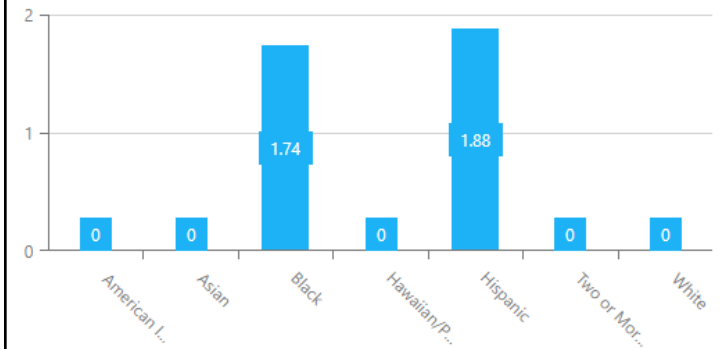
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**in life. Moving forward, MHS will host multiple job and career fairs, along with mock interviews, that provide students with increased opportunity and access.**

### 90 day update -

Major Incidents by Ethnicity Risk Ratio



#### Effectiveness 3A: Results-Based Evaluation System

Maxwell High School of Technology will redesign its Results-Based Evaluation System (RBES) to improve the inputs, behaviors, and outcomes to better support school improvement and student growth.

1. Update Local School Plan for Improvement (LSPI) to reflect non-academic data
2. Align Collaborative Learning Team (CLT) planning with a focus on Tier 1 instruction
3. Align Professional Development (PD) with LSPI

*Support for Improvement (KPI) - Staff Perception survey - Instruction - teachers participate in yearly Industry specific staff development*

**Baseline: 3.74**

**Target: 3.77**

*Improvement Progress (KPI) - % of End of Pathway Assessments (EOPA) passed*

**Baseline: 85%**

**Target: 87%**

#### 90 DAY LSPI REVIEW

**Professional development opportunities abound at Maxwell. Teachers are involved in industry specific staff development which keeps teachers at MHS up to date with current trends in the workplace. The leadership team and teacher leaders have been deliberate in place an increased amount of focus on student attendance and tardies. CLTs are continually effective, emphasizing both the**

#### AVAILABLE DATA MEASURES

*Support for Improvement (KPI) - Staff Perception survey - Instruction - teachers participate in yearly Industry specific staff development*

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<p><b>academic press and supportive community. Moving forward, MHS will continue to motivate students to be in class consistently and on time.</b></p>		<p><b>90 day update - There is no current data available, This data will be available at the 180 day review.</b></p> <p><i>Improvement Progress (KPI) - % of End of Pathway Assessments (EOPA) passed</i></p> <p><b>90 day update - There is no current data available, This data will be available at the 180 day review.</b></p>	
<p><b>Excellence 4B:</b> Post-secondary and workforce readiness</p>	<p>Maxwell High School of Technology will prepare every student with the knowledge and skills to complete the CTE pathway to be successful in workforce or college</p>	<ol style="list-style-type: none"> <li>1. Instructional focus on project-based learning and SEL</li> <li>2. Collaborative learning opportunities for student that mirror college and career environments through Work Based Learning (WBL)</li> <li>3. Provide students with information on the importance of Career and Technical Education (CTE) Pathways with college and career opportunities</li> <li>4. Provide student with opportunities for Industry Certification</li> </ol>	<p><i>CTE Pathway Completers - % of student completing a state-approved CTE Pathway</i></p> <p><b>Baseline: 680 (93%) based on enrollment</b> <b>Target: 1069 (95%) based on projected enrollment</b></p> <p><i>4-Year Graduation Rate - % of students graduating on time based on the year they entered 9th grade</i></p> <p><b>Baseline:</b>  <b>2017-2018- 89.1%</b>  <b>2018-2019- 92.8%</b>  <b>2019-2020- 92.9%</b>  <b>2020-2021- 88.2%</b>  <b>2021-2022- TBD</b></p> <p><b>Target: 91%</b></p>
<p><b>90 DAY LSPI REVIEW</b></p>		<p><b>AVAILABLE DATA MEASURES</b></p>	

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**Project based learning and collaborative learning among peers are staples of the company classroom, preparing kids for the workforce and post secondary opportunities. Teachers are deliberate in ensuring that students understand the requirements of their pathway. Counselors meet with students as part of their Work Ready Advisement Program to help them understand the importance of their EOPA and importance of completing their pathway and earning industry certification, when applicable. Moving forward, teachers and counselors will continue to focus their efforts in preparing kids for the workforce and/or post secondary education.**

*CTE Pathway Completers - % of student completing a state-approved CTE Pathway  
**90 day update - There is no current data available, This data will be available at the 180 day review.***

*4-Year Graduation Rate - % of students graduating on time based on the year they entered 9th grade  
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