

2022-2023 Local School Plan for Improvement (LSPI)

School: Jenkins Elementary School

Cluster Superintendent: Dr. Keith Thompson

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)
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<p>Empathy 1B: Staff and student wellbeing</p>	<p>Continue efforts to build an intentional, well-established, exemplary social and emotional learning (SEL) program that strategically provides cross-divisional support coupled with robust professional learning and resources for staff, students, and families.</p> <ul style="list-style-type: none"> JES 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. 	<ul style="list-style-type: none"> Using the wealth of resources being rendered by the district to intentionally plan for designated times during the year to: <ul style="list-style-type: none"> Analyze Educational Effectiveness Survey Data and to actively share with stakeholders Solicit feedback based on received data Provide time for professional development Provide times for teacher and student check ins for reflective discussions Implement strategies and provide supports for teachers and students based on what the surveys and discussions reflect Provide professional development for teachers for Social/Emotional Learning Celebrate the cultures of our teachers and families to promote a sense of belonging, i le. International Night Implement IgKnight Time - Provide SEL based lessons and discussion time with students on Wednesdays and Fridays <p>Student</p> <ul style="list-style-type: none"> Increase SEL Advisement through IgKnight Time Wednesdays and Fridays Restorative Practice Opportunities in place of exclusionary practices 	<p>Increase Percent Positive Responses (% Often True + % Almost Always True) on the following EES-STUDENT survey items:</p> <ul style="list-style-type: none"> I enjoy coming to school Baseline: 28% 2023 Target: 31% Students are respectful of others at this school Baseline: 17% 2023 Target: 19% In my school, I feel that I belong to a group of friends Baseline: 59% 2023 Target: 61% There's at least one adult in this school I can talk to if I have a problem Baseline: 67% 2023 Target: : 69% I can calm myself down when I am excited or upset Baseline: 41% 2023 Target: 43% I am comfortable interacting with people from a different ethnic or racial background. Baseline: 44% 2023 Target:47% I am good at figuring out problems that I am facing. Baseline: 26% 2023 Target: 29% Most students are respectful to one another at this school. Baseline: %17 2023 Target: %20
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		<p>as appropriate. Lessons rendered by trained staff</p> <ul style="list-style-type: none"> ● Increase Student check-ins and reflective discussions. ● Black Knight Students of the Month ● “Check In/Check/Out” with identified students as part of Multi-Tiered System of Supports with Behavior Specialist ● Target conflict resolution, problem solving, decision making, and communication sessions with Counselors/ SEL trained clerks assigned as part of our Multi-Tiered System of Supports <p>Staff</p> <ul style="list-style-type: none"> ● Prioritize Adult Social Emotional Learning through school-based professional development monthly ● Provide Monthly wellness activities by the Counseling Department ● Provide a Wellness Room to support the need for calming, reflective time and a collaborative space for teachers and staff ● Provide an SEL room for students who may need to reflect ● Provide opportunities for quarterly scheduled reflective chats 	<p>Staff</p> <ol style="list-style-type: none"> 1. Percent Positive Responses (% Often True + % Almost Always True) on the following EES-STAFF survey items: <ul style="list-style-type: none"> ● I receive training on instruction to support social-emotional learning. Baseline: 56% 2023 Target: 59% ● There is a willingness to address conflict in this school Baseline: 62% 2023 Target: 65% ● When there is a problem in the school, we talk about how to solve it Baseline: 62% 2023 Target: 65% ● Our staff believes all students can meet state standards Baseline: 70% 2023 Target: 73%
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<p>Equity 2A: Multi-tiered system of supports</p>	<ul style="list-style-type: none"> • Build capacity to support and fully integrate non-academic tier 1 structures and processes such as school-wide positive behavior interventions and supports (PBIS), SEL curriculum/competencies, attendance campaigns, school counseling programs, etc. • Formalize the academic response to intervention (RTI) process to reduce variability and improve the fidelity of im-plementation across all schools and grade bands which includes: Universal screening of all children in the general education classroom and identifying of students qualified for QBE-funded early intervention program (K–5) and remedial education program (6-12). 	