

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

**School: Paul Duke STEM High School**

**Principal: Dr. Jonathon Wetherington**

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><b>Empathy 1B:</b> Staff and student wellbeing</p>	<p>Paul Duke STEM is focused on promoting staff and 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 staff and students' well being, belonging, and engagement.</p>	<ol style="list-style-type: none"> <li>1. Improving and optimizing our Advisement Experience</li> <li>2. Incorporating Staff and Student Social Emotional Learning (SEL)</li> <li>3. Engaging students with Co-curricular and extracurricular Clubs and Activities</li> <li>4. Launching Positive Behavior Intervention System (PBIS) to improve behavior outcomes</li> <li>5. Demonstrate relevance to students of learning the AKS through Project-Based Learning (PBL)</li> </ol>	<p>We will track our students' responses to the following questions using a district survey:</p> <ul style="list-style-type: none"> <li>● I enjoy coming to this school (SLE)</li> <li>● Adults in this school help me plan and set goals for my future (BE)</li> <li>● My teacher(s) often tell me how I am doing in their class (BE)</li> <li>● Students are involved in solving problems in this school (BE)</li> <li>● This school has effective equity practices for all (BE)</li> <li>● What we do in school will help me succeed in life (BE)</li> <li>● Work I do in this school is useful and interesting to me (SLE)</li> </ul>

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<p><b>LSPI 90 Day Update:</b> Our goal this year is to improve students' perception results around Supportive Learning Environment (SLE) and Belonging and Engagement (BE). Students completed the Educational Effectiveness Survey (EES) on 1/25/2023 and 2/1/2023 during Advisement. Student completion rate was 88% as of 2/2/2023. Student response data was not available as of 2/2/2023.</p> <p>As a school, we have employed the following strategies to develop a quality Supportive Learning Environment and sense of belonging:</p> <ol style="list-style-type: none"> <li>1. Advisement classes meet weekly on Wed and Friday. Teachers/advisors will keep the same advisement class for all 4 years to help develop relationships and another trusted adult.               <ol style="list-style-type: none"> <li>a. 9th grade advisement classes engaged in a field day and scavenger back in August to help launch those relationships (First Friday).</li> </ol> </li> <li>2. Teachers have been implementing SEL lessons and strategies as a part of their normal classroom lessons.</li> <li>3. Every 6 weeks, students have been completing 6-week self reflections to include questions about their engagement in the school community. Teachers/advisors use that data to discuss student engagement during their conference times with students.</li> <li>4. All teachers have actively engaged in at least one club and/or extracurricular activity, which provides our students over 50 extracurricular opportunities to engage with. More than half of clubs and extracurricular activities are continuing to meet on Flex Fridays, which means students do not need their own transportation to participate.</li> <li>5. The PBIS team received feedback from faculty and staff on schoolwide expectations and drafted a PBIS matrix to implement with students. Monthly meetings with faculty and staff to finalize PBIS plan for 2023-2024.</li> <li>6. Principal is meeting monthly with the Principal Advisory Council student leaders and GSLT students.</li> <li>7. Continue to leverage PBL as an engaging teaching strategy to demonstrate relevance and real world application. We had a PBL showcase in Nov 2023, and we will have another in April 2023.</li> <li>8. Student engagement in clubs, activities, and extracurriculars is stronger this year compared with last year. Many of our extracurricular groups are larger and more active than in past years.</li> </ol>		<p><b>Data Update on Available Measures</b></p> <p>Student survey completion rate was 88% as of 2/2/2023. Student response data was not available as of 2/9/2023.</p>	
<b>LSPI 180 Day Update</b>		<b>Data Update on Available Measures</b>	
