



# **Accreditation Report**

**Jefferson Elementary School**

**Jefferson City Schools**

Ms. Annette Beckwith  
415 Hoshton St  
Jefferson, GA 30549-2770

# TABLE OF CONTENTS

## **Executive Summary**

Introduction . 2 .....

Description of the School . 3 .....

School's Purpose . 4 .....

Notable Achievements and Areas of Improvement . 6 .....

Additional Information . 7 .....

## **Self Assessment**

Introduction . 9 .....

Standard 1: Purpose and Direction . 10 .....

Standard 2: Governance and Leadership . 13 .....

Standard 3: Teaching and Assessing for Learning . 17 .....

Standard 4: Resources and Support Systems . 24 .....

Standard 5: Using Results for Continuous Improvement . 28 .....

Report Summary . 32 .....

## **Stakeholder Feedback Diagnostic**

Introduction . 34 .....

Stakeholder Feedback Data . 35 .....

Evaluative Criteria and Rubrics . 36 .....

Areas of Notable Achievement . 37 .....

Areas in Need of Improvement . 38 .....

Report Summary . 39 .....

**Student Performance Diagnostic**

Introduction . 41 .....

Student Performance Data . 42 .....

Evaluative Criteria and Rubrics . 43 .....

Areas of Notable Achievement . 44 .....

Areas in Need of Improvement . 46 .....

Report Summary . 47 .....

**AdvancED Assurances**

Introduction . 49 .....

AdvancED Assurances . 50 .....

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Jefferson Elementary School is a PreK-2 primary school of almost nine hundred students and over one hundred faculty and staff. We are located about an hour Northeast of Atlanta in a relatively rural community. Our student population is approximately 80% Caucasian and 20% representing other ethnic groups, including African American, Hispanic, Asian, and Multi-Racial. We are a Title 1 targeted assistance school with approximately 30% of our students currently receiving free and reduced lunch services.

We have many unique features but of particular note is the extreme level of dedication and devotion our parents, community, and staff demonstrate in relationship to our school. Many of our faculty members attended Jefferson High School. They have come back to teach in the community they love. Also, for each job opening, numerous quality applicants are available. This allows us to continue our commitment of placing the most highly qualified individual in each position. Most of our new hires were highly thought of at their former schools as demonstrated by serving in leadership capacities and representing their school as teacher of the year.

Our parent involvement is at the exemplary level. Every day, multiple parents check in to have lunch with their children in our Parent Café or at the Outdoor Pavilion. Our Parent Teacher Organization is actively involved by:

1. Leading our parent volunteer effort-volunteers are present daily and assist with copying, our mentoring program, and general office help
2. Leading our room mom efforts-room moms help individual teachers with specific classroom needs
3. Fundraising-our PTO annually organizes our Fall Festival (a fun event on the front field with games and prizes) and the Dragon Dash

Due to the PTO organizing this event, 100% percent of the profits are used to serve JES. Evidence of the benefits of this funding source are everywhere in our building-the electronic sign, parent pavilion, new signage in the building and other campus locations, six tablets in each classroom, Mimio Boards in each classroom, playground equipment, additional Leveled Literacy Intervention Kits and on-level non-fiction books in the Guided Reading Library are just a few examples. Our community joins in supporting the school in this event by serving as sponsors to help fund the prizes and other costs. We have discovered when staff, parents and community join together the students experience the positive impact!

## School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Our mission, Helping Every Student Think, Reach, and Shine, is a primary school version of the system mission to Graduate Fully Functioning Adults. We believe high functioning schools devote themselves to three basic areas-Academics, Behavior, and Culture.

In the area of academics, we are never done improving. We begin each day with a building wide literacy block. Students receive literacy support at their level of need based on data, not grade level. A research-based phonics program-Foundations- is utilized Pre K-first grade and second grade builds reading stamina through the Reading Workshop model. In addition to this period, all K-2 students receive additional reading instruction during the guided reading block. We utilize the research-based Fountas and Pinnell Leveled Literacy Intervention Kits for all Early Intervention (EIP), English Learners, and special education students.

We have also invested in high quality books for our guided reading library so ALL students have access to high quality literature during this block. We have fine-tuned our schedule so that we have a true writing block K-2, and an hour long math period. We believe the purpose of the primary school is to lay the foundation of reading and basic numeracy skills so students will be equipped for success at the next level. We continually monitor our progress towards this goal through universal screening, common assessments, and progress monitoring. The academic needs of all students are served through Tier 1 supports and those in need of extra services through our award winning Response to Intervention (RTI) process.

In the area of behavior, we have had a six year emphasis on behavior. We have implemented and trained our faculty on Positive Behavior Intervention and Supports (PBIS). All faculty have been trained concerning the basic elements of how to create a positive environment for all students, and what to do when problems arise. We have created a staff training manual and a parent brochure to ensure consistent knowledge and communication with all stakeholders is present. We analyze our behavior data monthly as it is distributed to all schools at monthly JCS administrative meetings. At-risk students are identified through our behavior screener, which is completed at the end of the year and then again in the beginning of the year for new students and those exhibiting a change of behavior from the previous year. Tiered intervention plans are implemented with a variety of supports to meet the unique needs of the student. Parents are partners in both the academic and behavior RTI process.

