**SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE**

<table>
<thead>
<tr>
<th>School Name: Jenkins Elementary</th>
<th>District Name: Gwinnett County</th>
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</thead>
<tbody>
<tr>
<td>Principal Name: Dr. Dot Schoeller</td>
<td>School Year: 2013 – 2014</td>
</tr>
<tr>
<td>School Mailing Address: 12 Village Way Lawrenceville, GA 30046</td>
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<td>Telephone: 678-407-8900</td>
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<tr>
<td>District Title I Director: Lynn Howard</td>
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<tr>
<td>District Title I Director Mailing Address: 437 Old Peachtree Road; Suwanee, GA 30024</td>
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<tr>
<td>Email Address: <a href="mailto:lynn_howard@gwinnett.k12.ga.us">lynn_howard@gwinnett.k12.ga.us</a></td>
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<tr>
<td>Telephone: 678.301.7060</td>
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</tbody>
</table>

**ESEA WAIVER ACCOUNTABILITY STATUS**

(Check all boxes that apply and provide additional information if requested.)

<table>
<thead>
<tr>
<th>Priority School</th>
<th>Focus School</th>
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<tbody>
<tr>
<td>Title I Alert School</td>
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<table>
<thead>
<tr>
<th>Subject Alert</th>
<th>List Subject(s)</th>
<th>Sub-Group Alert</th>
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<tr>
<td>Graduation Alert</td>
<td>List Subgroup(s)</td>
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Principal’s Signature: 
Date: 

Title I Director’s Signature: 
Date: 

Superintendent’s Signature: 
Date: 

Revision Date: 9/3/13 | Revision Date: | Revision Date: |
Schoolwide/School Improvement Plan (SWP/SIP) Template Instructions

Notes:

- Elementary and Secondary Education Act of 1965 (ESEA) Section 1114 (b) (1) requires a Title I schoolwide program plan to contain the ten components listed on this template as well as related measurable goals and strategies for implementation. The asterisk (*) denotes required components as set forth in section 1114 of ESEA.

- While there are eighteen components, all ten required components of a Title I Schoolwide Program Plan (marked in this template with an asterisk) **must** be addressed. Response starters are provided in this template to guide the planning team/committee in the process of completing the schoolwide section of the plan.

- Complete the schoolwide plan (SWP) and school improvement plan (SIP) checklists. All components/elements marked as not met need additional development.

- Please list your planning committee members on the next page along with signatures of participating team members. This team must include stakeholder involvement (parents of Title I students, community representatives, teachers, administrators, etc.). **Note:** The planning team **must** involve parents in the planning process. See section 1114 (b)(2)(B)(ii) Plan Development which states: The comprehensive plan shall be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school.

- Attach the SIP as an addendum to the template. See the Georgia Department of Education School Improvement Fieldbook for guidance and instructions on completing a school improvement plan [http://www.doe.k12.ga.us/School-Improvement/School-Improvement-Services/Documents/School%20Improvement%20Fieldbook%202012-2013.pdf](http://www.doe.k12.ga.us/School-Improvement/School-Improvement-Services/Documents/School%20Improvement%20Fieldbook%202012-2013.pdf).
Title I Schoolwide/School Improvement Plan

Planning Committee Members:

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<th>NAME</th>
<th>MEMBER’S SIGNATURE</th>
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SWP Components

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

Response:

A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved included all stakeholders, parents, administrators and staff. The ways they were involved were collaboratively analyzing all of the current and historical data for Jenkins. We involved stakeholders in the development of the school-wide plan by seeking verbal feedback, collecting parent surveys, and engaging them in a variety of planning meeting sessions. We encourage participants to provide input at the planning meetings and through the document reviews, parent surveys, and email. We solicited input from our stakeholders on best ways to nurture, motivate, and increase student engagement in learning. We strive to instill and foster the passion in students to become life-long learners of world class knowledge. We have adopted a motto of “Creating the Path and Leading the Way”, which is reflective of Jenkins’ historical significance and its commitment to success.

Jenkins Elementary School strives to provide each student with an individual path to ensure a high quality education and leadership qualities that will carry each student as he/she ascertains individual achievement goals. Teachers and academic support staff utilize the Quality-Plus Teaching Strategies to instruct students on Academic Knowledge and Skills (AKS), which incorporate local, state, and national standards. It is important to the staff that we foster an environment where students can come together to develop a sense of community. Our focus for instruction is driven by data analysis of local, state, and national assessments that are administered at the beginning of school, at nine-week intervals, and continuously throughout the school year (mini-assessments, pre-tests, post-tests, interim assessments, reading assessments, etc.). By providing assistance with supplies, tutorial programs, and free workshops, Jenkins also addresses non-academic needs of individual students that may affect student achievement. These factors include parents working multiple jobs as well as families living below or near the poverty line. Included in this assessment is an overview of student achievement data, demographic data, and school demographics.

B. We have used the following instruments, procedures, or processes to obtain this information: CRCT data results for all academic areas, ITBS data results, CogAT data results, Parent Surveys, collaborative brainstorming activities within the local school as a strategy for Needs Assessment, Local School Counsel (LSC), and Title One Planning Meetings. State assessment information is shared with schools through My School and School Reports generated by GCPS. Administrators review the data and share results with grade level teachers.

C. We have taken into account the needs of migrant children by continuously monitoring the daily attendance of that student, participating in parent conferences to inform the student’s parent of the child’s progress and providing instructional support to the classroom teacher as needed for continued academic progress of the migrant student population. We will work closely with the Migrant Liaison in the Title I Office to ensure that needs of migrant students are met. Parents are able to receive contact information for the parent liaison from the Parent Center. We have made sure that the Migrant Education Progress Monitoring Reports are reviewed and completed.

* Required component of SWP as set forth in section 1114 of ESEA
*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

   Additionally, we make all attempts to make sure that student academic, behavior and social needs are being met.

D. We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example, we noticed that the trends demonstrate that we have a need to improve in the area of reading and our overall literacy (including writing) data. We have also reviewed data for writing, math, science, and social studies. Although our teachers work continuously to extend student learning in a way that each child gains a deeper understanding of the content, there continues to be additional room for growth in the area of literacy.

In an effort to assist students with establishing proficiency on or above grade level skills in writing, teachers will work vertically to ensure that all students are able to write across the curriculum. Teachers will work collaboratively to gain a deeper understanding of the writing process and how to students assess writing using the rubric. We will increase the reading and writing connection by ensuring students write across content areas. Students will better understand what they are reading if they make the connection between reading and writing. We will use Title I funds to support all of our literacy initiatives that will improve reading comprehension, fluency, vocabulary expansion, drawing conclusions, inferring and developing context clues strategies. Title I funds will be used to increase our fiction and non-fiction leveled book selections for our classrooms and book room. We will use Title I funds to integrate technology with literacy by purchasing Kindles, laptops, and additional technological websites and books for students to use to expand their learning. We will use Title I funds to have professional development classes for teachers to be able to learn how to use and implement all technology resources and to provide strategies for literacy achievement.

Our students are currently working diligently to rise to the academic challenge of all of the standards set by the state and of Gwinnett County Public Schools. We have carefully reviewed a variety of data sources to determine the needs of our school. Some of the data sources reviewed include academic and non-academic data such as attendance, discipline, updated demographic data, as well as, RBES goals, local assessments, standardized test scores, writing stages, literacy standards, AKS checklists, Progress Reports, EIP checklists and Parent, Student, and Teacher surveys. All of our students receive the benefit of small group instruction while participating in our full inclusion model. Ensuring that small group instruction takes place supports the rewards that come with daily differentiation of instruction.

E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards [the Common Core Georgia Performance Standards (CCGPS)] and the State student academic achievement standards including:

   ➢ Economically disadvantaged students who may experience lack of opportunities or exposure to a variety of outside learning opportunities
   ➢ Students from a variety of racial and ethnic groups who have diverse ways of acquiring new information
   ➢ Students with disabilities who have individualized educational plans to support the most appropriate instructional strategies to utilize and instructional modifications that is

* Required component of SWP as set forth in section 1114 of ESEA

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1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

   necessary to address their learning strengths and weaknesses
  ➢ Students with limited English proficiency sometimes require instructional modifications to effectively have access to the curriculum to gain understanding

F. The data has helped us reach conclusions regarding achievement or other related data.
  ➢ The major strengths we found in our program were computation in math.

