

2022-2023 Local School Plan for Improvement (LSPI)

School: Jenkins Elementary School

Principal: Tameika Haynes

Accountability and flexibility are hallmarks of Gwinnett County Public Schools' success. Key to that success is ensuring that each school community understands the progress being made by its schools, as well as what plans will drive improvement. Each school creates a collaborative Local School Plan for Improvement (LSPI) to increase student achievement results, with targeted goals based on the four strategic priorities within the district's [Blueprint for the Future: Empathy, Equity, Effectiveness, and Excellence](#). All schools across the district will focus on goals **2A- Multi-tiered Systems of Support** and **2B- Opportunity and Access**. However, schools are required to select one goal from each of the other strategic priorities for the 2022-2023 school year. LSPI goals are dynamic, like our schools, and are updated to reflect changes that occur in schools. Multiple data points are used to determine areas needing improvement and to identify specific, measurable, annual objectives. Key Performance Indicators (KPIs) are the way we will measure success for each goal. Schools then determine how to use research-based strategies to achieve these goals, using flexibility as needed. The LSPI development process involves teachers, parents, students, and community members, so the entire school community has the opportunity to be involved in conversations about school improvement.

Jenkins External LSPI



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Strategic Priorities and Goals Focus Work	Rationale	Action Steps (Implementary Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)
<p>Empathy 1B: Staff and student wellbeing</p>	<p>Continue efforts to build an intentional, well-established, exemplary social and emotional learning (SEL) program that strategically provides cross-divisional support coupled with robust professional learning and resources for staff, students, and families.</p> <ul style="list-style-type: none"> ● JES is working to build an atmosphere conducive to teaching and learning through the implementation of Social Emotional Learning and Restorative Practices, with an emphasis on student and staff well-being, self-care, and physical and mental health. 	<ul style="list-style-type: none"> ● Using the wealth of resources being rendered by the district to intentionally plan for designated times during the year to: <ul style="list-style-type: none"> ○ Analyze Educational Effectiveness Survey Data and to actively share with stakeholders ● Solicit feedback based on received data ● Provide time for professional development ● Provide times for teacher and student check ins for reflective discussions ● Implement strategies and provide supports for teaches and students based on what the surveys and discussions reflect ● Provide professional development for teachers for Social/Emotional Learning ● Celebrate the cultures of our teachers and families to promote a sense of belonging, i le. International Night ● Implement IgKnight Time - Provide SEL based lessons and discussion time with students on Wednesdays and Fridays <p>Student</p>	<p>Increase Percent Positive Responses (% Often True + % Almost Always True) on the following EES-STUDENT survey items:</p> <ul style="list-style-type: none"> ● I enjoy coming to school Baseline: 28% 2023 Target: 31% ● Students are respectful of others at this school Baseline: 17% 2023 Target: 19% ● In my school, I feel that I belong to a group of friends Baseline: 59% 2023 Target: 61% ● There's at least one adult in this school I can talk to if I have a problem Baseline: 67% 2023 Target: : 69% ● I can calm myself down when I am excited or upset Baseline: 41% 2023 Target: 43% ● I am comfortable interacting with people from a different ethnic or racial background. Baseline: 44% 2023 Target:47% ● I am good at figuring out problems that I am facing. Baseline: 26%

