

2022-2023 Local School Plan for Improvement (LSPI)

School: Fort Daniel Elementary Principal: Dr. Barbara Tucker

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	Fort Daniel Elementary works to ensure individualized, authentic instruction through the implementation of Social Emotional Learning and Restorative Practices, with an emphasis on student and staff well-being, self-care,	<u>Student</u> <ol style="list-style-type: none"> 1. Implementation of a daily Morning Meeting block in our school-wide schedule with an SEL focus 2. Restorative Practice Opportunities 3. Targeted conflict resolution, decision making, and communication sessions with the counselor assigned as part of our Multi-Tiered System of Supports 4. Restructuring of Counseling lessons and supports to focus on SEL 	<u>Student</u> <ol style="list-style-type: none"> 1. Increase Percent Positive Responses on the following EES-STUDENT survey items: <ul style="list-style-type: none"> ● I am hopeful about my future. 2022 KPI Baseline: 82% 2023 KPI Target: 84% ● I enjoy coming to this school. 2022 KPI Baseline: 40% 2023 KPI Target: 42%

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	physical and mental health, and social emotional learning.	<p>5. Support student behaviors with full implementation of our PBIS Program to reward and encourage positive behaviors</p> <p>6. Increased administrator class and lunch visits/discussions with an SEL focus</p> <p>7. Student before and after school clubs</p> <p>Staff</p> <ol style="list-style-type: none"> 1. Prioritizing Social Emotional Learning through school-based professional learning and collaboration 2. Continued Admin support with processes during CLT and staff meetings 3. Take Time Tuesday (Collaboration & Team Building) 4. PBIS Rewards & Recognitions for Staff (Rewards Room, Hawks Nest) 5. Teacher Talks with Admin. (One-on-One and Small Group Admin/Teacher Collaboration & Support for problem solving) 	<ul style="list-style-type: none"> ● I can calm myself down when I am excited or upset. 2022 KPI Baseline: 43% 2023 KPI Target: 45% ● I feel safe at this school. 2022 KPI Baseline: 52% 2023 KPI Target: 54% <p>Staff</p> <ol style="list-style-type: none"> 2. Increase Percent Positive Responses on the following EES-STAFF survey items: <ul style="list-style-type: none"> ● Staff at all levels are treated fairly here. 2022 KPI Baseline: 66% 2023 KPI Target: 68%% ● When there is a problem in this school, we talk about how to solve it. 2022 KPI Baseline: 66% 2023 KPI Target: 67% ● I receive training on instruction to support social emotional learning.

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		6. S.E.L./PBIS/Sunshine Vertical Team: The team will share key strategies and plan activities to engage students/staff	2022 KPI Baseline: 56% 2023 KPI Target: 58%
<p>1B-90 Day Review: Action Steps Updates</p> <p><u>Student</u></p> <ol style="list-style-type: none"> 1. Implemented High-Flying Hawk Monthly Student Recognition and PBIS Rewards 2. Implemented Morning Meetings as a school (8:00-8:30 AM), Targeted lessons are taught to support the social emotional needs of Fort Daniel students, Wellness screener data is used to drive SEL lessons 3. Principal Kindness Bracelets are awarded to students for demonstrating random acts of kindness around our campus 4. Student Achievement Celebrations (Winter Awards Program and Reading Wall of Fame) 5. Administrator Class SEL sessions have been completed with fourth and fifth grade students 6. School Song was adopted (Nothing More by Alternate Routes) and played Friday mornings as students enter the school FDES School Adopted Song <p><u>Staff</u></p> <ol style="list-style-type: none"> 1. Since welcoming teachers and staff back to FDES in July, our focus has been on providing opportunities for staff wellness FDES Preplanning & Hawks Nest (Staff Wellness Room) 2. Take Time Tuesdays (Periodic and Flexible Catch-Up Time for Teachers) 3. Mindful Monthly Staff SEL 4. Staff SEL Choice Session FDES Staff SEL Choice Session 5. New Teacher Ongoing Support 			<p>1B-90 Day Review: Data Updates</p> <ul style="list-style-type: none"> ● Awaiting EES Survey Results