This graph represents data for our local formative assessments for grades K-2 and CRCT Assessment Data for grades 3-5 in math for the Spring 2013 assessment period. We have 89% of our students in our K-2nd grade classes that are meeting or exceeding the standards in math. As a school we continue to tailor our instructional model and decision making strategies to explore more effective ways to meet the needs of the 11% of our students in our K-2 grades that continue to be at risk and are not meeting the standards in the content area of math.

We have 92% of our students in our 3-5th grade classes that are meeting or exceeding the standards in math. As a school we continue to tailor our instructional model and decision making strategies to explore more effective ways to meet the needs of the 8% of our students in our 3-5th grades that continue to be at risk and are not meeting the standards in the content area of math.
*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

This graph represents results for our local benchmark assessments in math for the Spring 2012 assessment period. We have 91% of our students in our K-2\textsuperscript{nd} grade classes that are meeting or exceeding the standards in math. As a school we continue to tailor our instructional model and decision making strategies to explore more effective ways to meet the needs of the 9% of our students in our K-2 grades that continue to be at risk and are not meeting the standards in the content area of math.

We have 90% of our students in our 3-5th grade classes that are meeting or exceeding the standards in math. As a school we continue to tailor our instructional model and decision making strategies to explore more effective ways to meet the needs of the 10% of our students in our 3-5th grades that continue to be at risk and are not meeting the standards in the content area of math.

As we triangulate the data and compare our local school benchmark results, our CRCT data currently and historically, and take a closer look at ITBS and CogAT scores, we are able to analyze and disaggregate specific learning styles, identify best instructional practices and develop lesson plans that will specifically target the needs of our students.

We will continue to implement our Math CQI model in the morning, promote full inclusion for our SPED and ESOL students, continue Everyday Math as an additional resource, integrate technology as needed to expand math concepts, teach the Daily Calendar created by Jenkins teachers, embed Depth of Knowledge (DOK) in all assessments, implement daily small group instruction and complete “Weekly Ticket Out the Door” assessments as we plan for the upcoming instructional weeks.

- The major needs we discovered were in all Literacy skills inclusive of Reading Comprehension Skills, Writing and Language Arts. **See data below.**
Improved literacy for all students continues to be one of our primary goals to achieve as a school. This graph represents results from local formative assessments (grades 1 & 2) and the CRCT in Reading (grades 3-5) of 88% of the students in the Meets or Exceeds category. The area most in need of Reading support is raising the achievement of 3rd graders. Our plan outlines ways to improve ELA scores for next year. Our area of success is the rising 2nd graders with 50% in the Level 3 category. Our goals are to continue to encourage those students in the Meets category, to strive for continued excellence.

In an effort to support the academic needs of our students, teachers will be emerged in weekly grade level collaborative planning meetings building accountability by focusing on running records, literacy response journal and writing sample. Teachers will be involved in continuous professional development through vertical literacy teams for reading, writing, language and vocabulary development. Assessment binders will be maintained by all teachers collecting data for all students. The data wall will be updated periodically throughout every nine week semester posting reading levels of all students at our school. Online data sheets will be monitored by the administrative team, continuous increasing our overall accountability measures for teachers and students. Expanded CQI block allocated for literacy. Each classroom has six Kindles inclusive of leveled text for increased reading comprehension and developing analytical processing skills. Continuous integration of technology and Depth of Knowledge (DOK) in all assessments.
*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

This graph represents results from local formative assessments (grades 1 & 2) and the CRCT (grades 3-5) in English Language Arts of 87% or more of the students perform in the Meets or Exceeds category in grades 1-5. The area most in need of ELA support is raising the achievement of our 1st and 3rd graders. Our plan outlines ways to improve ELA scores for next year. Our area of success is the rising 5th graders with 40% in the Level 3 category. Our goals are to continue to encourage those students in the Meets category, to strive for excellence and set personal goals to exceed.

Note: The 2012-2013 fifth graders have moved onto the middle school. The data below shows that there is still a need to focus on writing in all grade levels not just the fifth grade. There will be training across grade levels on the use of the State rubric to score writing. There will also be explicit expectation for the number of writing pieces to be graded per nine weeks in each grade level.
1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

Writing is another component of our instructional program. The State of Georgia assesses student writing at grades three and five. Grade three writing is a locally scored portfolio in which the students are graded on three types of writing: informational, persuasive, and narrative. Below are the scores for Georgia Grade 3 Writing Assessment.

**3rd Grade Informational Writing by %**

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<td>10</td>
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<tr>
<td>Meets</td>
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<tr>
<td>Exceeds</td>
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**3rd Grade Narrative Writing by %**

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<th></th>
<th>FY12</th>
<th>FY13</th>
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<tbody>
<tr>
<td>DNM</td>
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<td>10</td>
</tr>
<tr>
<td>Meets</td>
<td>65</td>
<td>10</td>
</tr>
<tr>
<td>Exceeds</td>
<td>26</td>
<td>10</td>
</tr>
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* Required component of SWP as set forth in section 1114 of ESEA
1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

### 3rd Grade Persuasive Writing by %

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<tr>
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<td>10</td>
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<tr>
<td>Meets</td>
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</tr>
<tr>
<td>Exceeds</td>
<td>42</td>
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The writing scores above show a weakness in all areas of writing in 3rd grade. Teachers will incorporate all types of writing into the daily lessons to ensure that students are becoming more developed and more comfortable writers. We will train teachers on the use of the rubric to score writing and spend staff development hours scoring papers together to build consistency. Students and parents will be provided with a copy and an explanation of the writing rubric to ensure that everyone is aware of the standards and expectations. Jenkins Literacy Coaches will conduct teacher workshops on best practices with conferring to assist with meeting individual student needs. Jenkins Coaches will also train teachers on the use of the rubric to score writing samples and develop skills to consistently score papers in alignment with the rubric.

The academic needs are in reading comprehension and writing and efforts to sustain growth in math and science will continue. In efforts to support continuous remediation and support in the areas of reading, at Jenkins Elementary, teachers are engaged in weekly grade level collaborative planning building accountability by bringing running records, response journals or writing samples, monthly vertical literacy professional learning, assessment binders for each teacher with archival student data listed and implementation/monitoring of a data wall.

* Required component of SWP as set forth in section 1114 of ESEA
1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

Our local school benchmark assessment science data supports that we have truly made some major gains with our Science instruction. Our 84% of our 3rd graders, 93% of our 4th graders and 88% of our 5th graders have meet and exceeded the science standards. Although we have had some wonderful triumphs, we continue to focus on improving the performance in Science for all students with an emphasis on ELL’s and SWD students. Teachers will utilize our science specialist as a resource to apply science concepts to hands on learning and experiments. Teachers will create common lessons and assessments to measure science progress.

Our CRCT historical data for science continue to support the trend that we have established as our Science instruction continues to improve. The CRCT data results for 2012 demonstrate that 83% of our...
*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

3rd graders, 94% of our 4th graders and 87% of our 5th graders have meet and exceeded the science standards. As you can see, our CRCT data and local school benchmark data correlates strongly with one another, creating high levels of reliability for our reasoning for the direction we are headed with our science plan of action. We continue to focus on improving the performance in Science for all students with an emphasis on ELL’s and SWD students. Teachers will utilize our science specialist as a resource to apply science concepts to hands on learning and experiments. Teachers will create common lessons and assessments to measure science progress. We will institute “Science Fridays” for all grades to ensure that students are receiving hands on application and experience with science concepts. We will encourage continuous vertical teaming and instructional planning to increase the level of questioning vocabulary development and scientific problem solving ability of our students.

➢ The specific academic needs of those students that are to be addressed in the school-wide program plan will be a targeted focused on vocabulary development for all students, improving reading comprehension skills, expanding reasoning skills, drawing conclusions, inferring, analyzing informational text and writing in a variety of genres such as Informational, Persuasive and Narrative writing across the curriculum.