At Jefferson Elementary School, we believe an emphasis on school culture is essential for success. Much research has been conducted in this area and supports this claim. We believe PBIS encourages a positive student culture, but we layer on efforts to build a positive staff culture as well. Health, engagement, and retention of high quality employees have been proven to exist at higher levels in cultures that emphasize staff well-being. Employees need to know they are cared for and supported, that mistakes are a chance to grow and improve, that we can go to one another without fear when we need help. This does not diminish our pursuit of excellence or decrease our high expectations, it makes them possible.

All groups have outlined their norms and procedures for ensuring they will be followed. We devote time at our faculty and team meetings to discuss topics such as the qualities of a high functioning team and how to have difficult conversations with dignity. We have committed as faculty to pursue our purpose in a problem solving, positive manner. Our survey results indicate this commitment is valued by all of our stakeholders.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

### Notable Achievements

- SSTAGE STAR Award for Promising Practices in Response to Intervention (RTI)
- 5 Star Climate Ranking two years in row
- Last CCRPI Score 2014-98.8
- Implementation of Leveled Literacy Intervention Kits, Foundations, and iRead building wide

### Improvements Made

- Collaboratively unpacking and implementing Common Core
- Building common assessments
- Implementing data teams K-2
- 100% K-1 teachers officially trained in Foundations
- Best Practice in Guided Reading defined and implemented with fidelity
- Master schedule re-built to create blocks of time for research-based instructional practices-Foundations, Reading Workshop, Guided Reading block, Writer's Workshop block, extended math block

### Next Steps

- Continue to address the second to third grade transition and the level of achievement on the third grade ELA Milestones through our JES

### Areas of Emphasis

- Complete Response to Intervention (RTI) Manual and implement as training tool
- Define math period best practice as we have literacy and reading block and enhance math RTI
- Continue Writing Workshop training and implementation



## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

We truly believe much of our success is due to the high levels of support we receive from our JCS Board of Education, our parents, and our community. We are deeply grateful for the investment they have made to us, and we commit ourselves to pouring our efforts into the students of Jefferson Elementary School.

# Self Assessment

## **Introduction**

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

### Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Communication plan to stakeholders regarding the school's purpose</li> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•Documentation or description of the process for creating the school's purpose including the role of stakeholders</li> <li>•Purpose statements - past and present</li> <li>•Monday Memo Staff Weekly Newsletter PRIDE School Improvement Cycle</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•The school's statement of purpose</li> <li>•Monday Memo School Wide Handouts</li> </ul>	Level 3

# Accreditation Report

Jefferson Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"><li>•The school data profile</li><li>•Agenda, minutes from continuous improvement planning meetings</li><li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li><li>•The school continuous improvement plan</li><li>•Monday Memo Faculty Weekly Newsletter School Wide Handouts</li></ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

## Standard 1 Purpose and Direction

Jefferson Elementary School engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. We echo the system purpose to "Graduate Fully Functioning Adults." At the primary level, we know this means we must produce students with the fundamental skills in reading, writing, and numeracy so they can, "Think, Reach, and Shine."

## AREAS OF STRENGTH

1.1 We communicate our mission with our stakeholders through School Council Meetings, the Jefferson City Schools PRIDE cycle, our school handbook, the newsletter that is sent home to all students at Open House at the beginning of the year, our website, and our electronic sign out in front of the school. While our students are young, they ranked this indicator with the highest survey ranking (2.97 out of 3)

1.2 Our school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. This is evident in that we begin each year with a Leadership Retreat where we annually review and recommit to our purpose. In addition, at the beginning of the year, our initial faculty meeting opens with a time of reflection upon our purpose as a primary school. Monthly, we begin each faculty meeting with a shared story of impact, and our weekly Monday Memo staff newsletter lifts up important elements of living "On Purpose." The agendas and sign in sheets from these activities are included.

1.3 JES implements a continuous improvement process that provides clear direction for improving conditions that support student learning. We believe this is one of our greatest strengths as evidenced by our survey results (Staff 4.6/Parent 4.6) and evidence provided. We follow the JCS PRIDE cycle. Each year we meet as grade levels and departments to review data, set goals, and create actions plans to meet our goals. These documents are then used to write the School Improvement Plan. We meet three times per quarter as data teams to analyze movement towards our student achievement goals. At the end of the year, we come together and complete the Action Plan Review to

## Accreditation Report

Jefferson Elementary School

---

determine effectiveness and adjustments that are needed. The results of this process are shared at quarterly School Council meetings. We believe we follow an effective cycle as our data team, yearly DIBELS, and Title 1 end of the year data support this claim.