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		<ul style="list-style-type: none"> ● Increase SEL Advisement through IgKnight Time Wednesdays and Fridays ● Restorative Practice Opportunities in place of exclusionary practices as appropriate. Lessons rendered by trained staff ● Increase Student check-ins and reflective discussions. ● Black Knight Students of the Month ● “Check In/Check/Out” with identified students as part of Multi-Tiered System of Supports with Behavior Specialist ● Target conflict resolution, problem solving, decision making, and communication sessions with Counselors/ SEL trained clerks assigned as part of our Multi-Tiered System of Supports <p>Staff</p> <ul style="list-style-type: none"> ● Prioritize Adult Social Emotional Learning through school-based professional development monthly ● Provide Monthly wellness activities by the Counseling Department ● Provide a Wellness Room to support the need for calming, reflective time and a collaborative space for teachers and staff ● Provide an SEL room for students who may need to reflect ● Provide opportunities for quarterly scheduled reflective chats 	<ul style="list-style-type: none"> ● 2023 Target: 29% ● Most students are respectful to one another at this school. Baseline: %17 2023 Target: %20 <p>Staff</p> <ol style="list-style-type: none"> 1. Percent Positive Responses (% Often True + % Almost Always True) on the following EES-STAFF survey items: <ul style="list-style-type: none"> ● I receive training on instruction to support social-emotional learning. Baseline: 56% 2023 Target: 59% ● There is a willingness to address conflict in this school Baseline: 62% 2023 Target:65% ● When there is a problem in the school, we talk about how to solve it Baseline: 62% 2023 Target: 65% ● Our staff believes all students can meet state standards Baseline: 70% 2023 Target: 73%
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<p>LSPI 90-Day Update - Belonging has been a theme</p> <ul style="list-style-type: none"> ● We have continued SEL focused lessons twice a week on Wednesdays and Fridays. Each day, the morning announcements have an encouraging message that centers around the theme of the SEL lessons of the week and is introduced by our principal or assistant principal. The teachers engage the students using the links provided by our counselors and assistant principal leads. ● We revamped our PBIS with extensive input from the students and have seen an increase in engagement from the students and teachers through incentives such as: <ul style="list-style-type: none"> ○ Principal for a Day - We have already hosted 2 students and have 5 students awaiting their day for the second semester <ul style="list-style-type: none"> ■ This includes shadowing the principal all day for activities such as morning arrival, announcements, classroom observations, discussions, etc. ■ Lunch with a Counselor ■ Treat Trolley ■ Popsicle Parties ■ Popcorn Fridays ○ Students have an opportunity to participate in monthly PBIS celebrations. ● SEL and self care tips and examples are added to staff newsletters ● Our counselors partner and provide support to our teachers and students on social-emotional learning and ways to meet the different needs of students. ● Knight Lights - Staff recognition each month for staff ● Staff / Student Shout-Outs ● Lucky Duck - each Friday a teacher is pick based on their luck duck number for the week ● DLD Staff Luncheons - provides staff the opportunities to fellowship and collaborate in groups ● We are currently offering the following clubs: <ul style="list-style-type: none"> ○ Chorus - We had our first Holiday Performance in December in four years ○ Drone Club - Students completed a series of flight simulations to prepare for a real flight ○ Art Club ○ Robotics - The students competed in the County Robotics competition in December and scores significantly increased in all areas from last year. ○ STEM/Science Club - students have prepared all year for the upcoming Science Fair at Gas South Arena on February 24 , ○ Drama- We had our first Holiday Performance in December in four years 		<p>Data Update on Available Measures</p> <ul style="list-style-type: none"> ● Data on the Educational Effectiveness Survey is not available at this time. The window for teachers, student are closed and awaiting data results. ● Parents window opens February 13, 2023. 	

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- Peer Leaders - students continue to lead in many areas in our school including revamping our PBIS
- Junior Beta - **We chartered our first Junior Beta club** and was able to provide over 1,600 canned good and non-perishable foods to a local church for families in need in November.
- Girls on the Run - students and staff completed in our second annual national Girls on the Run 5K on December 2nd.
- Our teachers lead and participate in committees where they are involved in our school wide events.
 - Math Night
 - Holiday Performance
 - Staff Cultural Luncheon
 - International Night
 - Literacy Night
- Discipline Data
 - Discipline data is down from 38 referrals by this time last year to 19
 - **Restorative Practices** have become a part of the common strategies used to reteach desired behaviors
 - Four Restorative circles have been held to increase desired behaviors and reconciliation amongst families
 - A total of 25 students have been identified as students who would benefit from a Check-In/Check Out program. This program provides students with a mentor who facilitates discussions to help students to set goals and plan what daily success can look like for the individual student.

**Equity 2A:
Multi-tiered system of supports**

- Build capacity to support and fully integrate non-academic tier 1 structures and processes such as school-wide positive behavior interventions and supports (PBIS), SEL curriculum/competencies, attendance campaigns, school counseling programs, etc.

The hire of a MTSS coordinator to build a team responsible for the structure of the supportive community and academic press.
This team will be responsible for:

- Reinforcing and building the capacity of the staff to support the formula of the academic press + supportive community to result in student success for the students of Jenkins ES

Decrease in the % of students in student groups achieving beginning on Milestones; 100% of students will move at least one performance band (i.e. Beg. to Dev./Dev. To Proficient/Pro. To Distinguished)

	Baseline	2023 Target
3rd LA	41%	39%

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- Formalize the academic response to intervention (RTI) process to reduce variability and improve the fidelity of im-plementation across all schools and grade bands which includes: Universal screening of all children in the general education classroom and identifying of students qualified for QBE-funded early intervention program (K–5) and remedial education program (6-12).

