

2022-2023 Local School Plan for Improvement (LSPI)

School: Dacula Middle School Principal: Kimberly Bussey

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 1.A: Cultural competence.	Dacula Middle School has an increasingly diverse population of students/families. By increasing cultural competence, we can increase our level of empathy and create a better sense of belonging to enhance the overall engagement of the full spectrum across our diverse student population.	<ol style="list-style-type: none"> 1. Acknowledge and celebrate various cultures and religions. (Hispanic Heritage Month, Black History Month, Yom Kippur, etc). 2. Address cultural competence during advisement/guidance lessons. 3. Provide direct professional development to address cultural competence. <p>Persons Responsible: Leadership Team, Staff Development Office, Office of Student Supports</p> <p>Budget Implications: Local Funds</p>	<p style="text-align: center;">Cultural Proficiency: Staff Survey</p> We are provided training to meet the needs of a diverse student population in our school. Baseline: 52.1% Target: 55% <p style="text-align: center;">Cultural Proficiency: Student Survey</p> I am comfortable interacting with people from a different racial or ethnic background. Baseline: 90.2% Target: 91% <p style="text-align: center;">Sense of Belonging: Student Survey</p> There's at least one adult in this school I can talk to if I have a problem Baseline: 65.2% Target: 67%
UPDATE: <ol style="list-style-type: none"> 1. Acknowledge and celebrate various cultures and religions. (Hispanic Heritage Month, Black History Month, Yom Kippur, etc). 2. Address cultural competence during advisement/guidance lessons. Identity & Diversity Advisement Lesson 			<p>NEXT STEPS: Put the Cultural Awareness Team into action and develop a clear purpose.</p>

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3. Provide direct professional development to address cultural competence (Creating a Sense of Belonging) and the Blueprint for the Future. 4. Secure volunteers for a Cultural Awareness Team			Develop a clear plan and timeline for addressing professional topics.
Equity 2A: Multi-tiered system of supports	The academic and non-academic needs of our students are as diverse as the students themselves. As such, a system of various/tiered supports are necessary to address these diverse needs and remove barriers to help each and every student succeed.	<ol style="list-style-type: none"> 1. Conduct a universal screener in reading and math to identify needs of students. 2. Establish a MTSS Team to meet monthly to monitor progress of tiered students. 3. Weekly (formal/informal) KidTalk meetings to discuss student needs and progress. 4. Utilize REP to address students' academic needs as determined by specific data points (ELT, Connections, and Augmented Model) 5. Utilize PBIS and Behavior Interventionist for tiered behavior support <p>Persons Responsible: Leadership Team (Principal/APs), MTSS– Team, Counselors, Teachers, Instructional Coach, Behavior Interventionist, School Social Worker, School Psychologist, PBIS Team</p> <p>Budget Implications: Local Funds</p>	Percent of students who are universally screened via iReady in Math and ELA. Baseline: 0% Target: 95% Percent of students who are universally screened in wellbeing. Baseline: 0% Target: 95% Percent of students scoring Beginning in all content areas on GMAS. Black: Baseline: 22% Target: 21% Hispanic: Baseline: 22% Target: 21% SWD: Baseline: 54% Target: 52% F/R: Baseline: 26% Target: 25% All: Baseline: 26% Target: 25% Percent of students scoring Below in Reading on GMAS. Black: Baseline: 25.5% Target: 23% Hispanic: Baseline: 29.2 % Target: 27% SWD: Baseline: 60.9% Target: 57% F/R: Baseline: 30.2% Target: 28% All: Baseline: 23.6% Target: 21%
UPDATE: <ol style="list-style-type: none"> 1. Use of Universal Screeners: <ol style="list-style-type: none"> a. iReady screener administered in August and in January. Ninety-eight percent of student population were screened in Math; ninety-seven percent of student population screened in ELA b. 93% of the student population screened in well being. 2. MTSS Team: 			NEXT STEPS: Establish a document that outlines roles of MTSS team members as points of contacts for interventions Explore options for scheduling REP students