➢ The rootcause/s that we discovered for each of the needs are centered around limited increase in data that we have analyzed over a period of time. We found that our reading data was not in complete alignment with our student’s potential and ability. As a result, we determined that one of the major rootcauses is centered on the fact that we spent a limited amount of time in teaching reading cross all grade levels. We also realize that additional time would be needed in the area of staff development in efforts to expand our teachers’ skill level on effectively teaching reading and the additional components of literacy. We set the goal to increase our time spent in CQI (Continuous Quality Instruction) focusing on Literacy and Writing and the need to vertically align all grade levels in a way to increase the instructional dialogue focusing on effective ways to increase student achievement.

G. The measurable goals/benchmarks we have established to address the needs are in reading, writing and language arts data across all grade levels. We will use the data collected from local benchmark assessments, local weekly Tickets out the Door assessments, writing samples that will be analyzed and scored twice per quarter, ITBS data, CogAT data, GCPS Interim Assessment data, CRCT scores, and informal assessments developed by teachers and grade levels.

According to the 2012-2013 data Jenkins Elementary has recognized a need for improvement in the areas of reading, writing, math, and science.

**Jenkins Elementary goals for the 2013-2014 school years are the following:**

Goal 1: Students will increase student achievement in reading and language arts.
Goal 2: Students will increase student achievement in mathematics.
Goal 3: Students will increase student achievement in science.
Goal 4: Students will increase student achievement in writing.

After the completion of a comprehensive needs assessment, it has been determined that Jenkins ES will use Title I funds to fund an additional teachers in kindergarten, second, third and fourth grades. In grades K and 2 this will support the emerging stages of learning for the ESOL students and those who have weak readiness skills. In all four instances, this will allow us to reduce class size and provide greater

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individualized interventions to students. Title I funds will be used to fund the position of a Parent Instructional Support Coordinator (PISC). The PISC will provide training for parents so they may support their children academically.

Title I funds will also be used to fund the position of clerical support overtime for Title I tasks. The clerical support will plan/review/complete budget narratives, budget approval processes, balance budget, miscellaneous payroll for professional development, ordering Title I supplies, working with PISC on schoolwide events and parental involvement meetings.

*2. Schoolwide reform strategies that are scientifically-researched based.

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance.

Response:

The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State’s academic content and student academic achievement standard are as follows:

Jenkins Elementary will implement the Quality-Plus Teaching Strategies in order to successfully teach the Academic Knowledge and Skills (AKS) and the Georgia Performance Standards (GPS). The Gwinnett County researched based Quality-Plus Teaching Strategies are:

- Assessment
- Non-verbal representation
- Modeling and practice
- Vocabulary
- Summarizing
- Collaborative learning opportunities
- Literacy
- Goal-setting
- Problem solving
- Questioning/cuing
- Background knowledge
- Comparing and contrasting
- Technology

In addition to the Quality-Plus Teaching Strategies, Jenkins Elementary School will implement the following instructional best practices. Teachers will collaborate to analyze results from the CRCT, Interim results and classroom assessments to identify students’ strengths and weaknesses. The instructional coaches serve as resources to support teachers. Instructional coaches will provide teachers with staff development opportunities, classroom modeling, and specific strategies to use with students.

* Required component of SWP as set forth in section 1114 of ESEA
2. Schoolwide reform strategies that are scientifically-researched based.

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance.

students in their classrooms.

The fourth grade students who have not met CRCT requirements for promotion will be placed in the Transition Program to allow them the opportunity to be exposed to fourth and fifth grade curriculum. The Transition program will provide in-school intervention for eligible students in specific fourth and fifth grade content areas. Our gifted students will have the opportunity to have enriched curriculum through our FOCUS Program. The gifted teachers will also work with classroom teachers to ensure that instruction is differentiated and implemented in order to challenge our gifted students.

The Early Intervention Program (EIP) will provide at-risk students additional support in reading and math. Special Education students will receive instruction with Special Education teachers in a co-teaching setting or a self-contained setting. Special education students and English Language Learners are given additional time in our Intervention Lab to review and preview content area skills. Highly-qualified teachers will provide extended learning opportunities, through before and after school tutorials for at-risk students. All teachers will have conferences with their students to provide feedback on their current performance level based on county and school wide assessments.

Technology such as student response systems, iPads, Kindles, laptops and interactive white boards will be used to facilitate student learning. Our Media Specialist will provide students with learning opportunities such as; research methods, reliable resources, Web Quest, and media catalog. The Local School Technology Coordinator (LSTC) will facilitate lessons on Excel, PowerPoint, Word, and Publisher. Science, math, music, art, and health / physical education specials are provided to all students as additional exposure to grade level content.

A comprehensive list of strategies follows:
1. Use Quality-Plus Teaching Strategies to teach the AKS and the Common Core State Standards
2. Lower class sizes
3. Training for parents through the PISC
4. Adhere to the Instructional Calendars to ensure that all students are being taught the AKS in an effective and timely manner.
5. Integrate the use of technology into the curriculum via interactive classroom lessons (Smartboards, kindles, iPads, laptops and technology based lessons.)
6. Use computer based instruction as effective tools to extend learning opportunities for students (Education City, Math eSuite, BrainPop, Learning A-Z/RAZ kids, Kindle eBooks & Study Island)
7. Design CQI instructional segments to target areas of weakness for students who are not demonstrating proficiency on state and/or local assessments
8. Develop and implement modification plans for effective instructional strategies to use with limited English proficiency students, as well as Test Participation Plans that list appropriate testing accommodations for these students to promote success on local and standardized assessments.
9. Develop and Implement Individualized Education Plans (IEP) for Special Education students to ensure that effective instructional strategies are implemented and appropriate testing accommodations are provided based on the students' needs.
10. Provide additional instructional support to students who are not proficient in Reading and/or Math through the EIP (Early Intervention Program)
11. Extend the Summer School (Extended Learning Time) offered for promotion purposes by the county

* Required component of SWP as set forth in section 1114 of ESEA

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2. Schoolwide reform strategies that are scientifically-researched based.

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance.

2(b). Are based upon effective means of raising student achievement.

Response: Following are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies:

**Everyday Mathematics (2003).**
Everyday Math is a comprehensive Pre-K through 6th grade mathematics curriculum developed by the University of Chicago School Mathematics Project. It is distinguished by its focus on real-life problem solving, balance between whole-class and self-directed learning, emphasis on communication, facilitation of school-family cooperation, and appropriate use of technology. Underlying the EM curriculum are six strands of knowledge: Algebra; Data and Chance; Geometry; Measurement; Numeral and Order; Patterns, Functions, and Sequences; Operations; and Reference Frames. At each grade level, learning targets are identified for each of the six strands.

**Leveled Literacy Intervention (Heineman Kits) is a program written and developed by Irene Fountas & Gay Su Pinnell (2009).**
This intervention program is modeled after Reading Recovery and is designed to prevent reading difficulties rather than correct long-term failure. LLI (Leveled Literacy Intervention) is designed to supplement, not substitute for, the small group instruction that children receive in the classroom. Lessons are provided daily to small groups of 3 to 4 children on similar reading levels. This short-term intervention (maximum of 120 lessons) is designed to bring children to grade level reading and writing performance. One of the strengths of this program is the imbedded professional learning component that equips teachers to better meet the reading needs of all students.

**Rigby PM Plus (Houghton Mifflin Harcourt)**
This intervention program is designed to prevent reading difficulties rather than correct long-term failure. Rigby kits are designed to supplement, not substitute for, the small group instruction that children receive in the classroom. Lessons are provided daily to small groups of 3 to 4 children on similar reading levels. This short-term intervention (maximum of 120 lessons) is designed to bring children to grade level reading and writing performance. One of the strengths of this program is the imbedded professional learning component that equips teachers to better meet the reading needs of all students.

**Units of Study for Primary Writing (Calkins & Oxenhorn (2003) and Units of Study for Teaching Writing 3-6 (Calkins & Oxenhorn (2006)**
These professional texts provide a structure for and lesson sequence for implementing the writing workshop. Additionally, these resources provide professional development video clips and professional readings.

