

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

**School: Dacula ES      Principal: Holly Warren**

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)
<b>Empathy 1B:</b> Staff and student wellbeing	Dacula ES works to ensure individualized, authentic instruction through the implementation of Social Emotional Learning and Restorative Practices, with	<u><b>Student</b></u> <ol style="list-style-type: none"> <li>1. Dedicated time weekly for classroom morning meetings</li> <li>2. Restorative Practice Opportunities</li> </ol>	<u><b>Student</b></u> <ol style="list-style-type: none"> <li>1. Increase Percent Positive Responses (% Often True + % Almost Always True) on the following EES-STUDENT survey items: <ul style="list-style-type: none"> <li>• In my school, I feel that I belong to a group of friends</li> </ul> </li> </ol>

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	<p>an emphasis on student and staff well-being, self-care, physical and mental health, and social emotional learning.</p>	<p>3. Counselor "Check In/Check/Out" with students as part of Multi-Tiered System of Supports</p> <p>4. Targeted conflict resolution, decision making, and communication sessions with counselors assigned as part of our Multi-Tiered System of Supports</p> <p><b>Staff</b></p> <p>5. Prioritizing Adult Social Emotional Learning through school-based professional learnings</p> <p>6. Monthly Staff Wellness Activities</p>	<p><b>Baseline:</b> 56% <b>2023 Target:</b> 59.4%</p> <ul style="list-style-type: none"> <li>● There's at least one adult in this school I can talk to if I have a problem <b>Baseline:</b> 73% <b>2023 Target:</b> : 74.7%</li> <li>● I can calm myself down when I am excited or upset <b>Baseline:</b> 43% <b>2023 Target:</b> 47%</li> <li>● Most students are respectful of others at this school. <b>Baseline:</b> 13% <b>2023 Target:</b> 20%</li> </ul> <p><b>Staff</b></p> <p>2. Percent Positive Responses (% Often True + % Almost Always True) on the following EES-STAFF survey items:</p> <ul style="list-style-type: none"> <li>● My principal cares about me as a person.</li> </ul>

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			<p><b>Baseline: 87%</b> <b>Target: 88.3%</b></p> <ul style="list-style-type: none"> <li>Staff at all levels are treated fairly here.</li> </ul> <p><b>Baseline: 84%</b> <b>Target: 85.6%</b></p>			
<p><b>Equity 2A:</b> Multi-tiered system of supports</p>	<p>Dacula ES and all of GCPS will use both observational, anecdotal, and performance data to ensure that every student demonstrates critical thinking skills and has a clear path to content mastery.</p>	<ol style="list-style-type: none"> <li>Universal Screeners in LA and Math given three times per year</li> <li>Targeted Tier 1, 2, and 3 interventions developed by the MTSS Team based on screener data</li> <li>Dedicated 45 minute intervention block built into each child's day</li> <li>PBIS Coach available to provide interventions, feedback, or conduct restorative small groups</li> <li>Counselor Lessons/Small Groups based on Wellness Screeners</li> </ol>	<ol style="list-style-type: none"> <li>Decrease in the % of students in student groups achieving beginning on Milestones; 100% of students will move at least one performance band (i.e. Beg. to Dev./Dev. To Proficient/Pro. To Distinguished)</li> </ol>			
				<b>Baseline</b>	<b>2023 Target</b>	
			3rd LA	22%	19.8%	
			3rd MA	18%	17%	
			4th LA	28%	26.2%	
4th MA	23%	21.7%				

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			5th LA	19%	18%
			5th MA	26%	24.4%
			5th Sci	28%	26.2%
			2. # of students identified through screeners and supported at Tier 2 or 3 <ul style="list-style-type: none"> <li>● <b>Baseline:</b> established in SY2023</li> </ul>		
<b>Equity 2B:</b> Opportunity and access	Dacula ES and all of GCPS will expand student opportunities to engage in and have access to high quality, rigorous, and culturally relevant curriculum and enrichment activities.	<ol style="list-style-type: none"> <li>1. Play 2 Learn opportunities for families with children ages 0-5</li> <li>2. After School Program available to all families</li> <li>3. Instructional Fair</li> <li>4. Multicultural Night</li> <li>5. Classroom/School Instructional Resources: process to ensure diverse representation in materials (piloting EL Education K-5)</li> <li>6. Professional Learning on Cultural Competency</li> </ol>	<ol style="list-style-type: none"> <li>1. Increase in % of K Readiness as measured by the KREP                             <ol style="list-style-type: none"> <li>a. <b>Baseline: 38.3%</b></li> <li>b. <b>2023 Target: 43.3%</b></li> </ol> </li> <li>2. Percent Positive Responses (% Often True + % Almost Always True) on the following EES-STUDENT survey items:                             <ol style="list-style-type: none"> <li>a. All students have access to rigorous courses and supports.                                     <p><b>Baseline: 29%</b> <b>2023 Target: 35.1%</b></p> </li> <li>b. My teachers find other ways for me to learn things I find difficult.</li> </ol> </li> </ol>		

