

## 2022-2023 Local School Plan for Improvement (LSPI)

**School: Jordan Middle School      Principal: Melissa Miller**

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)
<b>Empathy 1B:</b> Staff and student wellbeing	Jordan Middle is committed to promoting student and staff wellbeing through prioritizing self-care, physical and mental health, and social emotional learning.	<ol style="list-style-type: none"> <li>1. Wellness opportunities will be created where teachers can find time and ways to relax and unwind.</li> <li>2. Numerous opportunities for appreciation of Teachers will be provided on a monthly basis.</li> <li>3. SEL lessons will be taught to ensure students have the social</li> </ol>	Staff Support -Staff Survey EES questions  <ol style="list-style-type: none"> <li>1. When there is a problem in my school, we talk about how to solve it Baseline: 66%      Target: 67%</li> <li>2. My principal/administrator cares about me as a person Baseline: 87%      Target: 89%</li> </ol>

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		<p>and emotional support they need. The lessons will increase self-awareness, self-control, and interpersonal skills.</p> <p>4. Weekly Advisement lessons will be provided for students that discuss social and emotional issues.</p> <p>5. Weekly recognition and appreciation of students for grades and behavior will be provided: Student of the Week, grade level appreciations, and PBIS turn-ins.</p> <p>6. Students who have chronic absenteeism will be monitored by counselors and rewarded for consistent attendance.</p>	<p>3. My principal facilitates systems/processes to support school improvement Baseline: 94%      Target: 96%</p> <p>4. Support from my principal/supervisor leads to progress on instructional improvement (or professional growth) Baseline: 80%      Target: 82%</p> <p>Student Absenteeism: Improve the number of days students are present at school</p> <p>Average Days Absent: 1/21 Average Days Present: 20/21</p>
<b>LSPI 90-Day Update</b>			<b>Data Update on Available Measures</b>
<ul style="list-style-type: none"> <li>● Teachers and clerks were trained in de-escalation techniques.</li> </ul>			No data is available at this time.

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- While Restorative Practices have been suspended for now, we are still using the Train the Trainer Model as we have teachers already trained by the Georgia Conflict Center to support teachers in using Restorative Practices. The focus will be to continue the training of staff through the county provided workshops.
- Teachers are appreciated by peers and administrators through intentional celebrations of goals met and personal professionalism.
- Students use UKnighted Time (flex time) after lunch to engage with their peers and provide social interactions outside the classroom environment.
- Teachers are given monthly recognitions and appreciations for the work they do.
- Teachers are continually allowed opportunities to provide feedback for the improvement of the school's process and procedures.
- Teachers continue to use the wellness room for support and relaxation as needed.
- Teachers receive opportunities to engage in self-care during school hours such as Canvas and Cider, 12 days of Winter, and Donut forget.
- Offer numerous surveys for teachers to express how they would like to be appreciated.
- Mentor program with adults and students. A caring adult in the building for every student.

### Areas for growth

- Create more opportunities for teachers to visit the Wellness Room.
- Provide more opportunities for teachers to give input on what they would like for self-care and wellness. Opportunities will be created from surveys pulled.
- Create more physical activities for teachers to be involved in, such as teacher walks or afterschool zumba.