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		<ul style="list-style-type: none"> a. MTSS Team consists of the principal, assistant principals, counselors, instructional coach, behavior interventionist, Instructional Technology and Innovation Coach (ITIC), and school psychologist. b. The team meets once a month to review data, student support systems, and interventions for tiered students. This includes tiered students identified through iReady screeners, wellness screener and weekly Kid Talks with academic teams. <p>3. Kid Talks:</p> <ul style="list-style-type: none"> a. Two academic teams attend formal Kid Talks every Monday with members from the MTSS team. Grade level assistant principals, the instructional coach, the behavior interventionist, grade level counselor and the math assistant principal attend these weekly meetings. b. Data that includes iReady screeners, iSteep progress, Achieve 3000 reports, teacher’s account of interventions, Moby Max and student samples are used to determine the level and types of support that students need to be successful. c. Teams not meeting with the MTSS team conduct their own Kid Talks on Monday to discuss the needs of their students d. Using Kid Talks as a part of the RBES goal has helped teachers to make it a priority for addressing the needs who are at-risk academically and behaviorally. <p>4. REP:</p> <ul style="list-style-type: none"> a. Data that includes iReady scores, GMAS scores, current and past grades were used to place students in 4th period LA and MA REP classes with push in support from Connections teachers and place students in MA and LA Connections courses. b. Support from Connections teachers in 4th period LA and MA classes allow content teachers to provide small group and one-on-one assistance to students in that class. Small group professional development sessions led by the instructional coach provide specific strategies to content and Connections teachers to help in the implementation of small group instruction in the REP classes. <ul style="list-style-type: none"> i. Teachers in MA Remediation Connections classes use iReady to provide Tier 2 and Tier 3 support to students. ii. The LA Remediation Connections classes use Achieve 3000 to help provide Tier 2 support and Tier 3 students are pulled in small groups to receive literacy strategies that address weaknesses revealed through iReady. c. Tiered Behavior Support <ul style="list-style-type: none"> i. Utilizing Behavior Interventionist to work with students by building relationships with students, teachers and parents and facilitating circles and restorative talks between students and between students and staff. 	

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	ii. There is a strong and continued focus on using data to make decisions about student interventions and whether or not they need to move in the RTI process.		
Equity 2B: Opportunity and access	Each and every Dacula Middle School student deserves the opportunity and access to high-quality, rigorous, and culturally relevant curriculum, advanced coursework, and enrichment activities.	<ol style="list-style-type: none"> 1. Utilize restorative practices and behavior interventionist to address unfavorable student behaviors. 2. Incorporate culturally relevant passages and examples into lessons 3. Consider multiple entry points/factors for Gifted criteria. 4. Provide a variety of Carnegie Unit opportunities for students beyond HS Physical Science and HS Algebra I. <p>Persons Responsible: Leadership Team, ISS/Restoration Room Coordinator, Behavior Interventionist, Counselors, Teachers</p> <p>Budget Implications: Local Funds (TBD)</p>	Percent of overrepresented students in ISS/OSS Gap percentage Black: Baseline: 16 pts Target: 14 SWD: Baseline: 8 pts Target: 7 F/R: Baseline: 10 pts Target: 9 My teachers find other ways for me to learn things I find difficult. Baseline: 54% Target: 57% Student Success is celebrated at my school. Baseline: 47% Target: 50%
UPDATE: <ol style="list-style-type: none"> 1. Restorative Practices <ol style="list-style-type: none"> a. Teachers continue to receive training on the use and implementation of Restorative Practices through PD and modeling of Restorative Circles. This approach to building classroom communities has helped us build stronger relationships with students aiding in helping more clearly identify and focus our attention on at-risk students. Teachers have specifically commented on the apology letter and victim/offender dialogue after an incident occurs. <ol style="list-style-type: none"> i. Instructional Coach and Behavior Interventionist provide professional development sessions for our school-wide book study "Hacking School Discipline." Professional Development sessions have addressed chapters 1-3, which include the following: <ol style="list-style-type: none"> 1. Hack # 1- Let's Talk 2. Hack #1 Continuation of Hack 1 			NEXT STEPS Survey of teacher perception of ISS/Restoration Room and Restorative Practices Further development of the DMS Mentoring program to include discussion topics and the addition of peer mentors. Maintain course with professional development related to the book study by concluding the year with Hack 4 (Repairing the Harm)

