2022-2023 Local School Plan for Improvement (LSPI)

School: Dacula High School   Principal: Jeannie Hidalgo

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 High is working to build an atmosphere conducive to teaching and learning through the implementation of Social Emotional Learning and Restorative Practices, with an emphasis on student and staff well-being, self-care, and physical and mental health.	**Student** 1. Increased SEL Advisement sessions 2. Opportunities to understand the impact of behaviors 3. Check In/CheckOut with identified students as part of Multi-Tiered System of Supports **Staff** 4. Prioritizing Adult Social Emotional Learning through school-based professional development 5. Regular wellness activities hosted by the Counseling Department 6. Appreciation Activities	Increase Percent Positive Responses (Often True + Almost Always True) on EES items: **Student** I enjoy coming to this school **Baseline:** 35% **2023 Target:** 40% Students are involved in solving problems in this school. **Baseline:** 60% **2023 Target:** 63% **Staff** I receive training on instruction to support social emotional learning.

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			Baseline: 61% **2023 Target:** 63% Staff at all levels are treated fairly here. **Baseline:** 85% **2023 Target:** 87%
90 Day Review: **Student:** - Increased advisement sessions to 2 per week. Dedicated a counselor to developing the advisement program. Use of SEL curriculum consistent with CASEL. - Our PBIS Specialist, Byron Wilson, works with students to understand their actions and the impact of actions. The conversation about impact of behaviors has become a regular part of our behavior management practices when meeting with students about their referrals. - Administrators check in regularly with a small group of identified students in the morning and afternoons. Mr. Mangino checks in with all of our Rise Up Graduates. **Staff:** - Professional Development at the beginning of SY 22-23 this year centered on the definition, impact, and importance of SEL. Dr. Smith hosted a Jimmy Casas professional development. - Our counselors have hosted various activities (Halloween, Dogs), and put in Hydration Stations in three locations to help teachers keep themselves hydrated throughout the day. - Appreciation stations have taken place each month for our teachers. - We have established a positive social media presence recognizing our teachers, Falcons Spotlight, Teacher of the Month, Coach of the Month, etc.			**Data Update on Available Measures**
180 Day Review:			**Data Update on Available Measures**

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Equity 2A: Multi-tiered system of supports	Dacula HIgh will use instructional strategies in the classroom to meet the needs of each and every student and provide intervention to support learning needs.	1. Universal Screeners in LA and Math will be given three times per year 2. Targeted Tier 1, 2, and 3 interventions developed by the MTSS Team based on screener data will be put in place 3. While Dacula previously provided substantial intervention but will now be moving toward more targeted intervention to improve skills based on screener data 4. Advisement Lessons will be based on needs identified by Wellness Screeners	**Baseline**: Pass rate at various points in the semester (9/20/22 = 20%) **Target:** Increased pass rate at the end of the semester Data from progress monitoring tools will show a positive impact from MTSS programs.
90 Day Review: ● The MAP Growth Screener was given in August and January, and will be given again in March. ● Our MTSS Leadership Team reviewed whole school data and developed action plans based on actions we can put in place to support students academically and social-emotionally. ● During the first semester, we provided academic interventions centered around grades to help students complete assignments to bring up their grades. 9th and 10th grade ELA teachers were trained on Achieve3000, a county approved intervention, to support our tier 2 and tier 3 students. ● We are serving 45 students in Tier 3 Reading Intervention utilizing reteaching strategies and followed by practice using Achieve3000. We are also serving 45 students in Tier 3 Math Intervention where teachers are reteaching cognitive routines followed by practice using IXL and Delta Math. Students in Tier 3 were specifically placed in Reading and Math intervention classes, regardless of grades, and they have been monitored through the iSteep program. ● We are training three staff members on March 3rd in Read180, which is an intensive Tier 3 reading intervention to support students.			**Data Update on Available Measures**

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Strategic Priorities & Goals Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)
● Our staff development plan for SY22-23 has focused on highlighting the alignment of our established instructional vision with MTSS Tier I instruction as outlined in the GCPS Blueprint for the Future. This presentation summarizes the learning provided to our staff and communicates the instructional vision at DHS.			
180 Day Review:			**Data Update on Available Measures**
Equity 2B: Opportunity and access	Dacula High will expand student opportunities to engage in and have access to high quality, rigorous, and culturally relevant curriculum and enrichment activities.	1. Increased number of ESOL sections to improve ESOL student success 2. Increase number of teachers who are gifted endorsed 3. Continue to seek to identify gifted students 4. Renewed focus on differentiated lessons 5. Career pathway opportunities will be expanded through the development of the Mechatronics pathway, a new law pathway, and work toward an increase in Spring registrations for Maxwell and Grayson programs 6. The Diversity Day program will be developed by students and facilitated by teachers. Students will view it through SS and Health/PE classes. 7. Diversity Night proposal which would include community members 8. Dacula mentor program to support Spanish speaking students and families will be developed by the Spanish for Native Speakers classes and teachers	Number of ESOL and Sheltered sections offered **Baseline:** 14 sections **2023 Target:** 18 sections Number of teachers who are gifted endorsed **Baseline:35 teachers** **2023 Target: 40 teachers** Increase Maxwell/Grayson enrollment **Baseline:** 7 Grayson, 28 Maxwell **2023 Target:** 10 Grayson, 35 Maxwell Students will participate in the AP exam and will demonstrate positive outcomes on the exam. **Participation Baseline**: 77% (2022) **Participation Target**: 80% **Success Rate Baseline**: 65% (2022) **Success Rate Target**: 70%