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		7. Increase of careers highlighted at the Career Fair	<p><b>Baseline:</b> 58%</p> <p><b>2023 Target:</b> 62.8%</p> <p>c. My teachers ask questions of all students, not just some students</p> <p><b>Baseline:</b> 31%</p> <p><b>2023 Target:</b> 36.9%</p> <p>d. Student success is celebrated in this school.</p> <p><b>Baseline:</b> 37%</p> <p><b>2023 Target:</b> 42.3%</p>
<b>Effectiveness 3A:</b> Results-Based Evaluation System	Dacula ES will utilize the redesigned Results-Based Evaluation System comprised of inputs, behaviors, and outcomes that determine the standards for student success.	<ol style="list-style-type: none"> <li>1. Implementation of tiered interventions based on the Multi-Tiered System of Supports</li> <li>2. Teacher training to provide additional supports and resources for Tier 1 instruction</li> <li>3. Collaborative Learning Team (CLTs) to include assessment protocol, work sample protocols, data review/talks, AKS analysis, LA pilot, explicit modeling for teachers for math/ ela strategies</li> </ol>	<ol style="list-style-type: none"> <li>1) Percentage of students improving on district Milestones benchmark between 1st and 2nd semester               <p style="text-align: center;"><b>a) Baseline established SY2023</b></p> </li> <li>2) Percentage of students scoring Proficient/Distinguished on GMAS</li> </ol>

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				<b>Baseline</b>	<b>2023 Target</b>
			3rd LA	33%	38.7%
			3rd MA	30%	36%
			4th LA	38%	43.2%
			4th MA	34%	39.6%
			5th LA	42%	46.8%
			5th MA	39%	44.1%
			5th Sci	39%	44.1%
			<p>3) From Student EES Survey:</p> <ul style="list-style-type: none"> <li>● In class, we often work with other students to solve a problem/do a task.                             <ul style="list-style-type: none"> <li>○ <b>Baseline:</b> 24%</li> <li>○ <b>2023 Target:</b> 30.6%</li> </ul> </li> <li>● My teacher helps me learn by challenging me with interesting activities in class</li> </ul>		

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			<ul style="list-style-type: none"> <li>○ <b>Baseline:</b> 41%</li> <li>○ <b>2023 Target:</b> 45.9%</li> </ul>
<b>Excellence 4A:</b> Preferred education destination	Dacula ES strives to be the first choice of students and families for excellent schools and the employer of choice for educators and staff to fulfill their careers.	<ol style="list-style-type: none"> <li>1. Active PTA               <ol style="list-style-type: none"> <li>a. Weekly Parent Volunteers</li> <li>b. Monthly Family Events</li> </ol> </li> <li>2. Local School Council - comprised of parents, teachers, and principal</li> <li>3. Instructional Fair</li> <li>4. Strong quality instructional practices (Quality-Plus Teaching Practices)</li> <li>5. Weekly teacher collaboration through Collaborative Learning Teams</li> <li>6. Strong communication practices between teachers and parents</li> </ol>	<ol style="list-style-type: none"> <li>1. <b><u>EES Survey: Family Satisfaction</u></b> <ul style="list-style-type: none"> <li>● I am informed about progress toward the improvement goals of this school.               <ul style="list-style-type: none"> <li>○ <b>Baseline:</b> 69%</li> <li>○ <b>2023 Target:</b> 71.1%</li> </ul> </li> <li>● Parents have input into plans for improving this school.               <ul style="list-style-type: none"> <li>○ <b>Baseline:</b> 29%</li> <li>○ <b>2023 Target:</b> 35%</li> </ul> </li> <li>● My student is challenged with a rigorous course of study at this school.               <ul style="list-style-type: none"> <li>○ <b>Baseline:</b> 70%</li> <li>○ <b>2023 Target:</b> 72%</li> </ul> </li> </ul> </li> <li>2. <b><u>EES Survey: Student Satisfaction</u></b> <ul style="list-style-type: none"> <li>● All students have access to rigorous courses and materials.               <ul style="list-style-type: none"> <li>○ <b>Baseline:</b> 29%</li> </ul> </li> </ul> </li> </ol>

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			<ul style="list-style-type: none"> <li>○ <b>2023 Target:</b> 35%</li> <li>● Setbacks don't discourage me               <ul style="list-style-type: none"> <li>○ <b>Baseline:</b> 31%</li> <li>○ <b>2023 Target:</b> 36.9%</li> </ul> </li> <li>● I feel safe at this school               <ul style="list-style-type: none"> <li>○ <b>Baseline:</b> 41%</li> <li>○ <b>2023 Target:</b> 45.9%</li> </ul> </li> <li>● I enjoy coming to this school               <ul style="list-style-type: none"> <li>○ <b>Baseline:</b> 36%</li> <li>○ <b>2023 Target:</b> 41.6%</li> </ul> </li> </ul> <p>3. PBIS Status - increase one level as recognized by the Georgia DOE  <b>Baseline: Emerging</b>  <b>Target: Operational</b></p>