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		<ul style="list-style-type: none"> 3. Hack #2 Circle Up 4. Hack #3- Repair the Harm b. The Restoration Room (In-School Suspension) is designed with Restorative Practices in mind. Students participate in restorative circles, complete any necessary reflection/apology letters to repair any harm caused by their choices, and also complete an SEL (Social Emotional Learning module via Navigate 360 to address the undesirable behavior. c. Behavior Interventionist and Coach used to support specific teachers and students <ul style="list-style-type: none"> i. Multiple Behavior Coaching Cycles have occurred (More than 5 coaching cycles with teachers have been completed to date). d. R.E.A.L Mentorship Program, GCPS Mentorship Program, Lunch Bunch, etc. 2. Culturally Relevant Passages <ul style="list-style-type: none"> a. Currently incorporating materials based on months (Black History, Native American History, etc.) b. Evaluating texts/materials to ensure cultural relevance. 3. Gifted Evaluation <ul style="list-style-type: none"> a. Criteria for identification set by GCPS b. Qualification process now includes portfolio evaluation/scoring c. Teachers are asked to consider more than achievement for teacher recommendations. d. iReady is being used as a universal screener and students e. 72 Students are currently in the process of being evaluated; 8th- 18, 7th- 31, 6th- 23 <ul style="list-style-type: none"> i. Twenty-one teacher referrals still to be entered by 3/21/23. 4. Carnegie Unit Opportunities <ul style="list-style-type: none"> a. HS Physical Science, HS Algebra I, French, Spanish, Engineering, Intro to Digital Technology, Business Ed. b. Carnegie Interest forms <ul style="list-style-type: none"> i. Broadened criteria to cast a wide net for securing participants ii. Parents will receive notification about Connections Carnegie classes via email blast and personal letters to families iii. Student interest forms to be sent in March; student completion during ELT (Extended Learning Time) 	<p>Complete gifted testing for students identified as potential candidates by iReady performance.</p> <p>Consider the addition of more Connections courses that may include a Carnegie Unit for 2023-2024.</p>

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Effectiveness 3B: Talent management	Strategic attention is necessary to not just potential candidates but also current staff to offer adequate support to include staff well-being and professional growth.	<ol style="list-style-type: none"> 1. Provide opportunities for teacher leadership 2. Use New Teacher Mentor/Falcon Friend program to support teachers/staff new to teaching and new to Dacula Middle. 3. Utilize GTES to facilitate professional growth. 4. Provide ongoing professional learning opportunities from Instructional Coach <p>Persons Responsible: Leadership Team, Instructional Coach, Behavior Coach</p> <p>Budget Implications: Local Funds</p>	<p>Local Staff Survey: I have the support that I need to be successful at my job Baseline: 0% Target: 90%</p> <p>Professional Development opportunities provided have helped me grow in my role. Baseline: 0% Target: 90%</p> <p>Staff Survey We are provided training to meet the needs of a diverse student population in our school. Baseline: 52% Target: 55%</p>
90 Day Review: <ol style="list-style-type: none"> 1. Teacher Leadership <ol style="list-style-type: none"> a. One teacher is currently fulfilling his requirements for coaching endorsements b. The Instructional coach is working with specific staff to build teacher leadership. 2. New Teacher/Falcon Friend Program <ol style="list-style-type: none"> a. Monthly meeting with our New Teachers to Dacula. We discuss classroom management, general concerns, celebrations, timely topics/trends, designed for them to gain information that helps them “Start Strong & Stay Strong” which is our theme for this school year b. GEMS (Growing, Empowering, Motivation, and Supporting): We also have an additional layer of support, which is a small cohort of teachers who are brand new to the profession. These teachers are able to share and learn strategies that will assist them in surviving their first year of teaching. 3. GTES <ol style="list-style-type: none"> a. Provide timely and specific feedback to teachers after walkthroughs and formal evaluations b. Using feedback, teachers are provided with coaching from our Academic Coach and our Behavior Specialist c. Conduct paired observations for the sake of calibration of expectations and performance. 4. Professional Development for teachers 			90 Day Review Next Steps: <p>Have staff complete a needs assessment/survey to identify professional development needs.</p> <p>Differentiate professional learning opportunities for staff.</p> <p>continue to encourage and provide leadership opportunities for staff.</p>