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<p><b>Equity 2A:</b> Multi-tiered system of supports</p>	<p>To ensure we are leading with excellence and considering each and every student, Jordan Middle will implement a comprehensive framework to fully operationalize a multi-tiered system of supports to address academic and non-academic student needs and remove barriers to success.</p>	<ol style="list-style-type: none"> <li>1. Provide MTSS data meetings to support all student needs.</li> <li>2. Create and formalize an RTI process to include Progress Monitoring and improve the fidelity of implementation through universal screener and high quality instruction.</li> <li>3. Create PBIS programs that include academic and non-academic incentives for students and teachers.</li> <li>4. Counselors provide attendance support where students struggle.</li> <li>5. Counselors create safety plans to ensure teachers are aware of student needs</li> <li>6. Provide monthly Kid Talks to ensure student academic needs are met for each and every child.</li> <li>7. Add a MTSS support teacher and 2 remediation teachers to Connections to support</li> </ol>	<p>PBIS Implementation Status</p> <ul style="list-style-type: none"> <li>● Baseline Spring 2022 - Emerging</li> <li>● Target Spring 2023 - Operational</li> </ul> <p>% Reading Below Grade Level on Milestones</p> <ul style="list-style-type: none"> <li>● 6th grade - Baseline 55%    Target 53%</li> <li>● 7th grade - Baseline 33%    Target 31%</li> <li>● 8th grade - Baseline 48%    Target 46%</li> </ul> <p>% of Students scoring in the Beginning Level on Milestones in ELA</p> <ul style="list-style-type: none"> <li>● 6th grade - Baseline 35%    Target 33%</li> <li>● 7th grade - Baseline 28%    Target 26%</li> <li>● 8th grade - Baseline 23%    Target 21%</li> </ul> <p>% of Students scoring in the Beginning Level on Milestones in Math</p> <ul style="list-style-type: none"> <li>● 6th grade - Baseline 41%    Target 39%</li> <li>● 7th grade - Baseline 21%    Target 19%</li> <li>● 8th grade - Baseline 39%    Target 37%</li> </ul> <p>% English Learners progress toward English proficiency</p> <p>No positive movement -</p> <ul style="list-style-type: none"> <li>● Baseline-60%    Target- 58%</li> </ul> <p>Moved less than one band -</p> <ul style="list-style-type: none"> <li>● Baseline-%11    Target- 13%</li> </ul> <p>Moved one band -</p> <ul style="list-style-type: none"> <li>● Baseline -14%    Target- 16%</li> </ul> <p>Moved more than one band</p>
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		<p>the bottom 10% of students; one LA and one MA teacher.</p> <p>8. Castle Time to include small group intervention support.</p> <p>9. Hire a PIC who can work closely with parents, students, and community. A person who understands teaching and learning at a higher level, and can build relationships with the parents and community to encourage a strong “school to home” relationship.</p> <p>10. Counselors provide individual academic planning for students failing one or more core classes in the form of the Black Knight Battle Plan Academic Conferences.</p> <p>11. MTSS support - Conduct ELTs to support student growth to</p>	<ul style="list-style-type: none"> <li>● Baseline- 15% Target- 17%</li> </ul> <p><u>Student Wellbeing Survey:</u> 90% of students will be universally screened in wellbeing</p> <p><u>Student Academic Survey:</u> Target: 90% of students will be universally screened in Math and Language arts. Mid: 96% of students were universally screen in Math and Language arts</p>
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		expected levels of proficiency	
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- LSPI 90-Day Update**
- MTSS team meets weekly with teams of teachers to engage in Kid Talks and determine which students are struggling and which supports would be most beneficial.
  - MobyMax is being used during Castle Time to determine student growth over time. The results are timely for teachers and used to direct small group instruction to meet individual student needs.
  - Teachers are engaged in professional development using the book, FOCUS by Michael Schmoker. Teachers completed the PD using the book, Top 20 Teachers during the first semester to set the stage for the culture of the school. FOCUS will now set the stage for instructional expectations.
  - Students have been introduced and use the Virtual Wellness Room provided by the county.
  - We have one side of Connections for Tier 3 LA interventions, and one side of Connections for Tier 3 MA interventions
  - Teachers are specially trained to provide Tier 2 Interventions in MA and LA during CastleTime. Students are scheduled for this class based on individualized needs.
  - MTSS Coordinator keeps data on all students to determine individual supports and works with teachers and parents to ensure everyone agrees on the supports needed.
  - Counselors are having one-on-one conversations with students about future aspirations.
  - PBIS provides students with numerous opportunities to celebrate their successes.

**Data Update on Available Measures**

### Semester I Performance



Grade	Jordan	GCPS
6TH LA	46	52
7TH LA	56	61
8TH LA	62	66

### Areas we grew



Grade	2021-22	2022-23
6TH	38	42
7TH	34	66
8TH	34	77

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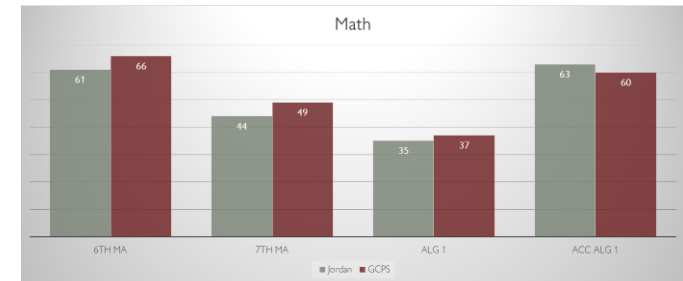
**Principal: Melissa Miller**

- Counselors provide attendance support on a daily basis. We provide a check in/check out process where students receive incentives for success.
- We provide a PEACE room for re-entry meetings, restorative meetings, and opportunities for students to calm down when feelings inhibit their ability to focus in class.
- CastleTime is used for remediation and support based on teacher recommendations and Universal Screener results.
- PIC works closely with parents and the community. We have parent volunteers, food bank giveaways, and training for parents who need home support with students.