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<p>Equity 2A: Multi-tiered system of supports</p>	<p>Fort Daniel Elementary will implement a Multi-Tiered System of Supports (MTSS) to address academic and non-academic student needs and remove barriers to success.</p>	<ol style="list-style-type: none"> 1. Universal Screeners in Language Arts 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 30 minute (Hawk Time) Intervention/Enrichment block in the school-wide schedule and training for staff on how to utilize it to maximize student achievement 4. MTSS Implementation professional learning on intervention program materials and assessments (iReady, Foundations, Dibels 8, mCLASS, Wilson, Spire) 5. Ensure the following communications with and Involvement of Families: <ol style="list-style-type: none"> (a) a description of the school's essential components of MTSS is shared with families; (b) a coherent mechanism is implemented for updating families on the progress of their child who is receiving Tier 2 or Tier 3 intensive interventions; (c) families are involved 	<p>Equity MTSS-GCPS Milestones Dashboard:</p> <ul style="list-style-type: none"> ● Decrease the percentage of students achieving at the Beginning Level on Georgia Milestones <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%; text-align: center;">2022 Baseline</th> <th style="width: 35%; text-align: center;">2023 Target</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td style="text-align: center;">13%</td> <td style="text-align: center;">12%</td> </tr> <tr> <td>Black</td> <td style="text-align: center;">21%</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>EL</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">19%</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">19%</td> </tr> <tr> <td>F/R</td> <td style="text-align: center;">17%</td> <td style="text-align: center;">16%</td> </tr> <tr> <td>SPED</td> <td style="text-align: center;">28%</td> <td style="text-align: center;">27%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ● Decrease the number of students identified for Tier 2 or 3 intervention through the iReady Screener Baseline: To be established in SY2023 		2022 Baseline	2023 Target	All Students	13%	12%	Black	21%	20%	EL	20%	19%	Hispanic	20%	19%	F/R	17%	16%	SPED	28%	27%
	2022 Baseline	2023 Target																						
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		<p>during decision making regarding the progress of students receiving Tier 3 intensive intervention (SST).</p> <p>6. Pilot EL Education curriculum (K-5) which engages student in reading, thinking, talking, and writing about engaging grade level texts on meaningful/culturally responsive topics</p>	
<p>2A-90 Day Review: Action Steps Updates</p> <ol style="list-style-type: none"> 1. Fort Daniel Elementary implements a comprehensive framework to effectively implement a multi-tiered system of supports to address academic and non-academic student needs and remove barriers to success. This is evident by the significant growth demonstrated with the iReady Screener. 2. Weekly MTSS Team Meetings 3. Students are provided Tiered supports and enrichment during our schoolwide Hawk Time intervention block 			<p>2A-90 Day Review: Data Updates</p> <ol style="list-style-type: none"> 1. Mid-Year Growth Data 2. Awaiting EES Survey Results
<p>Equity 2B: Opportunity and access</p>	<p>Fort Daniel Elementary will expand student opportunities to engage in and have access to high quality, rigorous, and culturally relevant curriculum and enrichment activities.</p>	<ol style="list-style-type: none"> 1. Play 2 Learn opportunity for families with children ages 0-5. 2. Schoolwide Multicultural Events 3. Enrichment opportunities during Hawk Time and other instructional blocks 4. Professional Learning for all K-5 reading/writing teachers on EL curriculum pilot materials, LETRS, 	<ol style="list-style-type: none"> 1. Increase in % of Kindergarten Readiness as measured by the KREP 2022 Baseline: 41% 2023 Target: 42% 2. Percent Positive Responses on the following EES-STUDENT survey items:

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		iReady, MTSS, OG, SPIRE Leadership Team, Math Leadership Team, Gifted and PBIS Training: <ul style="list-style-type: none"> ❖ Instructional Coaching Cycles ❖ Peer Observations & Feedback ❖ Collaborative Learning Teams ❖ Gifted referral, identification ❖ Continuation of PBIS implementation for all stakeholders ❖ STEM Vertical Team focused on planning and providing enrichment and real-world problem solving 	<ul style="list-style-type: none"> ● All students have access to rigorous courses and supports. 2022 Baseline: 30% 2023 Target: 32% ● My teacher asks questions of all students, not just some students. 2022 Baseline: 33% 2023 Target: 35% ● Students placement in advanced classes is not influenced by race, gender or socioeconomic levels. 2022 Baseline:85% 2023 Target: 86%
2B-90 Day Review: Action Steps Updates <ol style="list-style-type: none"> 1. Growing List of Birth to 5 year old students for Play 2 Learn sessions. Our Play 2 Learn teacher reached out to current FDES families to reach participants who may be identified as at-risk. This effort has increased enrollment in the program. 2. We have seen an increase in the number of gifted students identified this year (28 this year, 33 more in the testing process) 3. Multicultural Family Engagement Opportunities (Hispanic Heritage Literacy Night, Black History Door Decorating Contest, etc.) 4. Author Visit with Jerdine Nolen 5. Fort Daniel teachers are receiving training on high-quality instruction on both the upper and lower ropes of Scarborough's Reading Rope for Literacy 			2B-90 Day Review: Data Updates <ol style="list-style-type: none"> 1. Awaiting EES Survey Results