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		<p>a. Provided ongoing professional learning this year for teachers to include the following: Summer Model lesson for new teachers, Classroom Management & Restorative Practices, Specially Designed Instruction for Special Education and EL teachers,</p> <p>b. Ongoing Small Group Professional Learning Cohort- 4 Sessions (Intro to small group, using formative assessments to form small groups, Student engagement during small groups, and a closeout session to wrap up). Small Group PD Flyer</p> <p>c. In collaboration with the special education AP and Special Education Department Chair, we have conducted other special education professional development sessions regarding IEP's (Individualized Educational Plans) such as writing the Present Levels of Academic Performance, writing re-evals, etc.</p> <p>d. Conduct Coaching Cycles and Coaching Conversations with teachers Coaching Support Document</p> <p>e. Conduct NON-EVALUATIVE walkthroughs to support teachers with coaching feedback. PQP Coaching Feedback Form</p> <p>f. Model lessons and individual planning sessions with teachers- As modeling takes place, teachers are able to use the following form to use take notes to use as a basis for our coaching conversations to follow. Model Lesson Observation Form</p>	
<p>Excellence 4A: Preferred education destination</p>	<p>Dacula Middle School will foster a positive culture and environment that promotes teaching and learning at high levels by providing excellent customer service, quality teaching, and well-rounded academic and experiences</p>	<ol style="list-style-type: none"> 1. Offer a variety of clubs to meet the interests of students. 2. Use various communication vehicles to tell our story. (social media, electronic newsletter, SchoolMessenger, website, etc). 3. Actively recruit families via articulation and highly qualified staff. <p>Persons Responsible: Leadership Team, Teachers, ITIC's</p> <p>Budget Implications: Local Funds</p>	<p>Family Satisfaction: Family Survey My student is challenged with a rigorous course of study at this school. Baseline: 68% Target: 70%</p> <p>My student enjoys going to school. Baseline: 66% Target: 68%</p> <p>Student Satisfaction: Student Survey This school is doing a good job of preparing me to succeed in my life. Baseline: 49.1% Target: 52%</p>

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90 Day Review 1. Club Offerings: a. Offer a variety of clubs to meet the interests and diversity of our student population. Clubs also focus on service projects, and leadership opportunities. 2. Course Offerings: a. offer a variety of Connections courses that align with high school pathways and are connected to college and career opportunities. b. Offer a variety of connections courses that allow students the opportunity to earn Carnegie Unit credit towards high school. 3. Communication: a. Utilize various methods to “tell our story”. This includes accolades, need-to-know information, upcoming events, celebrations, etc. (Principal for a Day, Cluster Local School Council, Local School Council, PTA) b. Utilize social media and digital platforms to engage community and families. (Electronic newsletter, social media, SchoolMessenger, etc). c. Community events and opportunities for families to engage with the school. (Cluster carnival, ESOL Parent Night, Rising 6th Grade Parent Night.		90 Day Review Next Steps Continue “tell our story.” Opportunities for others to hear our story include: Summer Leadership presentation, Resign 6th Grade Parent Night, Instructional/Connections Fair, and Awards Night.	