

2022-2023 Local School Plan for Improvement (LSPI)

School: Duncan Creek Elementary

Principal: Carrie Yougel

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	Duncan Creek ES will prioritize student and staff wellbeing through focusing on self-care, physical and mental health, and social emotional learning.	<u>Student</u> <ol style="list-style-type: none"> 1. Implement school-wide positive incentive program using Class Dojo as a part of PBIS 2. Daily Morning Meetings 3. Counselor “Check In/Check/Out” with students as part of 	<u>Student</u> Increase Percent Positive Responses (% Often True + % Almost Always True) on the following EES-STUDENT survey items: <ul style="list-style-type: none"> ● If I want to talk with my teacher, they are available to me. Baseline: 46% 2023 Target: 50.4% ● I enjoy coming to school. Baseline: 48% 2023 Target: : 52.2% ● Most students are respectful of others at

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		<p>Multi-Tiered System of Supports</p> <p>4. Administrators eat lunch with new students once each month</p> <p>5. Targeted conflict resolution, decision making, and communication sessions with counselors assigned as part of our Multi-Tiered System of Supports</p> <p>6. Increase student sense of belonging through implementation of SEL practices</p>	<p>this school.</p> <p>Baseline: 20.1% 2023 Target: 27.1%</p> <ul style="list-style-type: none"> ● I feel safe at school. Baseline: 58% 2023 Target: 61.2%
		<p><u>Staff</u></p> <p>7. Administrators connect with staff using the 2x10 Strategy</p> <p>8. Expand New Teacher Tribe to include all</p>	<p><u>Staff</u></p> <p>Percent Positive Responses (% Often True + % Almost Always True) on the following EES-STAFF survey items:</p> <ul style="list-style-type: none"> ● My principal cares about me as a person. Baseline: 85% 2023 Target: 87% ● Staff at all levels are treated fairly here. Baseline: 86% 2023 Target: 87.8% <p>PBIS Status Baseline: Operational 2023 Target: Distinguished</p> <p><u>Parents</u></p> <p>Percent Positive Responses (% Often True + % Almost Always True) on the following EES-STAFF survey items:</p> <ul style="list-style-type: none"> ● My student enjoys going to this school. Baseline: 87% 2023 Target: 88.6%

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		staff in their first 3 years 9. Monthly staff wellness activities 10. Increase PBIS status																									
Equity 2A: Multi-tiered system of supports	Duncan Creek ES will implement a Multi-Tiered System of Supports to address the academic and non-academic student needs and remove barriers to success.	1. Universal Screeners in LA and Math given three times per year 2. Targeted Tier 1, 1+,2, and 3 interventions developed by the MTSS Team based on screener data 3. Dedicated 45 minute intervention block built into each child's day 4. Grade level data analysis protocols to plan differentiation, interventions and enrichment for individual students' academic and/or behavioral needs	1. Decrease the % of students performing in the beginning level on Milestones: <p style="text-align: center;"><u>% Beginning Level on GMAS</u></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="padding: 5px;">GMAS</th> <th style="padding: 5px;">Baseline 2022</th> <th style="padding: 5px;">Target 2023</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">3rd ELA</td> <td style="text-align: center; padding: 5px;">18%</td> <td style="text-align: center; padding: 5px;">17%</td> </tr> <tr> <td style="padding: 5px;">3rd MA</td> <td style="text-align: center; padding: 5px;">11%</td> <td style="text-align: center; padding: 5px;">10%</td> </tr> <tr> <td style="padding: 5px;">4th ELA</td> <td style="text-align: center; padding: 5px;">14%</td> <td style="text-align: center; padding: 5px;">13%</td> </tr> <tr> <td style="padding: 5px;">4th MA</td> <td style="text-align: center; padding: 5px;">11%</td> <td style="text-align: center; padding: 5px;">10%</td> </tr> <tr> <td style="padding: 5px;">5th ELA</td> <td style="text-align: center; padding: 5px;">11%</td> <td style="text-align: center; padding: 5px;">10%</td> </tr> <tr> <td style="padding: 5px;">5th MA</td> <td style="text-align: center; padding: 5px;">20%</td> <td style="text-align: center; padding: 5px;">18%</td> </tr> <tr> <td style="padding: 5px;">5th SC</td> <td style="text-align: center; padding: 5px;">11%</td> <td style="text-align: center; padding: 5px;">10%</td> </tr> </tbody> </table> 2. Decrease the number of students identified for Tier 2 or 3 intervention on the iReady Universal Screener <ul style="list-style-type: none"> ● Baseline: established in SY2023 	GMAS	Baseline 2022	Target 2023	3rd ELA	18%	17%	3rd MA	11%	10%	4th ELA	14%	13%	4th MA	11%	10%	5th ELA	11%	10%	5th MA	20%	18%	5th SC	11%	10%
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Equity 2B: Opportunity and access	Duncan Creek ES 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"> 1. Play2Learn opportunity for families with children ages 0-5 2. After School Program available to all families 3. Multicultural Week 4. Resources: increasing diversity representation in media materials and other resources 5. Enrichment opportunities during Hawk Time and other instructional blocks 6. Career Awareness during morning announcements 7. Purposeful connections between work and future careers 	<ol style="list-style-type: none"> 1. Increase in % of K Readiness as measured by the KREP <ul style="list-style-type: none"> ● 2021 Baseline: 60.8% ● 2022 Target: 63.7% 2. Percent Positive Responses (% Often True + % Almost Always True) on the following EES-STUDENT survey items: <ul style="list-style-type: none"> ● All students have the opportunity to choose more challenging work. Baseline: 41% 2023 Target: 45.9% ● My teachers find other ways for me to learn things I find difficult. Baseline: 56% 2023 Target: 59.4% ● My teacher asks questions of all students, not just some students. Baseline: 37.4% 2023 Target: 42.6% ● Students of all races and genders have the same chance for special classes, activities, and rewards. Baseline: 83% 2023 Target: 84.7%
Effectiveness 3A: Results-Based Evaluation System	Duncan Creek ES will utilize the redesigned Results-Based	<ol style="list-style-type: none"> 1. Implementation of tiered interventions based on the 	<ol style="list-style-type: none"> 1. Percentage of students improving on district Milestone benchmarks between 1st and 2nd semester. Baseline: established in SY2023