<p>The hire of a MTSS coordinator to build a team responsible for the structure of the supportive community and academic press.</p> <p>This team will be responsible for:</p> <ul style="list-style-type: none"> • Reinforcing and building the capacity of the staff to support the formula of the academic press + supportive community to result in student success for the students of Jenkins ES • Reenergizing and building upon the basis of our PBIS system • Establishing the incentives for students and staff • Providing the lessons for students and staff for an awareness of how the PBIS system works at Jenkins • Creating the structure to make the RTI a formal process that has procedures for all to follow to ensure fairness and fidelity in rendering student needs • Utilizing the appropriate data and providing platform for collegial discussion of student needs in a timely manner • Readily having that to provide for teachers for continual growth in truly “knowing” their students • Establishing a defined process for how students receive the appropriate academic and behavioral support • Establishing a robust PBIS system, a systematic use of 	<p>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)</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 20%;"></th> <th style="width: 20%;">Baseline</th> <th style="width: 20%;">2023 Target</th> </tr> </thead> <tbody> <tr> <td>3rd LA</td> <td style="text-align: center;">41%</td> <td style="text-align: center;">39%</td> </tr> <tr> <td>3rd MA</td> <td style="text-align: center;">19%</td> <td style="text-align: center;">17%</td> </tr> <tr> <td>4th LA</td> <td style="text-align: center;">22%</td> <td style="text-align: center;">19%</td> </tr> <tr> <td>4th MA</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">12%</td> </tr> <tr> <td>5th LA</td> <td style="text-align: center;">31%</td> <td style="text-align: center;">29%</td> </tr> <tr> <td>5th MA</td> <td style="text-align: center;">32%</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>5th Sci</td> <td style="text-align: center;">24%</td> <td style="text-align: center;">22%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Increase Percent Positive Responses (% Often True + % Almost Always True) on the following EES-STAFF and STUDENT survey items: • Struggling students receive early intervention and remediation to acquire skills • Baseline: 52% 		Baseline	2023 Target	3rd LA	41%	39%	3rd MA	19%	17%	4th LA	22%	19%	4th MA	15%	12%	5th LA	31%	29%	5th MA	32%	30%	5th Sci	24%	22%
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		<p>restorative practices as well as the use of district level supportive community resources.</p> <ul style="list-style-type: none"> ● The use of universal screeners, EES surveys to specifically identify student needs ● Student small Groups 	<ul style="list-style-type: none"> ● 2023 Target: 54% ● My teacher helps me learn by challenging me with interesting activities in class ● Baseline: 39% ● 2023 Target: 41% ● ● # of students supported at Tier 2 or 3 through screeners ● Baseline: established in SY2023 ●
<p>Equity 2B: Opportunity and access</p>	<ul style="list-style-type: none"> ● Improve kindergarten readiness through expanding access to early learning experiences from birth to five through district programming and effective community partnerships. ● Increase opportunity to learn through consistently implementing a high-quality curriculum that reflects grade level expectations, focusing on early literacy and the science of reading, and identifying subjects and grades to target for improvement through third-party curriculum audits. ● Increase opportunities and pathways for all students to demonstrate eligibility for gifted/talented programming. 	<ul style="list-style-type: none"> ● Plan for Play 2 Learn opportunities for families with children ages 0-5. ● Building Babies Brains After School Program available to selected families ● GGC Aftyer school program for selected student ● Jenkins Family Engagement Nights ● Increase experiences outside of the Jenkins Elelemntary which include field trips that enhance the learning experience of the AKS ● Ongoing Cultural Awareness Activities -Hispanic Heritage Month Contest, African American Research, International Night ● Classroom/School Instructional Resources: process to ensure diverse representation in materials (piloting EL Education K-5) 	<p>Increase in % of K Readiness as measured by the KREP</p> <p style="text-align: right;">Baseline: % 2023 Target: %</p> <p>Percent Positive Responses (% Often True + % Almost Always True) on the following</p> <p>EES-STUDENT survey items:</p> <p>All students have opportunities to choose more challenging work. Baseline: 27% 2023 Target: 30%</p> <p>Adults in my school help me plan and set goals for my future Baseline: 42% 2023 Target: 45%</p> <p>In class we work with other students Baseline: 24% 2023 Target: 30%</p> <p>Student success is celebrated in this school. Baseline: 46% 2023 Target: 49%</p>