- Reenergizing and building upon the basis of our PBIS system
- Establishing the incentives for students and staff
- Providing the lessons for students and staff for an awareness of how the PBIS system works at Jenkins
- Creating the structure to make the RTI a formal process that has procedures for all to follow to ensure fairness and fidelity in rendering student needs
- Utilizing the appropriate data and providing platform for collegial discussion of student needs in a timely manner
- Readily having that to provide for teachers for continual growth in truly “knowing” their students
- Establishing a defined process for how students receive the appropriate academic and behavioral support
- Establishing a robust PBIS system, a systematic use of restorative practices as well as the use of district level supportive community resources.
- The use of universal screeners, EES surveys to specifically identify student needs
- Student small Groups

Budget Implications:

3rd MA	19%	17%
4th LA	22%	19%
4th MA	15%	12%
5th LA	31%	29%
5th MA	32%	30%
5th Sci	24%	22%

- Increase Percent Positive Responses (% Often True + % Almost Always True) on the following EES-STAFF and STUDENT survey items:
- Struggling students receive early intervention and remediation to acquire skills
- Baseline: 52%
- 2023 Target: 54%
- My teacher helps me learn by challenging me with interesting activities in class
- Baseline: 39%
- 2023 Target: 41%
- # of students supported at Tier 2 or 3 through screeners
- Baseline: established in SY2023

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		<ul style="list-style-type: none"> The use of additional allotment points for non-teacher positions Collaborative Planning time outside of school hours for lesson planning PBIS Incentives rewards Use of interpretive services for parents who speak languages other than English 													
<p>LSPI 90-Day Update</p> <ul style="list-style-type: none"> - We have developed a full MTSS committee and looking to expand the supportive community side of the team - We have continually increased the knowledge of what the resources available to increase the capacity of the supportive community for our families through the assistance of our <ul style="list-style-type: none"> - Behavior Specialists/behavior Coaches - Social Workers - Community Partners (GGC Dreamers Program / Building Babies Brains) <ul style="list-style-type: none"> - Program is receiving news worthy accolades as it was in the AJC on 2/1/23 and on WSB News on 2/2/2023 - Our MTSS Coordinator has begun implementing the foundational structures of a comprehensive system with the overall goal of student performance improvement - More Early Intervention Teachers have been hired to increase targeted instruction and for students in need of additional supports beyond what is happening in the classroom - Our MTSS meeting format is as follows: <ul style="list-style-type: none"> - Initial Tier Talk -These are teacher-led meetings for students who need supports beyond universal classroom practices - Subsequent Tier 2 Talks - <ul style="list-style-type: none"> - Meetings led by MTSS Coordinator for students who need targeted practices for students who need more support than Tier 1 alone. - During these meetings, teachers review their students' data and revise their plans of support for those students. 		<p>Data Update on Available Measures</p> <ul style="list-style-type: none"> - Updated Georgia Milestones data is not available at this time. Below is some 1st - 5th grade reading and math data by tiers. <p>1st - 5th Grade Reading iReady Data by Tiers The county goal for reading is 65% The median percent progress towards typical growth for this school is 54%</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Grade</th> <th style="padding: 5px;">Growth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">1</td> <td style="text-align: center; padding: 5px;">46%</td> </tr> <tr> <td style="text-align: center; padding: 5px;">2</td> <td style="text-align: center; padding: 5px;">62%</td> </tr> <tr> <td style="text-align: center; padding: 5px;">3</td> <td style="text-align: center; padding: 5px;">46%</td> </tr> <tr> <td style="text-align: center; padding: 5px;">4</td> <td style="text-align: center; padding: 5px;">71%</td> </tr> <tr> <td style="text-align: center; padding: 5px;">5</td> <td style="text-align: center; padding: 5px;">50%</td> </tr> </tbody> </table> <p>1st - 5th Grade Math iReady Data by Tiers The county goal for reading is 60%</p>		Grade	Growth	1	46%	2	62%	3	46%	4	71%	5	50%
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<ul style="list-style-type: none"> - Tier 3 Meetings - By appointment where parents are invited <ul style="list-style-type: none"> - Meetings led by SST/RTI (Tier III) Coordinator for students who need Intensive practices designed specifically for individual students who need more than Tiers 1 and 2 alone - Teachers received training on MTSS processes during the first semester. - Based on screener data, all students have been identified and scheduled for intervention classes as needed. - We are continuing to use the EL Reading resources during our pilot. Our teachers have participated in county led professional learning during Digital Learning Days to deconstruct the upcoming lessons. They have also participated in additional planning sessions with leaders from the EL Reading program. - We currently have 40 students participating in the GGC after school tutoring program 	<p>The median percent progress towards typical growth for this school is 43%</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tr><td style="width: 20px;">1</td><td style="width: 20px;">62%</td></tr> <tr><td>2</td><td>46%</td></tr> <tr><td>3</td><td>40%</td></tr> <tr><td>4</td><td>52%</td></tr> <tr><td>5</td><td>15%</td></tr> </table>	1	62%	2	46%	3	40%	4	52%	5	15%
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<p>Equity 2B: Opportunity and access</p>	<ul style="list-style-type: none"> ● Improve kindergarten readiness through expanding access to early learning experiences from birth to five through district programming and effective community partnerships. ● Increase opportunity to learn through consistently implementing a high-quality curriculum that reflects grade level expectations, focusing on early literacy and the science of reading, and identifying subjects and grades to target for improvement through third-party curriculum audits. ● Increase opportunities and pathways for all students to 	<ul style="list-style-type: none"> ● Plan for Play 2 Learn opportunities for families with children ages 0-5. ● Building Babies Brains After School Program available to selected families ● GGC After school program for selected student ● Jenkins Family Engagement Nights ● Increase experiences outside of the Jenkins Elementary which include field trips that enhance the learning experience of the AKS ● Ongoing Cultural Awareness Activities -Hispanic Heritage Month Contest, African American Research, International Night 	<p>Increase in % of K Readiness as measured by the KREP</p> <p style="text-align: center;">Baseline: % 84 2023 Target: % 86</p> <p>Percent Positive Responses (% Often True + % Almost Always True) on the following</p> <p>EES-STUDENT survey items:</p> <p style="padding-left: 20px;">All students have opportunities to choose more challenging work. Baseline: 27% 2023 Target: 30%</p> <p style="padding-left: 20px;">Adults in my school help me plan and set goals for my future Baseline: 42% 2023 Target: 45%</p> <p style="padding-left: 20px;">In class we work with other students Baseline: 24% 2023 Target: 30%</p>

