

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

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	<p>with an emphasis on student and staff well-being, self-care, physical and mental health, and social emotional learning.</p>	<ol style="list-style-type: none"> 3. Counselor "Check In/Check/Out" with students as part of Multi-Tiered System of Supports 4. Targeted conflict resolution, decision making, and communication sessions with counselors assigned as part of our Multi-Tiered System of Supports <p>Staff</p> <ol style="list-style-type: none"> 5. Prioritizing Adult Social Emotional Learning through school-based professional learnings 6. Monthly Staff Wellness Activities 	<p>Baseline: 56% 2023 Target: 59.4%</p> <ul style="list-style-type: none"> ● There's at least one adult in this school I can talk to if I have a problem Baseline: 73% 2023 Target: : 74.7% ● I can calm myself down when I am excited or upset Baseline: 43% 2023 Target: 47% ● Most students are respectful of others at this school. Baseline: 13% 2023 Target: 20% <p>Staff</p> <ol style="list-style-type: none"> 2. Percent Positive Responses (% Often True + % Almost Always True) on the following EES-STAFF survey items: <ul style="list-style-type: none"> ● My principal cares about me as a person. Baseline: 87% Target: 88.3%

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			<ul style="list-style-type: none"> • Staff at all levels are treated fairly here. Baseline: 84% Target: 85.6%
<p>90 Day Review:</p> <ul style="list-style-type: none"> • Consistent celebrations of staff (Weekly Shout-Outs from staff to staff in Falcon Forecast, individual staff recognition in writing from administrators, Pay It Forward - monthly recognition of staff by fellow staff members) • Sunshine Committee Recognitions: treats for all staff, coffee truck visits, giveaways, contests/giveaways • Use of District Behavior Coach's feedback to update signage in Opportunity Room • Consistent updates of Hallway Displays to increase and celebrate cultural awareness • Individual PBIS Coach check-ins following student Opportunity Room visits • Use of Zones of Regulation/Emotions Wheel across grade levels to support students' abilities to more accurately name their emotion and strategies to use to process their emotions <ul style="list-style-type: none"> ◦ Next step: Sharing SEL/Morning MEeting strategies in facility meetings • Acknowledging and recognizing students through Positive Referrals; Teachers give Positive Referrals each week during Collaborative Learning Teams to recognize students who are demonstrating the three "Rs" (Respect, Responsibility, and Readiness) 			<ul style="list-style-type: none"> • increased use of Navigate 360 for social-emotional support lessons • consistent implementation of morning meetings • student participation in restorative practices for disciplinary incidents.