**6+1 Traits of Writing (Culham, 2005)** - This book allows teachers to incorporate the use of mentor texts during writing instruction.

* Required component of SWP as set forth in section 1114 of ESEA
Personnel to lower class size and intervention for at risk students

2(c). Use effective instructional methods that increase the quality and amount of learning time.

Response: We will increase the amount and quality of learning time by providing instructional coaching support directly within the classroom setting, by providing CQI segments at the beginning of our school day, extending the learning time by providing a learning focused breakfast segment, offering summer school for students who do not successfully meet the standards after the administering of the CRCT and block scheduling.

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

Response: Jenkins Elementary School addresses the needs of all students by focusing on teaching and learning. Targeted populations such as ESOL students and Students with Disabilities are well supported through our co-teaching model. Students in these subgroups are taught by highly-qualified teachers and are held to the same high expectations as our regular student population. General education teachers work collaboratively with special education teachers to disaggregate the data of CRCT scores, Interim assessments, and ESOL ACCESS testing to determine if an achievement gap exists. If a gap exists, teachers work together by using the research-based instructional strategies of Marzano, Pickering, and Pollock (2001) described in the book, Classroom Instruction that Works along with the Gwinnett County’s Quality-Plus Teaching Strategies.

Special Education students have Individualized Education Plans (IEP) that correlate to their grade level curriculum. Student level is also a consideration when writing their IEPs. ESOL students also have modification plans that allow the students to learn grade level content while learning English. ESOL and Special Education teachers work collaboratively with general education teachers to support the students and provide differentiated instruction. These students are also supported through additional time on the computer-based programs. Our goals are to continue to encourage those students in the Meets category to strive for excellence and to support those at risk of not meeting so that they meet the standards.

2(e). Must include documentation to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the schoolwide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the state academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring finding for Georgia.

- Response: Title I funds will be used for in house field trips at Jenkins Elementary. Educational experiences in addition to the structured classroom environment are a critical tool by creating a powerful and memorable learning experience which can be recalled and relived throughout our lives.

3. Instruction by highly qualified professional staff.

Response: Jenkins Elementary School is a great place to work. We currently have 10% of our teaching staff that has a Bachelor’s Degree, 45% of our teaching staff has a Master’s Degree, 15% of our staff has a Specialist Degree and 3% of our staff members has a Doctorate Degree. Administrators participate in
3. Instruction by highly qualified professional staff.

District-sponsored job fairs. To retain high quality, highly-qualified teachers, Jenkins Elementary School offers a mentor-mentee program to assist new staff as they transition to our school. Staff development is provided to help new staff members implement Quality-Plus teaching. Because we have a high percentage of students who qualify for the free and reduced lunch program, federal student loan reduction programs may be available for teachers.

The staff includes the following:

- 42 general classroom teachers
- 4 special education teachers
- 4 self-contained special education teachers
- 16 paraprofessionals
- 3 Reading Recovery teachers also serving ESOL
- 2 ESOL teacher
- 2 gifted teachers
- 1 speech teacher
- 1 physical education specialist
- 1 art specialist
- 1 science specialist
- 2 math specialist
- 1 media specialist
- 1 music specialist
- 2 technology specialists
- 2 counselors
- 1 Parent Instructional Support Coordinator
- 4 Administrators

3(a). Strategies to attract highly qualified teachers to high-needs schools.

Response: We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. We currently do not have any certification deficiencies with our teachers. However, if we did have a teacher that was considered not Highly Qualified, we would follow the procedures for notifying parents in writing regarding the status of the teacher and provide staff development opportunities with an assigned teacher mentor. We would also actively seek to hire a teacher who was identified as being highly qualified as soon as possible. Parents receive information of how to request the certification of their child’s teacher at the beginning of the year (Parent Right to Know Letter).

4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

A. We will include teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in the following staff development activities. These activities are designed to

* Required component of SWP as set forth in section 1114 of ESEA
*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

address the root causes of our identified needs. For example:

Professional learning opportunities provided to the educators of Jenkins Elementary School will be guided by the National Staff Development Council standards for professional learning. The mission statement of this professional organization, “Every educator engages in effective professional learning every day so that every student achieves.” will be our standard. The specific types of professional development are discussed below.

We work hard to ensure that professional development is based on the unique needs of our students and staff. Data is analyzed annually to determine root causes for gaps in achievement. For example, a root cause of a reading weakness was determined to be a lack of instructional time spent on reading across the curriculum. For that reason, we are focusing professional development efforts on literacy across the curriculum this year to raise our students achievement in our areas of need.

We believe that promoting the continuing education of the faculty and staff promotes the education of the student. With this in mind, our plan includes multiple avenues of professional development. Opportunities for professional learning will be based on staff self-evaluation on literacy and math rubrics. Teachers will identify their stages of proficiency in various research-based instructional strategies and knowledge and then select learning opportunities that will enhance areas of need. These opportunities will be provided throughout the 2013-2014 school year. In addition to staff development opportunities at the school, all staff members at Jenkins have opportunities at the Local Education Agency as well. As permitted, staff members are also encouraged to attend conferences, symposiums, and other workshops that enhance a well-rounded educator. Workshops are not limited to academia, but also include character education and personal growth.

B. We have aligned professional development with the State’s academic content and student academic achievement standards.

Jenkins Elementary School provides, as well as encourages, high quality professional development in order to provide its educators with the tools to promote world-class students. For the 2013-2014, Jenkins Elementary School will meet the academic standards for all criteria. We believe this will be directly related to our ongoing staff development programs.

Professional development is focused on using standardized and local school assessment data to plan an instructional calendar that includes state and GCPS content standards (Common Core /GPS and AKS). Teachers and paraprofessionals are taught to implement the common core, cross-curriculum literacy instruction, and utilize the Every Day Math instructional model. Literacy and Math Institutes provide differentiated professional development so that teachers can develop and improve their instructional skills. These programs are discussed in more depth below.

C. We will devote sufficient resources to carry out effective professional development activities that are primarily job embedded and address the root causes of academic problems. For example, we will devote resources to improve academic achievement for our students we must increase teacher efficacy. This is done through planned, consistent and pervasive professional development during the school day through the support of our instructional coaches and after school hours through direct instruction for teachers and staff. To that end, we have dedicated a large portion of our Title
*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

I funds to professional development including release time, resources, supplies, and materials to make the opportunities successful.

D. We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information and to improve the achievement of individual students and the overall instructional program in the following ways:

At Jenkins, teachers are taught how to develop, administer and analyze the results of assessments. This is critical to planning instruction. This year our focus will be on the use of Fountas & Pinnell Benchmarking systems and the results of formative writing assessments. These activities are described below. Additionally, teachers are taught to analyze data so that we can develop effective curriculum maps and instructional calendars.

**Jenkins Professional Development Opportunities/Goals for Title I Plan**

**Extended Learning Program/Professional Development**

All teachers participating in the extended learning program will be engaged in professional development opportunities related to content areas, differentiation of instruction, and conferring with students. We are training our teachers how to accelerate students through high-order questions, comparing and contrasting, summarizing and rigor across the curriculum including the following content areas:

a. Literacy
b. Math
c. Writing

**Curriculum Planning**

All teachers will be engaged in the development of grade level specific curriculum maps, instructional strategies, creation and revision of academic benchmarks, and professional development designed to strengthen teacher understanding of content, differentiation of instruction, and curriculum design. Curriculum planning will be ongoing based on disaggregation of data after each benchmark assessment.

**Research Based Instructional Design of Lessons**

All teachers will be engaged in the development of grade level common core standards in which the 21st century skills are taught across the curriculum using a competency-based approach to learning. Teachers will go deep into common core standards and highlight ways to integrate skills, tools, and teaching strategies into the classroom.

**Depth of Knowledge**

All teachers will be provided professional development in which they will explore balancing direct instruction with project-based teaching methods which increases the rigor and complexity level. Teachers will acquire a deeper understanding of common core content and how to enhance problem solving and critical thinking in the classroom.