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	<p>demonstrate eligibility for gifted/talented programming.</p>	<ul style="list-style-type: none"> ● Classroom/School Instructional Resources: process to ensure diverse representation in materials (piloting EL Education K-5) ● Increase of Colleges and Careers highlighted from various backgrounds throughout the year with an emphasis on the historical nature of HBCUs here in the state of Georgia. ● Increase opportunities for exposure to the Arts as we are in the Arts Cluster with the School of the Arts at Central Gwinnett ● The increase opportunities for students to qualify for gifted services as a result of increase opportunities to participate in I-Ready assessments 	<p>Student success is celebrated in this school.</p> <p style="text-align: right;">Baseline: 46% 2023 Target: 49%</p> <p>Increase Gifted Percentage:</p> <ul style="list-style-type: none"> ● Baseline: 6% ● 2023 Target: 10%
<p>LSPI 90-Day Update</p> <ul style="list-style-type: none"> - Our teachers and administrators have engaged in professional learning on the Science of Reading and the implementation of the EL curriculum to provide targeted literacy instruction to our students. - Our number of students referred to the Gifted program has increased and we have achieved our initial goal of 10%. Our teachers have participated in professional learning sessions on how to identify gifted students within our population. - Our Kindergarten teachers and students have fully embraced and participate in Joyful Learning exposing them to opportunities that improve engagement, motivation, and learning outcomes. This includes the learning of collaboration, communication, and problem solving through the use of play. We have been identified as a model school by the district instructional coach for Joyful Learning - Ongoing learning of the Science of Reading continues as teachers implement the pilot curriculum with fidelity 			<p>Data Update on Available Measures</p> <ul style="list-style-type: none"> - Updated achievement data is not available at this time. - Our current percentage of students in the Gifted program has reached our initial goal of 10% with 11 more children who achieved a gifted qualifier for possible gifted eligibility with the last administration of the I-Ready mid-year assessment.

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- Our GGC Program has been a complete success where 40 of our children are taken to Georgia Gwinnett College each day to participate in an enrichment, remediation and special areas after school program. The program has gotten acknowledgement from the AJC and WSB News outlets
- Our in-school Building Babies Brains after school program is thriving as it hosts students from grades kindergarten - fifth grades daily
- This year we added Drama to our specials as a support to provide exposure to the Arts. The students had a holiday performance in December which was the first time in four years.
- The students will have a visit from the Atlanta Opera in February
- Our students have taken learning outside of the classroom with an increase in field trip experiences including:
 - The Aurora Theater
 - The Georgia Aquarium
 - Washington Farms
 - Several in- school field trips
- We have celebrated our diverse cultures throughout the year with ongoing Cultural Awareness Activities
 - Hispanic Heritage Month Contest
 - African American History Month
 - International Night
 - Women's History Month