<p><b>Equity 2A:</b> 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</p>	<ol style="list-style-type: none"> <li>1. Build capacity of administrators and teachers to design and implement an effective system of supports through a shift in</li> </ol>	<p>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"> <li>● Biology 13%</li> </ul>

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	<p>scoring at the Beginning level on the Georgia Milestones End of Course Assessments.</p> <p>Therefore, each and every Paul Duke STEM High School student should score above the beginning level on the Georgia Milestones End of Course Assessments.</p>	<p>attitudes, knowledge, and abilities towards student interventions</p> <ol style="list-style-type: none"> <li>2. Development of a MTSS Leadership Team, which meets weekly, to help support teachers' support of students</li> <li>3. Development of a clear and coherent MTSS system for our school, and</li> <li>4. Continuous Quality Improvement of our Tier 1, Tier 2, and Tier 3 student supports.</li> </ol>	<ul style="list-style-type: none"> <li>● Algebra 22%</li> <li>● US History 18%</li> <li>● American Literature 12%</li> </ul> <p>For 2022-2023, our goal is to have the following percentage of students score at the Beginning level:</p> <ul style="list-style-type: none"> <li>● Biology 12%</li> <li>● Algebra 20%</li> <li>● US History 16%</li> <li>● American Literature 11%</li> </ul>																				
<p><b>LSPI 90 Day Update:</b></p> <p>Our annual goal for this year was to 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 Milestones End of Course Assessments. At the conclusion of the Fall semester, all schools in GCPS administered a final exam that was supposedly aligned to the Georgia Milestones End of Course assessments in four courses. As a school, we performed below the district average in Biology (52% vs 54%) and Algebra I (49% vs. 59%). These averages reflect the percent correct, not the grades students received. Our students' mean was above the district average on 11th Grade American Literature (56% vs 54%) and US History (35% vs 33%). Based upon the available data, it appears that we have significant work to do to increase student mastery, but the available assessment data provided does not assist our teachers in knowing what to do.</p> <p>In support of this goal, we are leveraging the following strategies.</p> <ul style="list-style-type: none"> <li>● <b>Improving MTSS Processes, Supports, and Procedures</b> - Beginning in October, our MTSS leadership team meets weekly to develop, implement, monitor, and improve our Multi-Tiered System of Supports. We have moved to <a href="#">digital Kid Talks</a> via Teams to help collect information on students while minimizing in-person meetings. Digital Kid Talks has been a game-changer with the speed of MTSS and RTI at our school.</li> <li>● <b>Developing a Supportive Community</b> - We are working to provide a supportive community through a focused approach to student discipline, particularly tardies, AWOLs, and absences. We are working to implement PBIS school-wide, and our initial team has been trained and is working to train the entire faculty and staff. We are incorporating PBIS training in each of our faculty meetings over the entirety of Spring Semester. Our PBIS team is meeting monthly as a part of our BLAZE team. Nearly 25 teachers are working</li> </ul>			<p><b>Data Update on Available Measures</b>  <b>Fall Semester Final Exam (Milestones Aligned Exam)</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d3d3d3;"> <th>Course</th> <th># Students Tested</th> <th>District AVG</th> <th>Paul Duke STEM AVG</th> </tr> </thead> <tbody> <tr> <td>Biology</td> <td>256</td> <td>54%</td> <td>52%</td> </tr> <tr> <td>US History</td> <td>219</td> <td>33%</td> <td>35%</td> </tr> <tr> <td>11 LA</td> <td>223</td> <td>54%</td> <td>56%</td> </tr> <tr> <td>Alg I</td> <td>170</td> <td>59%</td> <td>49%</td> </tr> </tbody> </table> <p>It is uncertain how the performance on these district exams correlates with state EOC performance. We will seek to align these individual student results with additional predictive exams administered in early March.</p>	Course	# Students Tested	District AVG	Paul Duke STEM AVG	Biology	256	54%	52%	US History	219	33%	35%	11 LA	223	54%	56%	Alg I	170	59%	49%