## Areas for growth

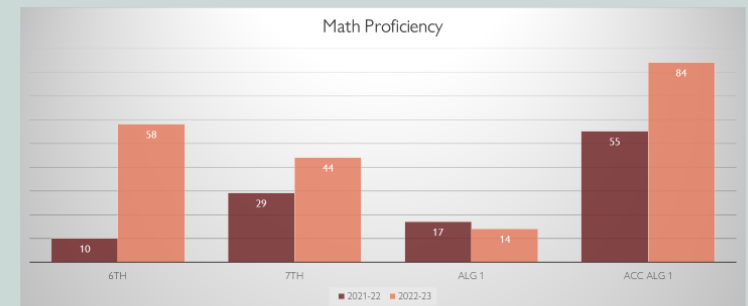
- Provide more opportunities for classroom management training for new teachers and teachers that need refreshers.
- Provide more support for teachers on using intervention strategies.
- Monitor teachers more during CastleTime to ensure teachers are implementing quality intervention.

## Semester I Performance



8

## Areas we grew



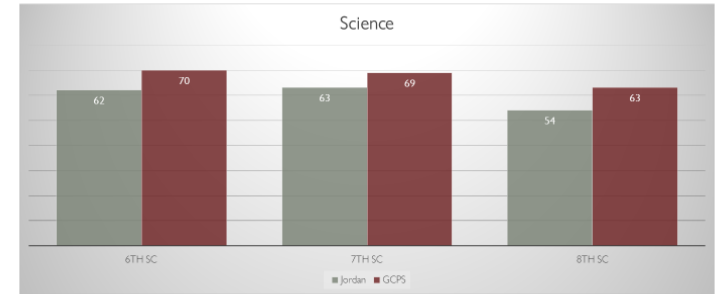
Presentation title

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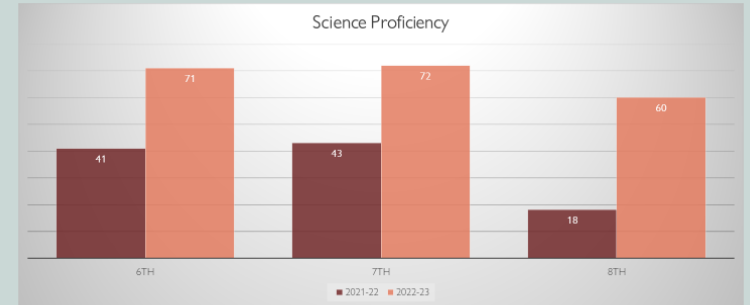
Principal: Melissa Miller

## Semester I Performance



Presentation title

## Areas we grew



Presentation title



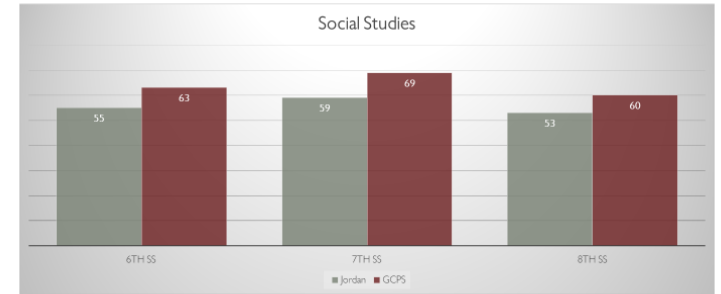
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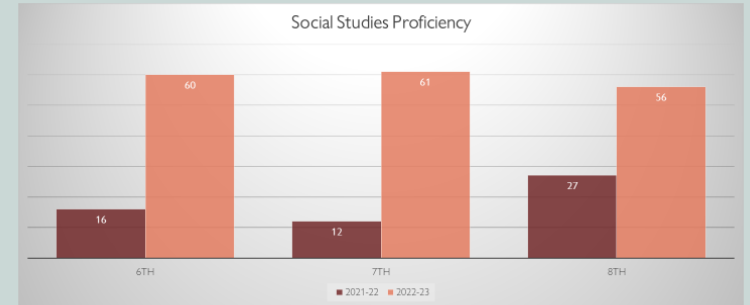