**Integrating Technology into Common Core Standards**

All teachers will be engaged in professional development in which technology resources, available at Jenkins Elementary, will be explored and imbedded in lesson plans and activities in the classroom.

* Required component of SWP as set forth in section 1114 of ESEA

Dr. John D. Barge, State School Superintendent
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4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

<table>
<thead>
<tr>
<th><strong>Literacy Assessment</strong></th>
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<tbody>
<tr>
<td>All teachers will be provided release time, materials, and professional development so they can accurately assess the reading abilities of students using the Fountas &amp; Pinnell Benchmark Assessment System. In addition, training will be provided in methods and strategies for ongoing, formative assessments.</td>
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<tr>
<th><strong>Writing</strong></th>
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<tbody>
<tr>
<td>All teachers will be provided release time, materials, and professional development related to effective teaching of writing including writing workshop, writing assessment, scoring writing assessments, and differentiation of instruction based on scored writing assessments.</td>
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<thead>
<tr>
<th><strong>Mathematics Instruction  Everyday Math Calendar</strong></th>
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<tbody>
<tr>
<td>Professional Library</td>
</tr>
<tr>
<td>Professional texts for aiding the growth of teachers related to instructional coaching, literacy instruction, mathematics, science and social studies instruction will be provided for independent professional learning, and/or group book studies.</td>
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<tr>
<th><strong>Conferences</strong></th>
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<tbody>
<tr>
<td>National Staff Development Council Georgia Staff Development Council International Reading Association National Council Teachers of Mathematics Southeast Reading Recovery Conference Science Conferences</td>
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<table>
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<tr>
<th><strong>Special Area Professional Learning Opportunities</strong></th>
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</thead>
<tbody>
<tr>
<td>Reading Instruction – Release time offered for those teachers participating in this program through the GCPS/ Georgia State University Partnership  Math Instruction  Reading Instruction through Literacy Lessons training and certification – release time offered to those teachers participating in this program through Reading Recovery and Georgia State University.</td>
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<tr>
<th><strong>Collaboration</strong></th>
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<tr>
<td>All teachers/mentors will be provided an opportunity to collaborate with an instructional coach. Release time will be offered ½ and full day for planning, observations, and debriefing time.</td>
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<th><strong>Math Institute</strong></th>
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<tr>
<td>Teachers will be provided with the opportunity to attend a one-week summer institute in which they are taught new instructional strategies for math instruction and given opportunities to practice these strategies with students.</td>
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<tr>
<th><strong>Literacy Institute</strong></th>
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<tbody>
<tr>
<td>Teachers will be provided with the opportunity to attend a one-week summer institute in which they are taught new instructional strategies for literacy instruction and given opportunities to practice these strategies with students.</td>
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<tr>
<th><strong>Literacy Instruction</strong></th>
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<tbody>
<tr>
<td>Components of research-based balanced literacy framework</td>
</tr>
<tr>
<td>Reading workshop</td>
</tr>
<tr>
<td>Writing workshop</td>
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</tbody>
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* Required component of SWP as set forth in section 1114 of ESEA
*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

| Word work |
| Writing assessment |

**Leveled Literacy Instruction**
Teachers will be provided with materials, release time, and professional development needed to effectively use the Leveled Literacy Instruction (Heineman Kits) in individualized literacy instruction for RTI and special education services.

**Instructional Coaching Strategies**
Instructional Coaches will be provided with the opportunity to enhance their coaching skills through continued professional learning opportunities. Topics may include current research on teacher and organizational change, school leadership, adult learning, and instructional coaching.

*5. Strategies to increase parental involvement.

In completing this section, you should review the parental involvement strategies already defined in your school’s parental involvement policy. These could include many of the suggested responses below, although other strategies may still be considered.

**Response:**

A. We have involved parents in an organized, ongoing, and timely way in the planning, review, and improvement of school-wide program and the school parental involvement policy by promoting in many different ways. Parents are able to review data (including academic and non-academic) during the Title I Planning Meeting and data is available upon request. Meetings and workshops are held at convenient times for our parents and are content related based on the needs of our students. Parents are able to provide feedback and input – all of which is considered and valued. Jenkins will provide four workshops this school year. These workshops assist parents in working with their children away from the school site, and are offered at various times to accommodate parents’ schedules. Parents are given the opportunity at academic workshops to make instructional games and activities after academic workshops. Our areas of focus include literacy, math, science, CRCT, communication and other topics of parent interest.

B. We will update the school parental involvement policy periodically to meet the changing needs of parents and the school and distribute it to the parents of participating children and make the parental involvement plan available to the local community, by providing individual student academic assessment results, including an interpretation of those results, makes the comprehensive school-wide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters, posters), includes compacts (required – include with policy) and includes Parent Involvement Policy (**see Appendix of this plan for policy**).

C. We will conduct an annual meeting, at a convenient time, to inform parents about the school’s Title I program, the nature of the Title I program, the parents’ requirements and the school parental involvement policy, the schoolwide plan, and the school-parent compact and encourage and invite all parents of participating children to attend by holding an Annual Title I Parent Meeting at two convenient times for parents in the fall of each school year. Parents will be informed that they have the right to be involved in the decision-making about the school-wide plan implemented, including the budget.

* Required component of SWP as set forth in section 1114 of ESEA
D. We will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement by conducting a Title I planning meeting and Title I annual parent meeting. Additionally, there will be at least four parent workshops offered during the 2013-2014 school year. Parents who cannot attend the meetings may schedule an appointment with the Parent Instructional Support Coordinator to receive information in the parent center.

E. We will provide parents of participating children with timely information about the Title I Program, a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet, and provide opportunities for regular meeting, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practically possible, by having a Title I Planning Meeting and an annual parent meeting to receive important information regarding the Title I Program. Student performing below grade level will receive an academic contract to inform parents of their lack of progress. Conferences are also held twice a year, and or by parent/teacher request. In order to help parents better understand the promotion requirements and curriculum, various parent workshops will be provided. Explanations will also be communicated to parents with test scores at parent teacher conferences. The workshops will focus on the core content areas. It is our intention to build positive relationships, assist with developing instructional strategies, and to provide resources through the Parent Resource Center. There are many opportunities throughout the school year for our families and community members to become partners in the education of all students. Jenkins offers a program called the V.I.P.’s, (Very Involved Partners). This is a group of parents, guardians and community members that volunteer their time to the school. The VIP’s assist in the media center, art room, parent center, computer labs, and other areas as needed. There is a Local School Council and Title I Team that actively participates in a Title I Planning Meeting to review the data, schools goals and objectives and make any necessary decisions that might be necessary in order to improve the schools targeted need. Joining any of these groups helps to create open communication, provides important decision making opportunities, and builds strong partnerships.

F. We will jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards by meeting to develop the school-parent compact with parents, community members, teachers, administrators, and staff. The school-parent compact will be used to guide discussions about academic goals among the teachers, students, parents and administrators. The School-Parent Compact is an agreement between the school, the student, and the parent(s)/guardian(s). We will agree in this compact to share equally in the responsibility for which the school and parents will build and develop a partnership to help children achieve the state’s high standards. The Compact will be signed at the Title I orientation meeting, September conferences, or with Monday Folder paperwork. Parents who do not attend the orientation meetings will be provided additional opportunities to sign the Compact. These opportunities will be made available and it may be revisited at any time throughout the year. It will also be sent home for parents and students to review and sign. This document will be discussed at Parent-Teacher Conference, SSTs, IEPs, and other conferences to discuss whether all parties are fulfilling their responsibilities. Parents will be encouraged to sign

* Required component of SWP as set forth in section 1114 of ESEA
the School-Parent Compact each time it is reviewed. The Compact clearly identifies the responsibilities of Jenkins Elementary in providing quality instruction and curriculum in an effective and supportive learning environment. The Compact also outlines the parent’s responsibility in supporting their child’s learning. For example, the parent is expected to monitor the child’s progress, homework, attendance, and study routine as well as attend important meetings at school pertaining to the child’s education. Lastly, the Compact states the students’ responsibility in their own academic success such as coming to school on time, prepared to learn, giving 100% effort, and working cooperatively to achieve academic success. Each year, the Title I Planning Meeting will review and revise the School-Parent Compact as necessary.