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<ul style="list-style-type: none"> Randomly administrators select 6 positive referrals each week and students are spotlighted on the Morning News and DES Social Media pages Using Navigate 360 lessons with students who spend time in the Opportunity Room to support SEL 																					
180 Day Review:																					
Equity 2A: Multi-tiered system of supports	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.	<ol style="list-style-type: none"> 1. Universal Screeners in LA and Math given three times per year 2. Targeted Tier 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. PBIS Coach available to provide interventions, feedback, or conduct restorative small groups 5. Counselor Lessons/Small Groups based on Wellness Screeners 	<ol style="list-style-type: none"> 1. 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) <table border="1" style="width: 100%; margin-top: 10px; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 20%;">Baseline</th> <th style="width: 40%;">2023 Target</th> </tr> </thead> <tbody> <tr> <td>3rd LA</td> <td style="text-align: center;">22%</td> <td style="text-align: center;">19.8%</td> </tr> <tr> <td>3rd MA</td> <td style="text-align: center;">18%</td> <td style="text-align: center;">17%</td> </tr> <tr> <td>4th LA</td> <td style="text-align: center;">28%</td> <td style="text-align: center;">26.2%</td> </tr> <tr> <td>4th MA</td> <td style="text-align: center;">23%</td> <td style="text-align: center;">21.7%</td> </tr> <tr> <td>5th LA</td> <td style="text-align: center;">19%</td> <td style="text-align: center;">18%</td> </tr> </tbody> </table>		Baseline	2023 Target	3rd LA	22%	19.8%	3rd MA	18%	17%	4th LA	28%	26.2%	4th MA	23%	21.7%	5th LA	19%	18%
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			<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="width: 20%;">5th MA</td> <td style="width: 20%;">26%</td> <td style="width: 60%;">24.4%</td> </tr> <tr> <td>5th Sci</td> <td>28%</td> <td>26.2%</td> </tr> </table> <p>2. # of students identified through screeners and supported at Tier 2 or 3</p> <ul style="list-style-type: none"> ● Baseline: established in SY2023 	5th MA	26%	24.4%	5th Sci	28%	26.2%
5th MA	26%	24.4%							
5th Sci	28%	26.2%							
<p>90 Day Review:</p> <ul style="list-style-type: none"> ● 99 gifted referrals in the Fall/44 in January <ul style="list-style-type: none"> ○ 53 qualified of the 99 ○ allowed students to begin participating in the gifted program earlier in the year ○ increased % identified as gifted from 9 to 13% ● Counseling small groups (friendship group, change group) ● CQI block implemented daily: <ul style="list-style-type: none"> ○ currently 73 students in intervention groups during CQI ○ Focus students served in grades 1-5 <p style="margin-left: 40px;">In previous years, 1st graders were not served until the end of the year. The new screeners allowed them to begin Focus in January.</p> ○ SPIRE groups in IRR grades 1-5 		<p style="color: purple; font-weight: bold;">School iReady Screener Data - Midyear</p> <p>1. Reading</p> <div style="text-align: center; margin-top: 20px;"> <p>Current Placement Distribution</p> <table style="margin: 10px auto; border: none;"> <tr> <td style="text-align: center; width: 15%;">24%</td> <td style="text-align: center; width: 15%;">20%</td> <td style="text-align: center; width: 15%;">35%</td> <td style="text-align: center; width: 15%;">14%</td> <td style="text-align: center; width: 10%;">7%</td> </tr> </table> <div style="display: flex; justify-content: center; gap: 10px; font-size: small;"> <div style="display: flex; align-items: center; gap: 5px;"> ● Mid or Above Grade Level (From 14%) </div> <div style="display: flex; align-items: center; gap: 5px;"> ● Early On Grade Level (From 19%) </div> <div style="display: flex; align-items: center; gap: 5px;"> ● One Grade Level Below (From 42%) </div> <div style="display: flex; align-items: center; gap: 5px;"> ● Two Grade Levels Below (From 18%) </div> <div style="display: flex; align-items: center; gap: 5px;"> ● Three or More Grade Levels Below (From 8%) </div> </div> </div> <p>2. Math</p>	24%	20%	35%	14%	7%		
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<ul style="list-style-type: none"> ● Midyear Data Talks conducted with all teachers to review iReady screener data for all students ● DES has 27 students being served in tutoring provided by Teachers on Demand. These students were chosen using iReady data (students in grades 1-4 in both reading and math) ● MTSS Team MidYear Data Review - examined the effectiveness of interventions implemented. ● Tier 2 and 3 Interventions Implemented <ul style="list-style-type: none"> ○ Tier 2 Interventions <ul style="list-style-type: none"> ■ iReady Math ■ Amplify ■ LLI ■ Reading Recovery ■ Imagine Learning (EL) ■ Hands-on Standards ■ Number Strings ○ Tier 3 Interventions <ul style="list-style-type: none"> ■ Foundations - K-3 ■ Just Words - 4-5 ■ Wilson 3-5 ■ Comprehension toolkit 3-5 			<p>Current Placement Distribution</p> <table style="width: 100%; text-align: center; margin-top: 10px;"> <tr> <td style="width: 20%;">● Mid or Above Grade Level</td> <td style="width: 20%;">● Early On Grade Level</td> <td style="width: 20%;">● One Grade Level Below</td> <td style="width: 20%;">● Two Grade Levels Below</td> <td style="width: 20%;">● Three or More Grade Levels Below</td> </tr> <tr> <td>(From 5%)</td> <td>(From 15%)</td> <td>(From 57%)</td> <td>(From 16%)</td> <td>(From 7%)</td> </tr> </table>	● Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	● Three or More Grade Levels Below	(From 5%)	(From 15%)	(From 57%)	(From 16%)	(From 7%)
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<ul style="list-style-type: none"> ■ Ready Teacher Toolkit (Math) ○ Progress Monitoring <ul style="list-style-type: none"> ■ Dibels 8 ■ Comprehension - Readworks ■ Fuchs and Fuchs 			
180 Day Review:			
Equity 2B: 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"> 1. Play 2 Learn opportunities for families with children ages 0-5 2. After School Program available to all families 3. Instructional Fair 4. Multicultural Night 5. Classroom/School Instructional Resources: process to ensure diverse representation in materials (piloting EL Education K-5) 6. Professional Learning on Cultural Competency 7. Increase of careers highlighted at the Career Fair 	<ol style="list-style-type: none"> 1. Increase in % of K Readiness as measured by the KREP <ul style="list-style-type: none"> a. Baseline: 38.3% b. 2023 Target: 43.3% 2. Percent Positive Responses (% Often True + % Almost Always True) on the following EES-STUDENT survey items: <ul style="list-style-type: none"> a. All students have access to rigorous courses and supports. Baseline: 29% 2023 Target: 35.1% b. My teachers find other ways for me to learn things I find difficult. Baseline: 58% 2023 Target: 62.8% c. My teachers ask questions of all students, not just some students Baseline: 31%