## Semester I Performance



Presentation title

## Areas we grew



Presentation title

**Equity 2B:**  
Opportunity and access

As a school, we will work to ensure each and every student has

1. Provide high quality curriculum using culturally relevant resources from the county.

1. EES - Collaboration and Communication  
Baseline 78% Target 80%

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	<p>the opportunities to engage in and access high-quality, rigorous, and culturally relevant curriculum, advanced coursework and enrichment activities (e.g., the arts, gifted, STEM).</p>	<ol style="list-style-type: none"> <li>2. Provide collaborative spaces and professional development so teachers can create engaging instruction</li> <li>3. Hire experienced teachers to support new teacher instructional processes.</li> <li>4. Ensure quality instruction through collaborative curriculum planning that is aligned to AKS/ALDS at the distinguished level.</li> <li>5. Provide planning time that is structured and lessons are aligned with specific and timely feedback from administrators.</li> <li>6. Continued focus on small group instruction.</li> <li>7. Weekly walkthroughs by administrators</li> <li>8. 1:1 devices provided to students.</li> <li>9. Implementation of Jordan Instructional Framework</li> </ol>	<ol style="list-style-type: none"> <li>2. EES- Monitoring Teaching and Learning Baseline 78% Target 80%</li> <li>3. EES - Focused Professional Development Baseline 74% Target 76%</li> </ol> <p>Increase the number of student racial/ethnic groups that are underrepresented in Gifted/Talented services based on the Gifted/Talented Disproportionality Index</p> <ul style="list-style-type: none"> <li>• Student Racial/Ethnic Groups: White, Black, Hispanic, Asian, American Indian, Multiracial</li> </ul> <p>Reduce the number of student groups that are overrepresented in ISS/OSS based on the Discipline Disproportionality Index</p> <ul style="list-style-type: none"> <li>• Student Groups: White, Black, Hispanic, Asian, American Indian, Multiracial, EL, SWD, ED (Free or Reduced Meals)</li> </ul>
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		<p>10. Increase number of Gifted and, ESOL teachers.</p> <p>11. Access to instructional materials that allow students to be successful in all subject areas</p>	
<p><b>LSPI 90-Day Update</b></p> <ul style="list-style-type: none"> <li>● All students have been identified and scheduled for intervention classes as needed.</li> <li>● The use of MobyMax and Tier 2/Tier 3 level instruction by trained teachers</li> <li>● APs provide walkthroughs with feedback.</li> <li>● More teachers are using small group instruction</li> <li>● Maintaining 1:1 devices for students</li> <li>● Teachers provide zoom links for students who receive suspensions ISS/OSS</li> <li>● We are moving more students into Accelerated Algebra.</li> </ul> <p>Areas for growth</p> <ul style="list-style-type: none"> <li>● Encourage more teachers to enter behaviors in MTSS.</li> <li>● Continue to express expectations that all teachers use MobyMax</li> <li>● Improve AP weekly walkthroughs</li> <li>● Increase number of teachers with ESOL/GIFTED certifications</li> </ul>		<p><b>Data Update on Available Measures</b></p> <p><u>Universal Screener Data</u></p> <p><u>Reading - Pre-assessment</u>            41% below by 3 or more grade levels            44% on grade level or above</p> <p><u>Reading Mid-assessment</u>            38% below by 3 or more grade levels            52% on grade level or above</p> <p><u>Math- Pre-assessment</u>            43% below by 3 or more grade levels            46% on grade level or above</p> <p><u>Math- Mid-assessment</u>            34% below by 3 or more grade levels            53% on grade level or above</p>	