G. We will provide assistance to parents of participating children, as appropriate, in understanding the state’s academic content standards, the state’s student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A, how to monitor their child’s progress, and how to work with educators, by offering parent meetings/workshops in which Jenkins Elementary School will provide information to parents to further their understanding of the Georgia Performance Standards (GPS), the Academic Knowledge and Skills (COMMON CORE AKS) curriculum, and student performance standards on state and local assessments. These workshops will also teach the parents how to interpret the information and use it to support their child’s education. A review of the COMMON CORE AKS handbook, Criterion Referenced Competency Test (CRCT), other district-wide standardized tests, writing assessments, and promotion criteria will be provided at a variety of meetings. Parents will learn effective strategies to assist them in working with teachers to improve their child’s academic achievement. There will also be a specific parent meeting devoted to state and county assessments. Parents will receive a copy of their child’s assessment results whenever a national, state, or district level assessment is given. Training will be provided so that parents can understand the meaning of the results during our Assessment and Monitoring Student Progress Parent Workshop and during individual meeting with parents at parent/teacher conferences in September and February. Parents are given information about student progress with mid-term, end of term, progress reports and parents can check progress weekly through the Go2Gwinnett Parent Portal – an online database for current grades and progress. Parents also receive communication of national, state, and local assessments whenever these assessments are given. State Assessments include the Criterion Referenced Competency Test (CRCT), Iowa Test of Basic Skills (ITBS) and the Cognitive Abilities Test (CogAT). Local assessments include the Math Reasoning Test (MRT) and the Grade 5 Writing Gateway. Once the assessments are taken and evaluated, results will be provided to the parents along with an explanation of how to interpret the results. In grades 3-5 students are expected to score a Level 2 or 3 on the Reading, Language Arts, Math, or Science, and Social Studies subtests. The Parent center will conduct workshops to help students and parents prepare for high stakes testing at home. The PISC is also available in the Parent Center to provide support to parents in understanding this information.

H. We will provide materials and training to help parents to work with their child to improve their child’s achievement, such as literacy training and using technology, as appropriate, to foster parental involvement by having the PISC to serve as a liaison between the school and parents. The PISC will also secure additional resources and educational strategies to assist parents in supporting their student’s achievement. The PISC will work with instructional staff to foster positive communication between the school and parents, and to ensure that materials purchased for the Parent Center are aligned with the appropriate standards.
The faculty and staff at Jenkins Elementary will conduct frequent workshops to provide the parents the information necessary to be a vital cooperative partner in their children’s education. Parent Workshops will focus on providing parents with proven at home strategies to improve the academic achievement of their children. Parent Workshops will be offered by the PISC, classroom teachers, counselors, technology specialists, reading and math specialists, other GCPS employees, and PTA members. Family Literacy and Math/Science are just a few examples of these workshops. During these workshops parents will be able to observe and participate with technology. For example, during our Literacy and Math/Science nights parents will be able to use computer labs to explore the variety of learning websites the children use at school. Presentations with PowerPoints, ELMOS, and SmartBoards will be used during parent classes and workshops.

District personnel are available to support the PISC and AP-TI to make sure that Title I guidelines are met at the local school level. GCPS Parent Mentors will be able to help parents within our community through parenting classes to improve parent, student and teacher relationships.

I. We will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and the school, by working with parents as equal partners in the educational process to positively impact the academic achievement of the students. The Parent Instructional Support Coordinator (PISC), and the Title I Assistant Principal will offer staff development opportunities for the entire faculty to build the necessary relationships between home and school, while emphasizing the value of parental contributions and parental involvement. We may also ask other GCPS support personnel to assist in presenting strategies for effective parent involvement. Some of the staff development courses that will be offered will include training on the reading strategies, guided math, and using data to improve student achievement. A staff development will be offered for all teachers to educate them on the importance of effective teacher/parent communication. Teachers will be provided with strategies that can be helpful to them when working with parents. An orientation of the Parent Resource Center will be provided for all staff members to make certain that they are aware of the resources that are offered.

J. We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by coordinating and integrating parent involvement activities with programs such as:

1. Transition Support-pre-school to kindergarten
   Kindergarten Round-up – PISC will work with local childcare center coordinators to provide a smooth transition. Provide these centers with GCPS expectations for kindergarteners and strategies for parents to help support their rising kindergarteners.
2. Special Education
   Jenkins staff will communicate with parents of special education students to make sure they are meeting the requirements in the IEP. Special education mentors are available for support.
3. English Speakers of Other Languages (ESOL)
   Ensure that ACCESS testing is completed. Also, make sure that ESOL modifications are generated and followed by the classroom teacher.

* Required component of SWP as set forth in section 1114 of ESEA
K. We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. In order to communicate effectively with parents/guardians, it is important that school-related communications be provided in simple, parent-friendly language. We will share information related to school and parent programs, meetings, and other activities in a variety of ways, including:

- Title I literature/flyers, etc.
- Personal phone calls as needed
- School website: [www.gwinnett.k12.ga.us/JenkinsES/home.htm](http://www.gwinnett.k12.ga.us/JenkinsES/home.htm)
- Jenkins Journal Newsletter – distributed monthly
- Phone Messenger – distributed for monthly events
- Parent-teacher conferences – September and February
- Weekly Folders – each Monday

L. We will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand, by always working to involve parents in the planning of parent events and workshops held in the parent center throughout the year. Parents are invited to become partners in their child’s education by becoming a volunteer in the classroom or school. Parents may also participate in workshops such as Lunch and Learn, Parent/Teacher Conferences and curriculum workshops in the areas of math and literacy where they are given the tools needed to develop this partnership. The evaluations and feedback given by parents at monthly meetings and other events are taken into consideration and, if feasible, those ideas are put into practice.

The Parent Resource Center at Jenkins was established in July 2010. It offers a variety of learning resources for parents to checkout and utilize at home for extended home learning. The Parent Resource Center is facilitated by our ‘Jenkins’ PISC, who is a certified teacher that can provide assistance to parents to gain a better understanding of the educational process, as well as training to help them learn skills to better assist their children academically. To assist our families of children with special needs families we have access to two parent mentors at the district level that are available as a resource. Our families classified as homeless have access to a social worker and school counselors.

We encourage parents/guardians to become active in the decision-making roles of our school. Our Title I Parent Involvement Policy openly states our expectations for parent engagement. Our Calendar of Events outlines the events that will be employed to aide student achievement. Because of our strong beliefs in excellence, we acknowledge the immediate and consistent need for parental involvement. Jenkins believes that together everyone achieves more.
*6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.

Response:
We will plan activities for assisting preschool children in the transition from early childhood programs. We have also included transition plans for students entering middle school or high school and for students entering from private schools including students entering our school throughout the year. Jenkins Elementary School not only aims to assist the families of our students that are currently enrolled but the families of students that will join our kindergarten team. The kindergarten students for the upcoming year are invited to visit our school. We partner with the parent resource coordinators from various childcare centers to host a program called Kindergarten Round-up which is held in May. At this time students and parents are invited to visit kindergarten classrooms and speak with kindergarten teachers. Our Parent Instructional Coordinator (PISC) will be available throughout the school year to meet with rising kindergarten families and conduct school tours for parents who currently have students enrolled.
Transition into middle school is very important to us as well. Our fifth graders will be given an opportunity at the end of the school year to tour our feeder middle school. Once our students arrive they will be introduced to the administrative, guidance, resource and support teams. Afterwards, the present fifth graders will be allowed to ask questions. Students will be told about the curriculum and dress code at this time. Students will also be introduced to various music programs. Listed below are the scheduled events for 5th grade transition:

- Jenkins 5th Grade Exit Transition Meeting
- Jenkins/Richards 5th Grade School Visit (Hosted by Richard MS)
- Richards 5th Grade Articulation Night (Hosted by: Richards MS)

In addition to these activities the fifth graders have a final walk through the school to say goodbye as well as a Promotion ceremony.