Effectiveness 3A:
Results-Based
Evaluation System

- Update the Local School Plan of Improvement (LSPI) framework to reflect expectations for both academic press and
- supportive community for schools.
- Revise and implement updated systems, structures, and processes for progress monitoring of LSPI

- Provide professional development through a New Teacher Institute that differentiates the needs of new teachers and new teachers to Jenkins ES.
- Create an extensive monitoring schedule to be in classrooms and to provide a weekly report out that includes leadership moves for next steps

Percentage of students improving on district Milestones Baseline established SY2022

- Increase Percentage of students scoring Proficient/Distinguished on GMAS

	Baseline	2023 Target
3rd LA	33%	43%
3rd MA	44%	54%

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	<p>implementation, with proactive opportunities to course-correct with additional resources and support within the academic year.</p>	<ul style="list-style-type: none"> ● Provide coaching cycle opportunities for teachers indicating areas of needed support ● Provide opportunities for feedback meetings after observations within the week of the observation for timely feedback ● Schedule weekly walkthroughs conducted by admin (some paired) ● Schedule Instructional Expectations Feedback Meetings with teachers ● Tuesday/Thursday Collaborative Learning Team meetings to plan for instruction ● Schedule Data Dive Days/Collaborative Planning ● Provide weekly additional collaborative planning with teams after school 	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="width: 25%;">4th LA</td> <td style="width: 25%;">41%</td> <td style="width: 25%;">51%</td> </tr> <tr> <td>4th MA</td> <td>54%</td> <td>58%</td> </tr> <tr> <td>5th LA</td> <td>36%</td> <td>46%</td> </tr> <tr> <td>5th MA</td> <td>31%</td> <td>41%</td> </tr> <tr> <td>5th Sci</td> <td>49%</td> <td>55%</td> </tr> </table> <p>From Student EES Survey: In class, we often work with other students to solve a problem/do a task. Baseline: 24% 2023 Target: 30%</p> <p>My teacher finds other ways for me to learn things I find difficult Baseline: 62% 2023 Target: 65%</p>	4th LA	41%	51%	4th MA	54%	58%	5th LA	36%	46%	5th MA	31%	41%	5th Sci	49%	55%
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5th LA	36%	46%																
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<p>LSPI 90-Day Update</p> <ul style="list-style-type: none"> ● Students in 1st to 5th grade took the iReady screener at the beginning and mid year. ● Kindergarten students took the mid-year Dibels screener at the end of the first semester. ● After the screeners, we met with county coaches for a train the leader session for a coaching session with teachers. ● Leaders continued to identify students who would benefit from Early Intervention and Gifted Program teacher used that data to identify students who needed to be part of the referral process. Eleven additional students reviewed an academic qualifier for the gifted eligibility process. 																		

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- Leaders led a session with their grade levels as a coaching session to review data for individual student needs and to build skills based on Scarborough's rope and the science of reading.

Excellence 4C:
World-class communications and engagement

- Implement a strategic communications plan to reach the target audiences of families, students, teachers and the community to share the work of GCPS and solicit input and feedback.
 - Evaluate and reimagine district publications to ensure news and information is relevant, timely, and effectively communicated.
 - Refresh the GCPS brand to clearly communicate who GCPS is today.
 - Strategically use social media and digital communications to connect with more stakeholders.
 - Elevate student voice by including students in surveys, councils, and district leadership opportunities and providing more

- Create newsletters with language translation options
- Readily provide updates to the website in multiple languages
- Email blasts with language translations options
- English/Spanish documents
- Build a social media presence for our school
- Documents in multiple languages

ESS Family Satisfaction Rating

- I am informed about progress toward the improvement goals of this school
 - Baseline: 91%
 - 2023 Target: 93%
- This school tells me how I can help my student with homework
 - Baseline: 86%
 - 2023 Target: 88%

ESS Staff Satisfaction Rating

- When there is a problem in my school, we talk about how to solve it
 - Baseline: 68%
 - 2023 Target: 70%

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	opportunities to share their stories.		
<p>LSPI 90-Day Update</p> <ul style="list-style-type: none">- Parent input was solicited to increase collaboration and communication access between school and homes- “Coffee with Ms. T” started - These are small groups of 25 monthly meetings with parents who sign up to discuss what is going on at Jenkins and parents get to voice their opinions and provide input.- Newsletter format is being revamped based on parent feedback- Newsletter has language access for parents to switch to the languages needed- We use emails, flyers, and messenger blasts to communicate events to parents.- Flyers and communication is sent in English and Spanish.- Our Parent Liaison works closely with our families to ensure that there is access to school resources- We have met with parents to get feedback as we move into the social media realm to promote our school brand- Our website has undergone redesign for more of a clean look and easier accessibility			