

2022-2023 Local School Plan for Improvement (LSPI)

School: Jones Middle School

Principal: Lin Wilkins Thornton

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 1A: Cultural competence	<ul style="list-style-type: none"> ● We believe students who are cared for by teachers who are culturally competent are more likely to feel accepted and cared for in the classroom as well as develop a positive view of themselves and their families. ● Our program enrollment data shows that 19% of our students are English learners, 14% of our students receive special education services, and 22% of our students are gifted learners. 	<ul style="list-style-type: none"> ● Staff will receive training to better support the needs of our students who received special education services, our English language learners, and our gifted students. ● Staff will engage in ongoing cultural competency training through faculty meetings and digital learning days. ● Cultural holidays will be recognized throughout the school year through our Advisement program and student clubs. 	<ul style="list-style-type: none"> ● Cultural Proficiency - Staff Survey <ul style="list-style-type: none"> ○ Percent of staff responding positively to: <i>We are provided training to meet the needs of a diverse student population in our school.</i> <ul style="list-style-type: none"> ■ Baseline - 86% ■ Target - 87.4% ● Cultural Proficiency - Student Survey <ul style="list-style-type: none"> ○ Percent of students responding positively to: <i>I am comfortable interacting with people from a different racial or ethnic background.</i> <ul style="list-style-type: none"> ■ Baseline - 94% ■ Target - 94.6% ● Cultural Proficiency - Family Survey

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		<ul style="list-style-type: none"> All clubs, programs, and events will be welcoming and accessible by all students. 	<ul style="list-style-type: none"> Percent of families responding positively to: <i>This school has a welcoming environment that embraces the diversity of race, ethnicity, religion, gender, and sexual orientation.</i> <ul style="list-style-type: none"> Baseline - 85% Target - 86.5%
LSPI 90-Day Update		Data Update on Available Measures	
<p>Equity 2A: Multi-tiered system of supports</p>	<ul style="list-style-type: none"> We believe using academic screeners will help teachers more quickly and accurately identify and provide support to students who are at-risk of not meeting grade-level expectations and identify students who may need additional accelerations. We believe in taking a proactive approach to preventing negative behaviors by teaching and reinforcing positive behaviors. We believe that using individual educational plans and English language proficiency standards help teachers provide accommodations to help students reach high levels of achievement outlined for all students. 	<ul style="list-style-type: none"> Use iReady screener to identify academic and non-academic strengths and needs of each and every student Build capacity to support and fully integrate high quality tier 1 instruction for students, including targeted small groups, ongoing formative assessments, and progress monitoring during weekly collaborative planning 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, and school counseling programs during weekly Jag time. Meet bimonthly for Kid Talks to analyze data, discuss tiered support, and create individualized plans of support for students (i.e. embed 	<ul style="list-style-type: none"> MTSS Screening - Academic <ul style="list-style-type: none"> Baseline - 0% Target - 95% participation MTSS Screening - Wellbeing <ul style="list-style-type: none"> Baseline - 0% Target - 95% participation PBIS Implementation <ul style="list-style-type: none"> Baseline - Operational Target - Operational Student Improvement - % Beginning of Milestones <ul style="list-style-type: none"> Percent of all Milestone tests in which students scored at Beginning level (student groups with 15 or less not shown) <ul style="list-style-type: none"> Asian - 5.7% Black - 18.3% Hispanic - 15.1% Multiracial - 20.8% White - 7.2% EL - 16.5% SWD - 46.8% Free Meals - 17.6% Baseline - 11.5% (all students) Target - 8.85% (all students)

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		supports for ELLs and students with disabilities into grade-level instructional materials with appropriate scaffolding.	
LSPI 90-Day Update			Data Update on Available Measures
Equity 2B: Opportunity and access	<ul style="list-style-type: none"> • We believe a gifted identification process will provide multiple opportunities for us to locate students who hide their talents and those who are achieving at a level below their capabilities. • We believe that restorative practices strengthen students' connections to both staff and other students and provide effective strategies to navigate conflict. • We believe that explicitly teaching and modeling appropriate behavior while focusing on positive connections and supports will contribute to a positive school climate. 	<ul style="list-style-type: none"> • Using iReady academic screener data, any student scoring 90th percentile or higher on one/both tests, will be automatically offered the opportunity to be tested for eligibility for gifted services. • We will implement evidence-based strategies (e.g., restorative practices and PBIS) to minimize unwanted student behaviors and maximize student participation in daily instruction. • PBIS Team and Student Influencers will create monthly newsletters highlighting discipline data and effective teacher interventions for behaviors. 	<ul style="list-style-type: none"> • Gifted & Talented Representation <ul style="list-style-type: none"> ○ Baseline - 22% ○ Target - 29.8% • Discipline Disproportionality <ul style="list-style-type: none"> ○ Number of all student groups that are overrepresented in ISS/OSS based on the Discipline Disproportionality Index. ○ Overrepresented by student group (disproportionality index over 1.2)
LSPI 90-Day Update			Data Update on Available Measures

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<p>Effectiveness 3B: Talent management</p>	<ul style="list-style-type: none"> • We believe that teacher leadership is an important element in spreading and strengthening school reform and improvement. • We believe in retaining experienced teachers who are familiar with the needs of our school and students and know how to meet those needs. 	<ul style="list-style-type: none"> • We will identify model teachers and give them opportunities to lead their peers. • We will support new teachers with a robust new teacher orientation, monthly Y'all Come Sessions, and by assigning them an instructional mentor. • We will use a teacher leader interest form to determine who has aspirations for leadership, where they fall currently on the teacher leader pipeline, and determine individual and overall strengths and areas for growth. • The AI Instructional Specialist will target teacher leaders on each curriculum team to lead in embedding the AI framework in lesson plans. 	<ul style="list-style-type: none"> • Teacher Leadership Pipeline Participation <ul style="list-style-type: none"> ○ # of teachers who identify as wanting to serve as a teacher leader. <ul style="list-style-type: none"> ■ Baseline - 0 ■ Target - 10 teachers • Teacher Retention - Early Career <ul style="list-style-type: none"> ○ Retention rate of certified staff with 0-5 years of experience <ul style="list-style-type: none"> ■ Target - 90% • Teacher Retention - Experienced <ul style="list-style-type: none"> ○ Retention rate of certified staff with 6+ years of experience. <ul style="list-style-type: none"> ■ Target - 90%
<p>LSPI 90-Day Update</p>		<p>Data Update on Available Measures</p>	
<p>Excellence 4C: World-class communications and engagement</p>	<ul style="list-style-type: none"> • We believe that family and staff feedback improves school practices. • We believe that feedback/input from families and staff helps us learn more about ways to support all families' backgrounds and cultures to ensure each and 	<ul style="list-style-type: none"> • We will increase participation in the Educational Effectiveness (EES) Survey. • We will use EES results to ensure school decisions are informed by student, staff, and family feedback. • Each homeroom will select a student to serve on the 	<ul style="list-style-type: none"> • Family Survey Participation <ul style="list-style-type: none"> ○ Baseline - 11% completion rate ○ Target - 20% completion rate

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	every student excels at high academic levels.	Principal Student Advisory Council. <ul style="list-style-type: none">• We will strategically use social media and digital communication (monthly newsletter) to celebrate and highlight the successes of our school community and cluster.	
LSPI 90-Day Update			Data Update on Available Measures