

2022-2023 Local School Plan for Improvement (LSPI)

School: Dyer Elementary Cluster Superintendent: Anthony Smith

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	At Dyer ES we believe in student and staff wellbeing through prioritizing self-care, physical and mental health, and social emotional learning.	Action Steps: <ul style="list-style-type: none"> ● We will improve our PBIS Framework through: <ul style="list-style-type: none"> ○ Class Morning Meetings/SEL lessons ○ Student semester celebration ○ The utilization of our PBIS 	Student Data: <ul style="list-style-type: none"> ● I feel safe at school <ul style="list-style-type: none"> ○ Baseline 50% ○ Target 55% ● I enjoy coming to school <ul style="list-style-type: none"> ○ Baseline 39% ○ Target 45% ● I am hopeful about my future <ul style="list-style-type: none"> ○ Baseline 80% ○ Target 82% ● I can calm myself down when I am excited or upset <ul style="list-style-type: none"> ○ Baseline 45% ○ Target 50%

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		<p>Instructional Clerk</p> <ul style="list-style-type: none">○ Monthly staff and student PBIS raffles○ The implementation of the Navigate 360 program. <ul style="list-style-type: none">● Our counselors will provide small group sessions to support students with social and emotional needs.● Professional learning opportunities will be provided by the school and district for all staff & school leaders.● Administration will support the social and emotional well being by:<ul style="list-style-type: none">○ Providing a quiet spot for reflection referred to as our Zen Den○ Random Acts of Kindness	<p>Staff Data:</p> <ul style="list-style-type: none">● When there is a problem in my school, we talk about how to solve it<ul style="list-style-type: none">○ Baseline 88%○ Target 90%● My principal cares about me as a person<ul style="list-style-type: none">○ Baseline 99%○ Target 100%● Support from my principal leads to progress on instructional improvement (or professional growth)<ul style="list-style-type: none">○ Baseline 92%○ Target 94%
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		<ul style="list-style-type: none"> ○ Days of recognition referred to as our 12 Days of Christmas 	
<p>*Equity 2A: Multi-tiered system of supports</p>	<p>At Dyer we believe in a comprehensive framework to fully operationalize a multi-tiered system of supports to address academic and non-academic student needs and remove barriers to success.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Implement processes and structures that allow all students to participate in our Universal Screeners. ● Utilize our staffing plan to hire intervention teachers to specifically meet the needs of special education students. ● Implement a co-teaching model on each grade level, which is a collaboration between a general education teacher and a special education teacher to provide support to students receiving special education services in a general education setting. This will provide opportunities 	<p>MTSS Academic Screener participation rate (iReady)</p> <ul style="list-style-type: none"> ● Baseline 0% ● Target 95% <p>MTSS Wellbeing Screener participation rate (iReady)</p> <ul style="list-style-type: none"> ● Baseline 0% ● Target 95% <p>Percent of 3rd graders in historically underserved* groups below grade level on reading: (2022 Reading Milestone - 3rd grade)</p> <ul style="list-style-type: none"> ● All students 16.8% <ul style="list-style-type: none"> ○ SWD Baseline 50% ○ SWD Target 45%

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		throughout the full school day for enrichment, intervention, and support to students across all content areas.	
*Equity 2B: Opportunity and access	At Dyer we believe in student opportunities to engage in and access high-quality, rigorous, and culturally relevant curriculum, advanced coursework (e.g., Advanced Placement and dual enrollment), and enrichment activities (e.g., the arts, gifted, STEM, career technical education).	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Implement a Play 2 Learn program for children from ages birth to five. These sessions will take place once per week throughout the school year on Friday from 8:30-10:00am. ● Promote Rising K Academy to our rising kindergartners by sending them personal invitations to attend. ● Provide Early Readiness Outreach information at Dyer's community events throughout the school year. (Curriculum Night, Fall Festival, STEAM Night, etc...) 	<p>Percent of kindergarten students in historically underserved groups who are Kindergarten ready:</p> <ul style="list-style-type: none"> ● All students-36% <ul style="list-style-type: none"> ○ White <ul style="list-style-type: none"> ■ Baseline 36% ■ Target 42% ○ Hispanic <ul style="list-style-type: none"> ■ Baseline 17% ■ Target 25% ○ Black <ul style="list-style-type: none"> ■ Baseline 31% ■ Target 38% ○ Asian <ul style="list-style-type: none"> ■ Baseline 25% ■ Target 33%
Effectiveness 3A:	At Dyer we believe in redefining the inputs, behaviors, and	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Teachers will conduct Collaborative 	<p>Georgia CCRPI Score (2019) - Dyer 91.9:</p> <ul style="list-style-type: none"> ● Target 93.0

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<p>Results-Based Evaluation System</p>	<p>outcomes that determine the standards for student success as measured by the Results-Based Evaluation System (RBES) to support school improvement and student growth.</p>	<p>Conversations around student performance (Socratic, etc...)</p> <ul style="list-style-type: none"> ● Dyer will solicit input on local and district initiatives from stakeholders via the School Council and PTO. ● Dyer will send all written communication between school and home in both English and Spanish, to include, but not limited to newsletters, reminders, etc... ● Teachers will participate weekly in Collaborative Learning Teams to collaborate with colleagues in order to plan lessons based on student need and review student data such as CFAs, benchmarks, and GMAS. 	<p>Percent of staff responding positively to the following school improvement EES Staff Survey items:</p> <ul style="list-style-type: none"> ● Students are encouraged to self-reflect and track progress towards goals <ul style="list-style-type: none"> ○ Baseline 81% ○ Target 83% ● With important decisions we seek input from parents and the community. <ul style="list-style-type: none"> ○ Baseline 82% ○ Target 84% ● I believe all students can meet state standards. <ul style="list-style-type: none"> ○ Baseline 80% ○ Target 82% ● There is a willingness to address conflict in this school. <ul style="list-style-type: none"> ○ Baseline 85% ○ Target 87% ● Peer observation/coaching and feedback is a tool we use to improve instruction. <ul style="list-style-type: none"> ○ Baseline 80% ○ Target 82%
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		<ul style="list-style-type: none"> Teachers will participate in Peer Observations to strengthen classroom instruction and reduce variability from classroom to classroom. 	
<p>Excellence 4B: Post-secondary and workforce readiness</p>	<p>At Dyer we believe in preparing each and every student for postsecondary and workforce readiness so that they have multiple pathways to success based on their demonstrated knowledge, skills, abilities, and interests.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> Dyer will provide a 30-minute block of time each day (Bear Time) to provide students opportunities for enrichment and remediation based on their individual needs. Dyer will create Grade Level Frameworks for teachers to follow to reduce variability amongst the grade level and ensure high expectations. 	<p>Percent of 5th graders meeting reading status grade level expectations on Milestones (2022):</p> <ul style="list-style-type: none"> Baseline 88% Target 90%