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<p>towards their ESOL Endorsement through GACE testing and on-campus professional learning. Our goal is to better support our English Language Learners more effectively.</p> <ul style="list-style-type: none"> <li>● <b>Leveraging Academic Press</b> - Our school has revised our Flex Intervention time to more effectively support Tier 2 and Tier 3 interventions.                             <ul style="list-style-type: none"> <li>○ Through intentional scheduling, we have been able to utilize our Intervention block for Tier 3 REP Interventions (Read 180) administered by our Reading Specialist.</li> <li>○ We provided one session of Credit Recovery in the Fall and we just kicked off another of Credit Recovery beginning February 1st.</li> <li>○ REP Scheduling - We were able to schedule 305 students into remediation sections beginning in October 2022. This reduced overall class size and helped individual students get more support.</li> </ul> </li> </ul>			<div style="text-align: right; font-size: small;">Data as of Feb 8, 2023</div> <p><b>ABC Report - School</b> <a href="#">ABC Report - School</a></p> <p><b>Number of Distinct Students by Risk Status (YTD)</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <span style="color: red;">● At ABC Risk</span>  <span style="font-size: 2em;">↓</span> <span style="font-size: 1.5em;">664</span> 51%                 </div> <div style="text-align: center;"> <span style="color: orange;">● Bubble</span>  <span style="font-size: 2em;">↑</span> <span style="font-size: 1.5em;">271</span> 21%                 </div> <div style="text-align: center;"> <span style="color: green;">● No ABC Risk</span>  <span style="font-size: 2em;">↑</span> <span style="font-size: 1.5em;">362</span> 28%                 </div> </div> <p style="font-size: x-small;">*ABC Risk is calculated for students in grade 1-12.</p> <p><b>End of Month Breakdown of YTD Students at ABC Risk</b> Totals represent the count/percent of students at year-to-date risk as of the last day of the month. For the current year, totals for a month will show when the month has ended.</p> <table border="1" style="width: 100%; margin-top: 10px; font-size: small;"> <thead> <tr> <th>Month</th> <th>Tardy</th> <th>Awol</th> <th>Tardies</th> </tr> </thead> <tbody> <tr> <td>2022 August</td> <td>842</td> <td>0</td> <td>120/day</td> </tr> <tr> <td>2022 September</td> <td>1440</td> <td>7</td> <td>90/day</td> </tr> <tr> <td>2022 October</td> <td>989</td> <td>8</td> <td>66/day</td> </tr> <tr> <td>2022 November</td> <td>860</td> <td>6</td> <td>78/day</td> </tr> <tr> <td>2022 December</td> <td>564</td> <td>2</td> <td>81/day</td> </tr> <tr> <td>2023 January</td> <td>773</td> <td>10</td> <td>55/day</td> </tr> </tbody> </table>	Month	Tardy	Awol	Tardies	2022 August	842	0	120/day	2022 September	1440	7	90/day	2022 October	989	8	66/day	2022 November	860	6	78/day	2022 December	564	2	81/day	2023 January	773	10	55/day
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<p><b>Equity 2B:</b> Opportunity and access</p>	<p>Paul Duke STEM aspires to prepare all students for opportunities in both college and careers. Additionally, we will intentionally expand opportunities for Black and Latino</p>	<ol style="list-style-type: none"> <li>1. Expand our Advanced Coursework options and opportunities for Black and Latino students</li> <li>2. Expand Student Supports and the effectiveness of our MTSS for</li> </ol>	<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>																												