*7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

Response:
A. The ways that we include teachers in decisions regarding use of academic assessment are directly related to Jenkins Elementary School’s Instructional Leadership Team, comprised of representatives from each grade level or department, reviews the Local School Plan of Improvement based on continuous analysis of our student achievement data. In conjunction with our Local School Plan for Improvement (LSPI), our teachers and administrators also develop achievement goals annually as part of our evaluation and improvement process. The plan, known as the Results Based Evaluation System (RBES), allows teachers and administrators to monitor student achievement data on an ongoing basis. Individual RBES goals are aligned to the LSPI goals and support the school’s plan to improve identified areas of weaknesses. We also employ the eight-step Continuous Quality Improvement model to teach our Academic Knowledge and Skills (AKS).

In this eight step process, teachers disaggregate their test scores using the My Students and Elements software tools. Teachers use the district-created and local instructional calendars as a timeline for delivering instruction. Using data from assessments, including the nine-week interim assessments and classroom assessments, teachers alter the instructional calendar and lessons based on students’ needs.
8. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:

8(a). Measures to ensure that student’s difficulties are identified on a timely basis.

Response:

We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities are available at Jenkins Elementary School to address the needs of students, especially for those students who are struggling experiencing difficulty mastering the state standards. Students are assessed frequently. Data is analyzed during collaborative planning to discuss students’ needs and use data to drive instructional planning. We use co-teaching and collaborative classes to help our students who are not meeting state standards. By systematically placing students in classes, we can use a model which best meets their needs. Kid Talks and Student Support Team (SST) meetings allow teachers to voice concerns about students’ progress to other appropriate staff and to develop intervention plans. SST meetings are the gateway for our Response to Intervention (RTI) process. In this process, we
systematically increase the interventions for a student through a progressively restrictive tier system. From the additional data collected, we determine the success of the intervention and if placement such as special education should be recommended. The SST also recommends student placement in our Early Intervention Program for students who do not meet standards on the Georgia Criterion-Reference Competency Test (CRCT) or who show evidence of placement based in another state’s assistance program. Teachers complete a checklist on students who are recommended. Teachers develop academic contracts for students not meeting state standards to communicate with parents and others at the school.

A variety of resources are available at Jenkins Elementary School to address the needs of students who are experiencing difficulty mastering the state standards. Data is analyzed to determine the best placement for these students. We use co-teaching and collaborative classes to help our students who are not meeting state standards. By systematically placing students in classes, we can use a model which best meets their needs. Kid Talks and Student Support Team (SST) meetings allow teachers to voice concerns about students’ progress to other appropriate staff and to develop intervention plans. SST meetings are the gateway for our Response to Intervention (RTI) process. In this process, we systematically increase the interventions for a student through a progressively restrictive tier system. From the additional data collected, we determine the success of the intervention and if placement such as special education should be recommended. The SST also recommends student placement in our Early Intervention Program (EIP) for students who do not meet standards on the Georgia Criterion-Reference Competency Test (CRCT) or who show evidence of placement based in another state’s assistance program. Teachers complete a checklist on students who are recommended. Teachers develop academic contracts for students not meeting state standards to communicate with parents and others at the school.

8(b). Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.

Response: We also employ the eight-step Continuous Quality Improvement model to teach our Academic Knowledge and Skills (AKS). In this eight step process, teachers disaggregate their test scores using our My Students program. They use our instructional calendar to plan instruction. They then deliver the instructional focus lesson at the appropriate time. Using our nine-week interim assessments, teachers can assess who has mastered the assigned AKS. The Elements program allows teachers to quickly analyze data from our interim assessments so our grade levels focus on the AKS not mastered for the previous nine weeks to create tutorials to re-teach the AKS during CQI time. For those students who mastered these AKS, enrichment is provided. Teachers also provide maintenance for previously mastered skills in a variety of forms. The administrative team monitors this ongoing improvement effort. Our Title I Assistant Principal will provide training to teachers on identifying at-risk students and strategies to aid them during collaborative planning meetings.

Our CQI Intervention Program supports at-risk students through the use computer programs to assess, remediate, and accelerate their learning. Computer courses are developed to maximize student potential. Using assessment data, we alter the amount of time students use programs so they can reach a target level which corresponds to a passing score on the CRCT. Advance Writing and Math, Bright Knights, and A+ Math are also offered to meet the individual needs of all students.
8(c). Parent-Teacher conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.

**Response:** Parents are involved in their children’s progress on the AKS through weekly folders, mid-term progress reports, Student Support Team meetings, and ongoing face-to-face conferences. For students who are not meeting standards, academic contracts are developed to identify and address specific AKS that are not being met. School-Parent Compacts may also be discussed at parent conferences. These are shared with parents twice yearly during early release parent conferences. Through our parent involvement program, parents will be educated regarding the resources available in the community, for example, the public library’s interactive homework help program and practice test program. Parent Shadow Day provides parents the opportunity to see instruction for reading, math, writing and science. This will allow them to learn strategies to help their child master the skills needed to pass the state standards. The Parent Instructional Support Coordinator is available to meet with parents to discuss student progress and provides workshops for parents to learn strategies to help their child and assist in selected materials for at-home use. Our Title I Assistant Principal is available to discuss test scores and available intervention support. Student success with the state standards is paramount for all members of our Jenkins family—students, parents, teachers, and support staff.

<table>
<thead>
<tr>
<th>*9. Coordination and integration of federal, state, and local services and programs.</th>
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<tbody>
<tr>
<td><strong>9(a). List of state and local educational agency programs and other federal programs that will be included.</strong></td>
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</tbody>
</table>

**Response:** Jenkins Elementary will implement the instructional support programs to increase student achievement in the areas of Literacy; Reading including comprehension, vocabulary development, and language arts and writing across the curriculum.

Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan. The following programs and services will be integrated at Jenkins Elementary School:

- Title I
- Title II
- Title III
- Parent Involvement/PISC
- Migrant Education
- Education of Homeless Children, Youth and Student living in situation for Neglected Children
- GCPS Summer School
- ESY for Special Education students
- English for Speakers of Other Languages (ESOL)
- Special Education
- Gifted Education
- Early Intervention Program (EIP)
- Gwinnett County Staff Development funding relating to district initiatives and our school’s plan of improvement
- Gwinnett County’s staffing allotments based on Jenkins Elementary School’s enrollment.

* Required component of SWP as set forth in section 1114 of ESEA
<table>
<thead>
<tr>
<th>9(b). Description of how resources from Title I and other sources will be used.</th>
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<tbody>
<tr>
<td>Title I resources and other sources will be used to provide the following:</td>
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<tr>
<td>• Additional classroom teachers above the standard county allotment</td>
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<td>• Coaches to deliver staff development, to teach/demonstrate lessons, and to facilitate</td>
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<tr>
<td>• model classrooms</td>
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<tr>
<td>• Special education teachers to teach identified students in co-teaching, collaborative, or</td>
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<tr>
<td>• resource models based on the needs of the students</td>
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<tr>
<td>• An ESOL teacher to teach identified Limited English Proficiency students</td>
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<tr>
<td>• A Gifted Program teacher to teach identified gifted students in a resource or advanced</td>
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<td>• content model</td>
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<tr>
<td>• Additional books for the bookroom and media center</td>
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<tr>
<td>• Weekly newspapers and periodicals and storage for materials to support instruction in</td>
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<tr>
<td>• content areas</td>
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<tr>
<td>• Additional instructional items for the media center/teacher check out to include video</td>
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<tr>
<td>• and DVD programs to support the AKS.</td>
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<tr>
<td>• Additional resources to support math and science coaches, supplies, materials, nonfiction books</td>
</tr>
<tr>
<td>• Composition notebooks and primary journals to support math and reading instruction</td>
</tr>
<tr>
<td>• Magnetic dry erase whiteboards, magnetic/foam letters, dry erase erasers and dry erase markers</td>
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<tr>
<td>for every student which will be used in individual and small group instruction in all academic</td>
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<tr>
<td>subjects.</td>
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<tr>
<td>• Container to transport and store technology</td>
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<tr>
<td>• Consultant to grade writing samples from students</td>
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<tr>
<td>• drops in media center for computer access</td>
</tr>
<tr>
<td>• Flash drives to save documents at home/school and for implementation of professional</td>
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<tr>
<td>development classes</td>
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<tr>
<td>• Supplies for printing posters</td>
</tr>
<tr>
<td>• Pocket charts to hold calendar pieces that support instruction in all content areas</td>
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<tr>
<td>• Technology resources including interactive white boards, tablets, laptops, student response</td>
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<tr>
<td>• systems and related accessories and training, Educational Site Licenses and upgrades, software</td>
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<tr>
<td>and online subscriptions and upgrades, and any needed additional training Based on our school’s</td>
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<tr>
<td>profile, demographic and student achievement data and surveys from staff, the following funding</td>
</tr>
<tr>
<td>priorities were identified:</td>
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</tbody>
</table>

* Required component of SWP as set forth in section 1114 of ESEA
9(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

Response: This is not applicable to Jenkins Elementary School.