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<p><b>Effectiveness 3B:</b> Talent management</p>	<p>At Jordan Middle School, we will lead with excellence by transforming human resources function into a strategic talent management organization that supports educators and staff to achieve district goals.</p>	<ol style="list-style-type: none"> <li>1. Mentor/Mentee program for new teachers.</li> <li>2. In house and district professional development</li> <li>3. Continue to hire staff that is diverse and reflects the student body.</li> <li>4. Continue relationship with GGC and keep the student teacher opportunities open.</li> <li>5. New Teacher Academy</li> <li>6. GGC association with pipeline opportunities.</li> <li>7. Diversified staff through hiring</li> </ol>	<ol style="list-style-type: none"> <li>1. ESS Staff- Support from my Principal/AP leads to progress on instructional improvement. Baseline 80% Target 82%</li> <li>2. EES Staff - Clear and Shared Focus Baseline 84% Target 86%</li> </ol>
<p><b>LSPI 90-Day Update</b></p> <ul style="list-style-type: none"> <li>● GGC relationship continues with student teachers</li> <li>● GGC supports reading initiatives through their reading endorsement class.</li> <li>● Classroom Management is improving through use of County Behavior Coach</li> <li>● Clerks are trained to support behaviors when teachers need additional support</li> <li>● Professional Development through 2 book studies has improved the climate and culture of the school.</li> </ul>		<p><b>Data Update on Available Measures</b></p> <p style="text-align: center;">No data is available at this time.</p>	

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<ul style="list-style-type: none"> <li>● Tier 3 behavior students are meeting with School Support Specialist individually and with parents and teachers to encourage improved behaviors.</li> </ul> <p>Areas for growth</p> <ul style="list-style-type: none"> <li>● New Teachers need more mentorship from teacher leadership.</li> <li>● Continue to hire teachers who are highly qualified and reflective of our student body.</li> </ul>			
<p><b>Excellence 4A:</b> Preferred education destination</p>	<p>At Jordan Middle School, we will be the first choice of students and families for excellent schools and the employer of choice for educators and staff to fulfill their careers.</p>	<ol style="list-style-type: none"> <li>1. Offer National Junior Honor Society and Junior Beta Club for students who perform at high levels.</li> <li>2. Provide Knights Connect where we ensure all students have a relationship with a caring adult in the building.</li> <li>3. Building relationships with businesses and the faith-based community to ensure our relationship is one that has a strong connection between the school and home.</li> </ol>	<p>Percent of families responding positively to the following family satisfaction <b>EES Family Survey</b> items (weighted average):</p> <p>(1) The principal of this school is committed to quality education Baseline 88%      Target 89%</p> <p>(2) I believe adults in this school care about my student Baseline 81%      Target 83%</p> <p>(3) Parents/families and employees at this school talk respectfully with one another Baseline: 89%      Target: 91%</p> <p>(4) This school is doing a good job of preparing</p>

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		<ol style="list-style-type: none"> <li>4. Improve student choice and variety of connections classes and extracurricular involvement throughout the year.</li> <li>5. Work on creating a PTA or PTO for our school to engage the community with the school.</li> <li>6. Build the capacity of parents to support student growth</li> </ol>	<p style="text-align: center;">my student for a successful future Baseline: 81%    Target: 83%</p>
<p><b>LSPI 90-Day Update</b></p> <ul style="list-style-type: none"> <li>● NJHS will begin initiating students in February</li> <li>● PIC has provided numerous opportunities for parents to be involved in the school. Several have been very helpful in supporting different school initiatives.</li> <li>● Faith based members and business partners are actively involved in our school and providing donations. Several are members of our local school council.</li> <li>● We added a Spanish class and Music Tech class this year to provide students with more choice in Connections.</li> <li>● PIC has several evening training sessions for parents and teachers to talk about academics and how we can bridge the gaps and work together. Parents learn how to support their child’s academic and social emotional growth.</li> <li>● Career Day will be used to provide students with opportunities to see various college and career opportunities.</li> </ul>			<p><b>Data Update on Available Measures</b></p> <p style="text-align: center;">No data is available at this time.</p>

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- Increase in parents involved in the school. (Pies with Principal, Social Media Training, Discipline Training, ACCESS parent meeting)

### Areas of growth

- Spend more time monitoring Knights Connect to ensure teachers are meeting with students and building relationships.
- Still working to find someone willing to lead a PTO/PTA. We have parents involved, so in time I believe we will be able to secure a strong volunteer.

<ul style="list-style-type: none"><li>● Increase in parents involved in the school. (Pies with Principal, Social Media Training, Discipline Training, ACCESS parent meeting)</li></ul> <p>Areas of growth</p> <ul style="list-style-type: none"><li>● Spend more time monitoring Knights Connect to ensure teachers are meeting with students and building relationships.</li><li>● Still working to find someone willing to lead a PTO/PTA. We have parents involved, so in time I believe we will be able to secure a strong volunteer.</li></ul>	