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			<p>2023 Target: 36.9%</p> <p>d. Student success is celebrated in this school.</p> <p>Baseline: 37%</p> <p>2023 Target: 42.3%</p>
<p>90 Day Review:</p> <ul style="list-style-type: none"> ● 99 gifted referrals in the Fall/44 in January <ul style="list-style-type: none"> ○ 53 qualified of the 99 ○ allowed students to begin participating in the gifted program earlier in the year ○ increased % identified as gifted from 9 to 13% ● The Administrative Team met with the Staff Development Office to create a semester-long plan for professional learning on Cultural Competency. This includes staff meetings and smaller CLT sessions with grade levels. ● Educational Equity Series during S2: Staff identified and created their talent maps in order to begin Cultural Competence training - feedback was overwhelmingly supportive of the professional development (as measured by anonymous survey) 			<ul style="list-style-type: none"> ● All of our staff has leaned in and participated in our professional development sessions <ul style="list-style-type: none"> ○ Staff members have been willing to be vulnerable and sharing personal experiences ○ Staff have also been willing to listen to other perspectives and be reflective to attempt to enhance our individual and collective practices to support one another and address the needs of each and every child that we serve. ● Surveys conducted following sessions from staff have been overwhelmingly positively related to the series.

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<ul style="list-style-type: none"> Use of Cultural Awareness Vertical Team to create initiatives and activities at the upcoming Multicultural Night (Black History Month Quiz Bowl, highlighting diverse types of dance, etc). Instructional Fair to allow parents to come in a participate in a variety of grade level activities EL Education (formerly known as Expeditionary Learning) incorporates culturally relevant learning resources that increase. 			<ul style="list-style-type: none"> Instructional Fair had approximately 400 students participate, which is larger than pre-pandemic numbers. 									
180 Day Review:												
Effectiveness 3A: 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"> 1. Implementation of tiered interventions based on the Multi-Tiered System of Supports 2. Teacher training to provide additional supports and resources for Tier 1 instruction 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 	<ol style="list-style-type: none"> 1) Percentage of students improving on district Milestones benchmark between 1st and 2nd semester a) Baseline established SY2023 2) Percentage of students scoring Proficient/Distinguished on GMAS <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 20%;">Baseline</th> <th style="width: 20%;">2023 Target</th> </tr> </thead> <tbody> <tr> <td>3rd LA</td> <td>33%</td> <td>38.7%</td> </tr> <tr> <td>3rd MA</td> <td>30%</td> <td>36%</td> </tr> </tbody> </table>		Baseline	2023 Target	3rd LA	33%	38.7%	3rd MA	30%	36%
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			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"> ● In class, we often work with other students to solve a problem/do a task. <ul style="list-style-type: none"> ○ Baseline: 24% ○ 2023 Target: 30.6% ● My teacher helps me learn by challenging me with interesting activities in class <ul style="list-style-type: none"> ○ Baseline: 41% ○ 2023 Target: 45.9% 			
<p>90 Day Review:</p> <ul style="list-style-type: none"> ● Training of Administrators in interpreting iReady data at Leadership Development I/II - trained administrators on how to use iReady to 				Baselin	2023	Dec 2022