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	Evaluation System comprised of inputs, behaviors, and outcomes that determine the standards for student success.	<p>Multi-Tiered System of Supports</p> <p>2. Teacher training to provide additional supports and resources for Tier 1 and Tier 1+ instruction</p> <p>3. Collaborative Learning Teams (CLTs) to include assessment protocol, analyzing student work, data reviews/talks, and Math pilot implementation and feedback</p>	<p>2, Percentage of students scoring Proficient/Distinguished on GMAS</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="padding: 5px;">GMAS</th> <th style="padding: 5px;">Baseline 2022</th> <th style="padding: 5px;">Target 2023</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">3rd ELA</td> <td style="padding: 5px;">57%</td> <td style="padding: 5px;">60%</td> </tr> <tr> <td style="padding: 5px;">3rd MA</td> <td style="padding: 5px;">60%</td> <td style="padding: 5px;">63%</td> </tr> <tr> <td style="padding: 5px;">4th ELA</td> <td style="padding: 5px;">65%</td> <td style="padding: 5px;">68%</td> </tr> <tr> <td style="padding: 5px;">4th MA</td> <td style="padding: 5px;">78%</td> <td style="padding: 5px;">79%</td> </tr> <tr> <td style="padding: 5px;">5th ELA</td> <td style="padding: 5px;">62%</td> <td style="padding: 5px;">65%</td> </tr> <tr> <td style="padding: 5px;">5th MA</td> <td style="padding: 5px;">55%</td> <td style="padding: 5px;">59%</td> </tr> <tr> <td style="padding: 5px;">5th SC</td> <td style="padding: 5px;">67%</td> <td style="padding: 5px;">69%</td> </tr> </tbody> </table> <p>3. Percent Positive Responses (% Often True + % Almost Always True) on the following EES-STUDENT survey items:</p> <ul style="list-style-type: none"> ○ In class, we often work with other students to solve a problem/do a task. Baseline: 34% 2023 Target: 39.6% ● Work I do in this school is useful and interesting. Baseline: 41% 2023 Target: 45.9% ● My teacher helps me learn by challenging me with interesting activities. Baseline: 56% 2023 Target: 59.4% 	GMAS	Baseline 2022	Target 2023	3rd ELA	57%	60%	3rd MA	60%	63%	4th ELA	65%	68%	4th MA	78%	79%	5th ELA	62%	65%	5th MA	55%	59%	5th SC	67%	69%
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<p>Excellence 4C: World-class communications and engagement</p>	<p>Duncan Creek ES will provide world-class communication and engagement through consistent and transparent communication to build stakeholder trust and confidence.</p>	<ol style="list-style-type: none"> 1. Increase social media present to tell “our story” 2. Increase communication and parent input into Safety and Security 3. Duncan Creek Monthly Parent Newsletter 4. PTA Monthly Parent Newsletter 5. Meeting with new students and/or parents 6. Schoolwide implementation of Class Dojo 	<p>1. Percent Positive Responses (% Often True + % Almost Always True) on the following EES-FAMILY survey items:</p> <ul style="list-style-type: none"> ● I am informed about progress toward the improvement goals of this school. Baseline: 69% 2023 Target: 71.1% ● Parents/families have input into plans for improving the school. Baseline: 73% 2023 Target: 74.7% ● The school communicates with me about my student’s progress. Baseline: 84% 2023 Target: 84.6% ● The school communicates effectively with my family. Baseline: 86% 2023 Target: 86.4% <p>2. Percent Positive Responses (% Often True + % Almost Always True) on the following EES-STUDENT survey items:</p> <ul style="list-style-type: none"> ● Student success is celebrated at my school. Baseline: 43% 2023 Target: 47.7%

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