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	students to complete Advanced Coursework through AP and Dual Enrollment.	each and every student in Advanced courses 3. Expand Parent Supports for each and every student group	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="5" style="text-align: center;"><b>Percentage of 12th grade Students Earning 1 or more Post-Secondary Credits (All students) 2021 Baseline: 61%</b></td> </tr> <tr> <td style="text-align: center;">2022: 69%</td> <td style="text-align: center;">2023: 70%</td> <td style="text-align: center;">2024: 71%</td> <td style="text-align: center;">2025: 73%</td> <td style="text-align: center;">2026: 75%</td> </tr> <tr> <td colspan="5" style="text-align: center;"><b>Percentage of 12th grade Students Earning 1 or more Post-Secondary Credits (Black and Latio students) 2021 Baseline: 41%</b></td> </tr> <tr> <td style="text-align: center;">2022: 43%</td> <td style="text-align: center;">2023: 48%</td> <td style="text-align: center;">2024: 53%</td> <td style="text-align: center;">2025: 59%</td> <td style="text-align: center;">2026: 64%</td> </tr> </table>	<b>Percentage of 12th grade Students Earning 1 or more Post-Secondary Credits (All students) 2021 Baseline: 61%</b>					2022: 69%	2023: 70%	2024: 71%	2025: 73%	2026: 75%	<b>Percentage of 12th grade Students Earning 1 or more Post-Secondary Credits (Black and Latio students) 2021 Baseline: 41%</b>					2022: 43%	2023: 48%	2024: 53%	2025: 59%	2026: 64%
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<p><b>LSPI 90 Day Update</b></p> <ul style="list-style-type: none"> <li>● We are offering a Gwinnett Tech Dual Enrollment Course on campus as a Senior Language Arts. The pass rate in this class was over 90% with 25 students in the Fall.</li> <li>● In 2022, we administered 868 AP exams. In Spring 2023, we will administer 1400 exams to 672 students. This is up from 868 exams to 364 students in 2022. The biggest shift was in our exam registration. Our registration rate is 80% or higher for all races across all grade levels.</li> <li>● We have leveraged PSAT and AP potential to increase the percentage of students registering for exams and for courses in future years.</li> <li>● We are offering a counseling small group for first generation college bound students.</li> <li>● Our counseling team has hosted two “Coffee with the Counselors” in partnership with our PTSA.</li> <li>● We have added a focus on AP in 9th grade with AP Human Geography and AP Computer Science Principles.</li> <li>● We are hosting a Probe College Fair in February 2023 to help make college feel accessible for all our students to help motivate and encourage our students.</li> </ul>			<p><b>Data Update on Available Measures</b></p> <p>In Spring 2023, we will administer 1400 exams to 672 students. This is up from 868 exams to 364 students in 2022. The biggest shift was in our exam registration. Our registration rate is 80% or higher for all races across all grade levels.</p>																				

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<p><b>Effectiveness 3B:</b> Talent management</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 had 71% positive responses. Therefore, we are 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>	<ol style="list-style-type: none"> <li>1. Improve and increase the Professional Development for Teachers around Social Emotional Learning (SEL)</li> <li>2. Incorporate Social Emotional Learning practices in all meetings</li> <li>3. Encourage peer coaching and completion of the coach endorsement</li> <li>4. Launching PBIS in SY 2022-2023 to improve behavior outcomes, with a particular focus on tardies and AWOLs.</li> </ol>	<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><b>Positive Faculty and Staff Responses to EES Focused Professional Development Characteristic 2022 Baseline: 71%</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 5px;">2022: 71%</td> <td style="padding: 5px;">2023: 73%</td> <td style="padding: 5px;">2024: 75%</td> <td style="padding: 5px;">2025: 77%</td> <td style="padding: 5px;">2026: 80%</td> </tr> </table> </div>	2022: 71%	2023: 73%	2024: 75%	2025: 77%	2026: 80%																			
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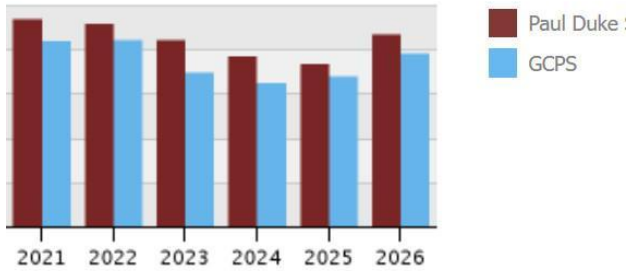
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<b>LSPI 180 Day Update</b>			<b>Data Update on Available Measures</b>										