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		<ul style="list-style-type: none"> • Increase of Colleges and Careers highlighted from various backgrounds throughout the year with an emphasis on the historical nature of HBCUs here in the state of Georgia. 																									
<p>Effectiveness 3A: Results-Based Evaluation System</p>	<ul style="list-style-type: none"> • Update the Local School Plan of Improvement (LSPI) framework to reflect expectations for both academic press and • supportive community for schools. • Revise and implement updated systems, structures, and processes for progress monitoring of LSPI implementation, with proactive opportunities to course-correct with additional resources and support within the academic year. 	<ul style="list-style-type: none"> • Provide professional development through a New Teacher Institute that differentiates the needs of new teachers and new teachers to Jenkins ES. • Create an extensive monitoring schedule to be in classrooms and to provide a weekly report out that includes leadership moves for next steps • Provide coaching cycle opportunities for teachers indicating areas of needed support • Provide opportunities for feedback meetings after observations within the week of the observation for timely feedback • Schedule weekly walkthroughs conducted by admin (some paired) • Schedule Instructional Expectations Feedback Meetings with teachers • Tuesday/Thursday Collaborative Learning Team meetings to plan for instruction 	<p>Percentage of students improving on district Milestones Baseline established SY2022</p> <ul style="list-style-type: none"> • Increase Percentage of students scoring Proficient/Distinguished on GMAS <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 60%;"></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>43%</td> </tr> <tr> <td>3rd MA</td> <td>44%</td> <td>54%</td> </tr> <tr> <td>4th LA</td> <td>41%</td> <td>51%</td> </tr> <tr> <td>4th MA</td> <td>54%</td> <td>58%</td> </tr> <tr> <td>5th LA</td> <td>36%</td> <td>46%</td> </tr> <tr> <td>5th MA</td> <td>31%</td> <td>41%</td> </tr> <tr> <td>5th Sci</td> <td>49%</td> <td>55%</td> </tr> </tbody> </table> <p style="margin-top: 10px;">From Student EES Survey: In class, we often work with other students to solve a problem/do a task. Baseline: 24% 2023 Target: 30%</p>		Baseline	2023 Target	3rd LA	33%	43%	3rd MA	44%	54%	4th LA	41%	51%	4th MA	54%	58%	5th LA	36%	46%	5th MA	31%	41%	5th Sci	49%	55%
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		<ul style="list-style-type: none"> ● Schedule Data Dive Days/Collaborative Planning ● Provide weekly additional collaborative planning with teams after school 	<p>My teacher finds other ways for me to learn things I find difficult Baseline: 62% 2023 Target: 65%</p>
<p>Excellence 4C: World-class communications and engagement</p>	<ul style="list-style-type: none"> ● Implement a strategic communications plan to reach the target audiences of families, students, teachers and the community to share the work of GCPS and solicit input and feedback. <ul style="list-style-type: none"> ○ Evaluate and reimagine district publications to ensure news and information is relevant, timely, and effectively communicated. ○ Refresh the GCPS brand to clearly communicate who GCPS is today. ○ Strategically use social media and digital communications to connect with more stakeholders. ○ Elevate student voice by including students in surveys, councils, and district leadership opportunities and 	<ul style="list-style-type: none"> ● Create newsletters with language translation options ● Readily provide updates to the website in multiple languages ● Email blasts with language translations options ● English/Spanish documents ● Build a social media presence for our school ● Documents in multiple languages 	<p>ESS Family Satisfaction Rating</p> <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: 91% ○ 2023 Target: 93% ● This school tells me how I can help my student with homework <ul style="list-style-type: none"> ○ Baseline: 86% ○ 2023 Target: 88% <p>ESS Staff Satisfaction Rating</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: 68% ○ 2023 Target: 70%

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	providing more opportunities to share their stories.		
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