*10. Description of how individual student assessment results and interpretation will be provided to parents.

Response: Parents will receive individual student test results for all required state assessments. For state tests, individual student results are sent to the local schools where the results are given to the parents in hard copy with explanations through conferences, in the student folders sent home each Monday, or mailed to the student’s home. Interpretation of test results is sent with the student scores. Whenever possible, letters explaining results are translated in the student’s home language. Parents will be invited to parent-teacher conferences so that teachers may provide detailed explanations of local, state and national assessments and to discuss individual student achievement Early Release days are scheduled twice a year for formal parent/teacher conferences. Between those conferences, teachers communicate with parents on a regular basis through phone calls, emails and weekly reports. Student Support Team (SST) meetings are another opportunity for parents to discuss their student’s achievement with teachers and other professionals.

*11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

Response: Jenkins Elementary teachers will be provided with data notebooks to include teacher historical data and current student historical data. The data notebooks will also have students’ historical standardized testing achievements. These data notebooks will have state assessment information that is disaggregated in hard copy format. Teachers and administrators also have Standardized test data for student assessment and achievements through My Students and My School applications through Gwinnett County Go Portal. This information is disaggregated into subgroups for the teachers and administrators. The district uses formative assessments, Interims, and we use the Elements program to collect and disaggregate student achievement data. Teachers are able to compare their students to other classrooms and at the district level. Elements also allows teachers and administrators to analyze the data into subgroups and see if their achievement gaps. Teachers and administrators can also view up to 5 years of historical data for their school or class, disaggregated into subgroups. Student results on countywide pretests, posttests and Interims are disaggregated by the Elements program. Teachers and administration work collaboratively to examine and analyze this data for instructional purposes, including error patterns, and the need for remediation, acceleration or enrichment.

*12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

Response: Gwinnett County Public Schools provides training for test data interpretation at the required Local School Test Coordinator meetings held at least three times during the school year and during teacher collaboration sessions. The Title I Assistant Principal meeting also provides opportunities for training on test data interpretation. At the local school level, training is also provided for the teachers and administrators for using test data stored in My Students and Elements computer applications. Assessment data from these two applications drive staff development sessions, curriculum planning, and instructional strategies since they provide a view of achievement data by student, subgroup, classroom grade level, and school. Georgia Department of Education provides disaggregated data on assessments. Training for administration and teachers to use My Students and Elements. Training on Interim assessments, DOK, and assessment item reviews.

* Required component of SWP as set forth in section 1114 of ESEA

Response:

- The College and Career Ready Performance Index (CCRPI), is a comprehensive school improvement, accountability, and communication platform for all educational stakeholders that will promote college and career readiness for all Georgia public school students. The CCRPI is available to parents and the community on the Georgia Department of Education website (www.doe.k12.ga.us).
- Each Gwinnett County Public School publishes district accountability reports annually. The report includes trends in data and highlights programs that schools are implementing to increase student achievement. The most recent version is included with this schoolwide plan. The local school accountability report is also available on the Gwinnett County Public Schools website (www.gwinnett.k12.ga.us).

Each school year, Jenkins Elementary School works with the Office of Student Research and Accountability and Community and Media Relations to develop a School Accountability Report. A copy of this report will be provided to every parent and interested community member. Copies of the report will be available in the school’s front office, Parent Resource Center, and available on-line at www.gwinnett.k12.ga.us. This report includes the following information:

- Last school year’s student composite and disaggregated data
- The school’s composite and disaggregated data
- Trends in data
- Teacher and student demographic data
- Highlights of programs being implemented to increase student achievement
- Student highlights

14. The plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers under section 1117, determines that less time is needed to develop and implement the schoolwide program.

Response:

Parents and stakeholders are invited to a planning meeting in which a variety of topics are discussed. They are contacted by a personal call and email. At the meeting committee members are given an update of schoolwide data and areas of strengths and weaknesses are shared. The schoolwide plan is review and together the committee discovers the schools needs of the most at-risk students and what our instructional focus needs to be and what we need to do to meet those goals. The Title 1 budget draft is shared and parents and stakeholders are encouraged to provide feedback and offer input on how the Title 1 funds should be spent at Jenkins Elementary. Parents and stakeholders help create a prioritized wish list should more funds become available. Title 1 parent involvement policy is review from 2012-2013. School-Parent Compact and the schoolwide Calendar of Events are shared. Questions are answered which clarifies parents’ understanding of the purpose and layout of the documents. Parents and stakeholders are encouraged to offer feedback on each of the items discussed. Then we come back to the table and have an annual meeting to share with parents and stakeholders the changes implemented based on their feedback.
15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).

Parents were invited to attend the Title 1 Planning Meeting through flyers, phone calls, and other forms of advertisement. Those involved included all stakeholders, parents, administrators and staff. At the meeting we collaboratively analyzed all of the current and historical data for Jenkins – both academic and non-academic. Stakeholders had the opportunity to provide verbal feedback and engage in a variety of planning meeting sessions. We encourage participants to provide input at the planning meetings and through the document reviews, parent surveys, and email. We solicited input from our stakeholders on best ways to nurture, motivate, and increase student engagement in learning.

16. Plan available to the LEA, parents, and the public.

Response: A copy of Jenkins Elementary school’s revised Schoolwide Plan is available to the LEA in the Federal & Special Programs Office at the Gwinnett County Public schools Instructional Support Center. Additional copies of the revised Schoolwide Plan are available to parents and the public in our school’s media center, the principal’s office, the assistant principals’ offices, and the parent instructional support center, and on our school’s website.

17. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

Response: Portions of this plan will be translated, when necessary, to the extent possible. These documents might include:

1. The Parent Involvement Policy
2. The Calendar of Events
3. The School-Parent Compact

18. Plan is subject to the school improvement provisions of section 1116 of ESEA as amended by Georgia’s ESES Flexibility Waiver.

Response: The revised school-wide plan of Jenkins Elementary school is subject to the school improvement provisions of section 1116.

As stated in the GA ESEA Flexibility Waiver, Georgia is no longer held accountable for requirements of the Elementary and Secondary Education ACT (ESEA) section 1116(b) that require LEAs to identify schools for improvement, corrective action, or restructuring when they have not made AYP for two or more years. The Georgia ESEA Flexibility Waiver instead requires the SEA to identify Title I schools as having a Priority, Focus, Alert, or Reward status.

The ESEA requirement for parent involvement and parent notification has not changed. There are specific requirements for parental notification of a Title I school’s status as Priority, Focus or Alert. Title I schools that are identified as Priority or Focus are required to provide Flexible Learning Programs (FLPs) to increase time spent on learning. Priority and Focus schools are required to invite all parents to be involved in the design of the FLP. In addition, these schools are required to notify parents of their child’s eligibility to participate in FLPs. Furthermore, Priority and Focus schools are required to develop a Memorandum of Agreement (MOA) between the LEA and the SEA. Memorandums of Agreement have multiple requirements as outlined in the Georgia ESEA Flexibility Waiver.
Waiver.

Jenkins Elementary has not been identified as a Priority, Focus, or Alert School for the 2013-2014 school year and is therefore, not required to provide a Flexible Learning Program at this time.