



2010-2011 Local School Plan For Improvement

LSPi Objectives

December 2010

JENKINS ELEMENTARY

Dot E Schoeller, *Principal*

Dr. John Green, *Area Superintendent*

Accountability and flexibility are hallmarks of Gwinnett County Public Schools' success. Key to that success is ensuring that each school community understands the progress being made by its schools, as well as what plans will drive improvement. Each school creates a collaborative Local School Plan for Improvement (LSPi), with targeted goals based on student achievement results. These goals are dynamic, like our schools, and are updated to reflect changes that occur in schools. Data is used to determine areas needing improvement and to identify specific, measurable, annual objectives. Schools then determine how to use research-based strategies to achieve these goals, using flexibility as needed. The LSPi development process involves teachers, parents, and community members, so the entire school community has the opportunity to be involved in conversations about school improvement. Please contact the local school principal for more information about the school's plan and progress.

2010-2011 Long Term Goals and Objectives

Goal: Teachers will work collaboratively to ensure that every child's style of learning is addressed and that instruction will be differentiated to meet each child's learning needs. All students will pass the CRCT.

Objective: We will increase the number of students in ESOL and SWD who score in Level 2 and 3 on the CRCT in Reading, Math, Science, Writing and Language Arts and decrease the number of ESOL and SWD students who score in Level 1 of the CRCT Reading, Math, Science, Writing, and Language Arts in the 2010-2011 school year.

Goal: Teachers will work to accelerate students so that each child has a deeper understanding of the content. Student will be expected to perform at high levels of application of knowledge not just recall of information.

Objective: We will increase the number of students all students who score in Level 2 and 3 on the CRCT in Reading, Math, Language Arts, Writing, and Science and decrease the number of all students who score in Level 1 of the CRCT Reading, Math, Language Arts, Writing, and Science in the 2010-2011 school year.

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LSPI Continued

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Schools Goals - JENKINS ELEMENTARY

Goal Title	Goal	Start School Year	End School Year
Jenkins elementary will have 100% of students pass the Reading, Language Arts, Math and Science CRCT	Teachers will work collaboratively to ensure that every child's style of learning is addressed and that instruction will be differentiated to meet each child's learning needs. All students will pass the CRCT.	2010-11	2012-13
Jenkins elementary will have a minimum of 50% of all students in Level 3 on the Reading, Language Arts, Math and Science CRCT	Teachers will work to accelerate students so that each child has a deeper understanding of the content. Student will be expected to perform at high levels of application of knowledge not just recall of information.	2010-11	2012-13

Annual Objective

We will increase the number of students all students who score in Level 2 and 3 on the CRCT in Reading, Math, Language Arts, Writing, and Science and decrease the number of all students who score in Level 1 of the CRCT Reading, Math, Language Arts, Writing, and Science in the 2010-2011 school year.

Associated Goals

Goal: Jenkins elementary will have a minimum of 50% of all students in Level 3 on the Reading, Language Arts, Math and Science CRCT

Implementation Design

Bringing Science to Life with Camp Discovery

Teachers will continually improve science instruction through professional learning supported by coaches and the use of shared curriculum planning. Instruction on Fridays will provide longer Science blocks integrated into other subjects.

JENKINS ELEMENTARY

LSPI Continued

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SD: 9 Week Science Check Up

Each nine weeks the classroom teachers will meet with a science specialist to plan for instruction including hands on learning and differentiation to extend and remediate all students.

SD: SCIENCE SPECIALIST IMPACT TRAINING

Specialists will maximize their professional impact within their classrooms and at their local schools by increasing their level of science literacy as it relates to instructional coaching. They will explore the importance of relationship and team building as they prepare to work with instructional teams throughout their buildings; strategically evaluate instructional resources to ensure their tight alignment to the content standards; explore the best strategies for utilizing data to make instructional decisions, and discover opportunities for expanding the use of a variety of resources to improve instruction.