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			Increase Percent Positive Responses (% Often True + % Almost Always True) on the following EES survey items: **Student** All students have access to rigorous courses and supports **Baseline:** 61% **2023 Target:** 63% My teachers ask questions of all students, not just some students. **Baseline:** 62% **2023 Target:** 65% **Parent** Teachers accommodate my student's individual needs by adjusting instruction. **Baseline:** 58% **2023 Target:** 62%
90 Day Review: - Increased number of ESOL classes offered to support students' needs and language acquisition. - Implemented the Dacula High Gifted Cohort 22-23 to allow teachers the opportunity to participate and earn gifted endorsement to support students' learning. - To grow our Advanced Placement program, we utilize the AP Potential and 8/9 PSAT reports to identify and encourage students to select more rigorous course selections. - For the 23-24 academic year, we have added a second course within the law pathway to provide students with opportunities to learn and explore more career paths.			**Data Update on Available Measures** Met target for increased ESOL/Sheltered sections.

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● Our diversity club has expanded to include more members that represent our diverse population. Student leaders have planned spirit week activities to celebrate student and staff culture. Our diversity day program is scheduled for April 14, 2023 and a Global Gala celebration is in the planning phase. ● Our professional development this school year has focused on differentiation. We have reviewed our three-frogs expectations. Teachers self-reflected on their practices and worked together in collaborative planning groups to support each other in their identified areas of growth.			
180 Day Review:			**Data Update on Available Measures**
Effectiveness 3B: Talent management	Dacula High will support faculty and staff in a manner that will allow for employee retention and district goal attainment.	1. Induction Professional Development on the "Dacula Way" including a September session for teachers hired after July 18 2. Instructional Coaching through the New Teacher Program, peer mentors, and a robust GTES process 3. Course Team Support including regular attendance by administrators, LSTCs and Media Specialist	Increase Retention Rate for Staff: **Baseline:** 87% Retention **2023 Target:** 89%
90 Day Review: ● Monthly new teacher meetings have taken place to support all new to Dacula and new to the profession teachers. ● Teachers who were hired after August were provided with a New Teacher Bootcamp Day at the start of second semester. Teachers were provided with instructional best practices, classroom management strategies and the philosophy of Dacula High School. ● Monthly teacher appreciation and recognition.			**Data Update on Available Measures**
180 Day Review:			**Data Update on Available Measures**
Excellence 4C: World-class communications and engagement	Demonstrate world-class communication and engagement through	1. Dacula Dispatch for faculty and staff 2. Parent Newsletter for parents and community members 3. Friday Fly-er for freshmen parents	Increase Percent Positive Responses (% Often True + % Almost Always True) on the following EES-PARENT survey items:

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	modeling the value GCPS leadership places on transparent, two-way communication to build stakeholder trust and confidence.	4. Academic Planning Night 5. Orientation for Spanish Speakers to include question and answer session 6. Community meetings as a vehicle for two-way communication	Teachers accommodate my student's individual needs by adjusting instruction. **Baseline:** 58.4% **2023 Target:** 60.4% Increase school-wide events where parents are invited and encouraged to attend. **Baseline:** 6 annually **2023 Target:** 9 annually This school communicates with me about my student's progress **Baseline:** 87% **2023 Target:** 88% This school communicates effectively with my family. **Baseline:** 75% **2023 Target:** 77%

90 Day Review: ● The Dacula Dispatch is sent out every week to staff about the upcoming events the following week. ● The Parent Newsletter goes out monthly to our parents and community. ● The Friday Fly-er is sent weekly to Freshman parents to keep them updated on what's going on at Dacula. ● Teachers send out weekly progress reports each Monday. ● We have increased our social media presences, where we are highlighting teachers and the awesome instruction that goes in our school on a daily basis.	**Data Update on Available Measures**

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	● We have a new LED sign that displays our teacher recognitions and community partners.		
180 Day Review:			**Data Update on Available Measures**