<p><b>Excellence 4B:</b> Post-secondary and workforce readiness.</p>	<p>Over the last three years, we have seen a wide degree in variance in our graduation rate. As we 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>	<ol style="list-style-type: none"> <li>1. Improve our Student Supports through MTSS (See Goal 2A)</li> <li>2. 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)</li> <li>3. Provide ELT and Credit Recovery opportunities for students to</li> </ol>	<ul style="list-style-type: none"> <li>● Course Success Rates</li> <li>● Advanced Academic, CTAE, Fine Arts, or World Language Pathway Completion rates</li> <li>● 4-year Graduation Rate</li> </ul> <table border="1" style="margin-top: 10px; width: 100%; text-align: center;"> <thead> <tr> <th colspan="5"><b>4 Year Graduation Rate at Paul Duke STEM</b></th> </tr> </thead> <tbody> <tr> <td>2022: 88%</td> <td>2023: 90%</td> <td>2024: 92%</td> <td>2025: 94%</td> <td>2026: 95%</td> </tr> </tbody> </table>	<b>4 Year Graduation Rate at Paul Duke STEM</b>					2022: 88%	2023: 90%	2024: 92%	2025: 94%	2026: 95%
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<p><b>LSPI 90 Day Update</b>                      2022 Graduation Rates were released to the public in October 2022: Paul Duke STEM - 88.4%, GCPS - 83.15%, and Georgia - 84.1%. As of February 2023, our current on track Cohort Graduation Rate is 84% compared to 70% for GCPS. We believe that Paul Duke STEM seniors will exceed a 90% graduation rate by the end of year.</p> <p>Strategies</p> <ul style="list-style-type: none"> <li>● Flex Fridays and Wednesday Intervention Blocks are now managed via a discrete SIS - FlexTime Manager, which has increased the effectiveness of our intervention time slots.                             <ul style="list-style-type: none"> <li>○ Teachers are able to schedule time with students more effectively and use time to support student success.</li> </ul> </li> <li>● Counseling has conducted Junior and Senior meetings as well as several classroom guidance lessons. Counseling team has developed a graduation plan for all seniors.</li> <li>● Counselors will start inputting graduation plans in Synergy on 2/14/23                             <ul style="list-style-type: none"> <li>○ Admin will review with counselors to assist students that may be at risk from graduating.</li> </ul> </li> <li>● Credit recovery begins on 2/1/2023 and goes through 3/17/23. We have 128 students working to recover 1 course.                             <ul style="list-style-type: none"> <li>○ Intervention times on Wednesdays and Fridays will continue in order to eliminate students missing required class time. (Additional time to support classroom content)</li> </ul> </li> <li>● At the 6 week mark during Fall semester and at the 4 week mark in Spring semester, any student failing 2 or more classes required to attend Fridays to receive additional intervention</li> <li>● Our ILT will continue to review and implement our team agreements around teaching, assessment, and grading.</li> <li>● Planning to connect with GIVE WEST around WEST HOPE to see if it may be a great tool.</li> </ul>			<p><b>Data Update on Available Measures</b>                      As of February 2023, our current on track Cohort Graduation Rate is 84% compared to 70% for GCPS.</p> <p style="text-align: right;"><b>Cohort Analyzer</b> <span style="float: right;">Data as of Feb 10, 2023</span></p> <div style="text-align: center; margin-bottom: 10px;"> <span style="background-color: #4a86e8; color: white; padding: 5px 15px; border-radius: 5px;">Cohort Analyzer</span> </div>  <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #f2f2f2;"> <th></th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">%</td> <td style="text-align: center;">91.13%</td> <td style="text-align: center;">93.84%</td> <td style="text-align: center;">91.92%</td> <td style="text-align: center;">84.39%</td> <td style="text-align: center;">77.47%</td> <td style="text-align: center;">73.93%</td> </tr> <tr> <td style="text-align: center;">%</td> <td style="text-align: center;">87.02%</td> <td style="text-align: center;">84.14%</td> <td style="text-align: center;">84.62%</td> <td style="text-align: center;">69.83%</td> <td style="text-align: center;">65.42%</td> <td style="text-align: center;">68.46%</td> </tr> </tbody> </table>			2020	2021	2022	2023	2024	2025	%	91.13%	93.84%	91.92%	84.39%	77.47%	73.93%	%	87.02%	84.14%	84.62%	69.83%	65.42%	68.46%
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<b>LSPI 180 Day Update</b>			<b>Data Update on Available Measures</b>																						