Differentiated Math Instructional Strategies

Teachers will continually improve math instruction through professional learning supported by coaches and the use of Everyday Math and the workshop model of instruction.

SD: Differentiated Math Instructional Strategies in the Workshop Model

Teachers will work with students before school in the workshop model while being coached by an instructional coach. Teachers will learn how to differentiate and to use the calendar to extend and remediate math content.

SD: MATH INSTITUTE - ELEMENTARY

The Math Institute provides effective professional learning through modeling by “master” teachers, peer coaching, and debriefing discussions. Following the summer workshop, ongoing mentoring and implementing of best practices should be evident.

JENKINS ELEMENTARY

LSPI Continued

Dot E Schoeller, *Principal*

Dr. John Green, *Area Superintendent*

Literacy for all. Differentiating in the workshop model for every child

Teachers will continually improve Literacy instruction through professional learning supported by coaches, reading recovery teachers and the use of guided reading materials and supplies.

SD: Differentiating Technology Across the Curriculum

Teachers will continually improve integration of technology instruction through professional learning supported by the LSTC and the use of multiple interactive tools.

SD: Learning your way around the literacy workshop model

Teacher will work with students before school while being coached by an instructional coach on literacy strategies for extending and remediating all students.

SD: SUMMER LITERACY INSTITUTE

An intensive course in the theory and practice of Readers' and Writers' Workshop in K-12 language arts and literacy strategies for math, science, and social studies.

Annual Objective

We will increase the number of students in ESOL and SWD who score in Level 2 and 3 on the CRCT in Reading, Math, Science, Writing and Language Arts and decrease the number of ESOL and SWD students who score in Level 1 of the CRCT Reading, Math, Science, Writing, and Language Arts in the 2010-2011 school year.

Associated Goals

Goal: Jenkins elementary will have 100% of students pass the Reading, Language Arts, Math and Science CRCT

Implementation Design

Accelerating All Students

Teachers need strategies to accelerate all students to maximize learning and potential.

JENKINS ELEMENTARY

LSPI Continued

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SD: Casenex

Teachers will use case studies to understand how to identify and accelerate students who are capable of higher levels of achievement

Co-teaching for SPED and ESOL teachers and classroom teachers

Jenkins will provide additional support to struggling students as well as accelerating students before and during school. SPED and ESOL teachers and students will be provided additional support to continue the co-teaching model

SD: Learning how to work with SPED and ESOL students who struggle in math

Teachers will continually improve math instruction through professional learning supported by math coaches and the use of Everyday Math and the calendar

SD: STAFF DEVELOPMENT/MENTORING FOR MATH SPECIALISTS & COACHES - ELEMENTARY

Specialists/coaches will maximize their professional impact within their classrooms and at their local schools by increasing their level of math expertise. They will observe high-level lessons modeled using the Q+ strategies and a variety of resources to improve instruction.

Hands On Science

Teachers will improve science instruction for SPED and ESOL students by providing hands-on, engaging instruction.

SD: Follow up science

Our science specialist will work with classroom, SPED and ESOL teachers to follow up on weekly science special lessons to ensure repetition in vocabulary and content for these students.

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LSPI Continued

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Dr. John Green, *Area Superintendent*

Literacy for all. Differentiating in the workshop model for ESOL and SPED students

Teachers will continually improve Literacy Instruction for SPED and ESOL students through professional learning supported by coaches, reading recovery teachers, SPED teachers, ESOL teachers and the use of guided reading materials and supplies.

SD: Learning to work with ESOL and SPED students who struggle in Literacy

Teachers will continually improve literacy instruction through professional learning supported by instructional coaches and the use of Workshop Model, Informal Assessments, Vocabulary Development and Word Work.

SD: VISION 2016, PHASE 1, COHORT 2

Rigorous training in the implementation of our balanced literacy framework in K-12 classrooms, including math, science, and social studies classrooms in grades 6-12.