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Effectiveness 3A: Results-Based Evaluation System	Fort Daniel Elementary will utilize the redesigned Results-Based Evaluation System composed 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, data review/talks, AKS analysis, Language Arts Pilot, explicit modeling of instructional strategies for teachers 4. Provide opportunities to celebrate student and class growth 	<ol style="list-style-type: none"> 1. Percentage of students improving on district Milestones benchmark between 1st and 2nd semesters Baseline: To be established in SY2023 2. Increase percentage of students scoring Proficient/Distinguished on Milestones <p style="text-align: center;">% Proficient/Distinguished on Milestones</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;"><u>GMAS</u></th> <th style="text-align: center;"><u>Baseline 2022</u></th> <th style="text-align: center;"><u>Target 2023</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3rd ELA</td> <td style="text-align: center;">57%</td> <td style="text-align: center;">58%</td> </tr> <tr> <td style="text-align: center;">3rd MA</td> <td style="text-align: center;">59%</td> <td style="text-align: center;">60%</td> </tr> <tr> <td style="text-align: center;">4th ELA</td> <td style="text-align: center;">59%</td> <td style="text-align: center;">60%</td> </tr> <tr> <td style="text-align: center;">4th MA</td> <td style="text-align: center;">69%</td> <td style="text-align: center;">70%</td> </tr> <tr> <td style="text-align: center;">5th ELA</td> <td style="text-align: center;">72%</td> <td style="text-align: center;">73%</td> </tr> <tr> <td style="text-align: center;">5th MA</td> <td style="text-align: center;">72%</td> <td style="text-align: center;">73%</td> </tr> </tbody> </table>	<u>GMAS</u>	<u>Baseline 2022</u>	<u>Target 2023</u>	3rd ELA	57%	58%	3rd MA	59%	60%	4th ELA	59%	60%	4th MA	69%	70%	5th ELA	72%	73%	5th MA	72%	73%
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			<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="width: 25%; text-align: center;">5th SC</td> <td style="width: 25%; text-align: center;">75%</td> <td style="width: 50%; text-align: center;">76%</td> </tr> </table> <p>1. Percent Positive Responses 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. 2022 KPI Baseline: 36% 2023 KPI Target: 38% ● Work I do in this school is useful and interesting to me. 2022 KPI Baseline: 41% 2023 KPI Target: 43% 	5th SC	75%	76%
5th SC	75%	76%				
<p>3A-90 Day Review: Action Steps Updates</p> <ol style="list-style-type: none"> 1. Continue with successful implementation of MTSS 2. Fort Daniel Teachers are continuing to participate in the EL Education’s Language Arts Pilot Training 3. Fort Daniel Special Education teachers participated in Orton Gillingham Multisensory and S.P.I.R.E. Trainings 4. All classroom and intervention teachers have been trained on iReady and Amplify 5. Teachers received training from the principal to support in aligning their RBES Goals to the school’s LSPI Goals 			<p>3A-90 Day Review: Data Updates Awaiting GMAS and EES Data</p>			

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<p>Excellence 4C:World-class communications and engagement</p>	<p>Fort Daniel Elementary strives to develop and expand comprehensive engagement programs that emphasize two-way communication with families as partners in supporting student learning and development.</p>	<ol style="list-style-type: none"> 1. Ensure consistency across grade levels in regard to newsletters, grading, etc. 2. Convene a focus group of parents to determine best practices for 2-way communication (teacher, school, website, etc) 3. Coffee Chats with the Principal 4. Volunteer Program and Training 5. “Just-in-Time” Parent Informational Sessions 6. Ensure communication is accessible in the languages that represent our school 7. Utilize communication platforms to engage parents in providing feedback about student learning, safety, SEL, etc. 8. Continue to implement classroom questioning techniques and discuss during CLT to ensure consistency across grade levels 9. Increase the participation of FDES parents who attend school events, conferences, etc. 	<p>EES Survey: Family Satisfaction</p> <ol style="list-style-type: none"> 1. Increase the EES Family participation rate: 2022 KPI Baseline: 19% 2023 KPI Target: 22% 2. Percent Positive Responses on the following EES FAMILY survey items: <ul style="list-style-type: none"> ● Parents/Families have input into plans for improving this school. 2022 KPI Baseline: 59% 2023 KPI Target: 61% ● This school tells me how I can help my student with homework. 2022 KPI Baseline: 66% 2023 KPI Target: 68% ● My student enjoys going to this school. 2022 KPI Baseline: 75% 2023 KPI Target: 77%

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			<p>3. Percent Positive Responses on the following EES STUDENT survey items:</p> <ul style="list-style-type: none"> ● My teacher(s) often tell me how I am doing in their class. 2022 KPI Baseline: 44% 2023 KPI Target: 48% ● My teacher(s) asks questions of all students, not just some students. 2022 KPI Baseline: 33% 2023 KPI Target: 35%

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		<p>4C-90 Day Review: Action Steps Updates</p> <ol style="list-style-type: none"> 1. Increased social media presence to share the amazing things happening in our school 2. Increased communication and parent input into Safety and Security with our FDES Safety Committee made up of administrators, SRO and parents 3. Continued Weekly Staff Newsletter and Class Newsletter 4. Continued Bi-Weekly Parent News (The Fort Report) <i>Preferred Language Selection Available</i> 5. Continued Fort Report Parent News, The Echo Staff News, Class News and PTA Events <ol style="list-style-type: none"> a. Digital Marquee b. Family Literacy Night c. Thankful Candlelight Lunch Celebrations d. Breakfast with Santa e. Winter Wonderland Chorus Performance f. Family Math Night g. Coffee Chats with the Principal h. Fort Daniel Parent Information Nights i. Masquerade Ball j. Family Fun Day (Spring 2023) 	<p>4C-90 Day Review: Data Updates</p> <ol style="list-style-type: none"> 1. Facebook page: 673 follow our page, 831 like our page 2. The Fort Report School News Views have increased 3. Increased 2-Way Communication with Parent Surveys 4. Awaiting EES Data