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<p>analyze growth data as a school, grade level, students, and how to use implement next steps</p> <ul style="list-style-type: none"> ● Midyear MTSS Team Data Review (1/20) ● Grade Level Teacher iReady Data Sessions (1/31 and 3/17) ● Needs Assessment with Title I (3/17) ● Implementation of EL Education Literacy Program - employs the Science of Reading and culturally-relevant, high-quality instructional materials in the classroom with a strong focus in phonics. <ul style="list-style-type: none"> ○ Strong implementation of module and skills block ○ Hosted visits from other GCPS schools, Local School Councils, and visitors from cluster schools to showcase the strong implementation of EL pilot. ● Intervention block implemented daily for enrichment and remediation 				e	Target	GMAS Midyear (Review/ Mastered)
			3rd LA	33%	38.7%	54%
			3rd MA	30%	36%	54%
			4th LA	38%	43.2%	65%
			4th MA	34%	39.6%	63%
			5th LA	42%	46.8%	59%
			5th MA	39%	44.1%	52%
			5th Sci	39%	44.1%	56%

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180 Day Review:			
Excellence 4A: 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"> 1. Active PTA <ol style="list-style-type: none"> a. Weekly Parent Volunteers b. Monthly Family Events 2. Local School Council - comprised of parents, teachers, and principal 3. Instructional Fair 4. Strong quality instructional practices (Quality-Plus Teaching Practices) 5. Weekly teacher collaboration through Collaborative Learning Teams 6. Strong communication practices between teachers and parents 	<ol style="list-style-type: none"> 1. <u>EES Survey: Family Satisfaction</u> <ul style="list-style-type: none"> ● I am informed about progress toward the improvement goals of this school. <ul style="list-style-type: none"> ○ Baseline: 69% ○ 2023 Target: 71.1% ● Parents have input into plans for improving this school. <ul style="list-style-type: none"> ○ Baseline: 29% ○ 2023 Target: 35% ● My student is challenged with a rigorous course of study at this school. <ul style="list-style-type: none"> ○ Baseline: 70% ○ 2023 Target: 72% 2. <u>EES Survey: Student Satisfaction</u> <ul style="list-style-type: none"> ● All students have access to rigorous courses and materials. <ul style="list-style-type: none"> ○ Baseline: 29% ○ 2023 Target: 35% ● Setbacks don't discourage me

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			<ul style="list-style-type: none"> ○ Baseline: 31% ○ 2023 Target: 36.9% ● I feel safe at this school <ul style="list-style-type: none"> ○ Baseline: 41% ○ 2023 Target: 45.9% ● I enjoy coming to this school <ul style="list-style-type: none"> ○ Baseline: 36% ○ 2023 Target: 41.6% <p>3. PBIS Status - increase one level as recognized by the Georgia DOE</p> <p style="text-align: center;">Baseline: Emerging Target: Operational</p>
<p>90 Day Review:</p> <ul style="list-style-type: none"> ● Consistent reference and feedback regarding use of QPTS used in GTES observations ● Local School Council classroom visits ● Weekly CLT - grade level surveys for recommendations to improve ● Weekly communication through school electronic newsletter, social media, teacher emails, etc. ● School events: Small/Tall Ball, Mother/Son Night, Instructional Fair ● PTA Sponsored events: Bingo Night, Multicultural Night, Holiday Lunch, Trunk or Treat 			<ul style="list-style-type: none"> ● increased attendance at PTA and school-based events (Bingo Night, Instructional Fair, Trunk or Treat, etc) ● strong participation in weekly teacher collaboration meetings

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		<ul style="list-style-type: none">• Monthly New Teacher Meetings to support teachers with instruction, school processes, etc.• PBIS Implementation: Positive Reinforcement through Class Dojo, Schoolwide reward opportunities, weekly recognition of students for positive behavior	
180 Day Review:			