### ACTIONS TO SUSTAIN AREAS OF STRENGTH:

Due to all of the above stated reasons, evidence supplied, and our survey results, we believe Purpose and Direction is an area of strength for JCS/JES. To maintain our strength in Purpose and Direction, we will continue to follow the processes that we have put in place that have nourished this area. We commit to the JCS PRIDE Cycle of School Improvement, Data Teams, and our continual emphasis on purpose through school communications. AdvancED survey results (4.6 Parent and 4.6 Staff) maintain that our purpose statement is focused on student success. TKES observations support student engagement in all classrooms. We will also continue to share our vision and mission statement with all stakeholders that track measurable goals on a variety of data (Dibels, iREAD, Lexia, JMAP (Jefferson Measures of Academic Progress/Common Unit Assessments)).

### AREAS IN NEED OF IMPROVEMENT

An area of improvement noted was stakeholder involvement and communication. While we quarterly meet with School Council and share our School Improvement process, there is not wide spread knowledge among our stakeholders of how this process takes place.

### PLANS TO IMPROVE AREAS OF NEED

We propose posting this information on our website and using widely attended meetings -Open House and Curriculum Night-to distribute, discuss and gain feedback from our stakeholders in the area of our mission and purpose. As our PRIDE Cycle School Improvement Plan (SIP) states, we have planned professional development activities for the entire staff on analyzing data to drive instruction throughout the year, which includes instructional practices to achieve student success.

## Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•Communications to stakeholder about policy revisions</li> <li>•School handbooks</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> <li>•Governing body minutes relating to training</li> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•List of assigned staff for compliance</li> <li>•Governing code of ethics</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Stakeholder input and feedback</li> <li>•Agendas and minutes of meetings</li> </ul>	Level 3

# Accreditation Report

Jefferson Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"><li>•Examples of collaboration and shared leadership</li><li>•Examples of decisions aligned with the school's statement of purpose</li><li>•Examples of decisions in support of the school's continuous improvement plan</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"><li>•Copies of surveys or screen shots from online surveys</li><li>•Involvement of stakeholders in a school improvement plan</li><li>•Communication plan</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"><li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li><li>•Governing body policy on supervision and evaluation</li><li>•Job specific criteria</li></ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

## Standard 2 Governance and Leadership

The Jefferson City School system is known for strong leadership through our JCS Board of Education, JCS Central Office Staff, school level administrators and leadership teams. While district policies are established through the board, each school is given the freedom and autonomy, within these parameters, to implement what actions are needed for their individual schools to thrive.

### AREAS OF STRENGTH

2.1 The Jefferson City School Board of Education establishes policies and supports practices that ensure effective administration of the school. They meet monthly in a public forum to discuss the current status of the schools. Finances, utilities, curriculum, achievement, and action items are discussed. Minutes are kept and made public.

2.2 The JCS Board operates responsibly and functions effectively. Checks and balances exist to ensure proper use of funding. Each year,



## Accreditation Report

Jefferson Elementary School

---

an outside auditor works with the system and all four schools to provide guidelines for efficient and effective use of the funds received.

2.3 The JCS Board and Central Office Staff ensure that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. While they provide direct training, programs, and parameters within which the school must function, they also allow the schools the freedom to determine the best ways to implement our overall JCS goals and objectives. Each month, school administrators attend the local board meeting and an administrators' meeting where information is shared. This provides a consistency of expectations among all four schools. From there each principal, leadership team, and school committees are commissioned to create the most effective way to accomplish needed tasks according to their own unique population.

For example, administrators were trained in Rigorous Curriculum Design and documents were provided by our Central Office staff. School administrators were given the opportunity to then train their faculties and given release days to implement this initiative. This allowed the principals to serve as instructional leaders in their buildings and tailor the roll out in the most effective manner for their individual school. When asked what they are most proud of over the past five years, many staff members will state our curriculum work including assessment building.

We collaboratively accomplished this following the guidelines of our governing body. This is a perfect example of guidance with autonomy. In addition to the monthly board meetings and administrative meetings, all JCS administrators attend a quarterly CCRPI (College and Career Readiness Performance Index) meeting with the Central Office staff. At this meeting, we discuss current student data, personnel matters, and any instructional needs our school may have. Our 2016-2017 CCRPI meeting agenda is included in the documentation.

Finally, administrators attend at least one Board Retreat per year where the data from the year before is reviewed and the vision for the upcoming year is cast. Between the monthly meetings, quarterly CCRPI meetings, and the yearly Board Retreat, a strong bond of consistency is built between the four schools.

2.4 Jefferson Elementary School leadership and staff continually foster a culture consistent with the school's purpose and direction. As stated in Standard 1 and demonstrated by the evidence provided, we continually seek excellence in all we do. We distinguish where we are strong and nourish these areas, as strengths ignored often disappear. We are also not afraid to face our growth areas.

The JES Areas of Emphasis document and the financial commitments we have made to improve our English Language Arts program make this evident.

Additionally, we have had a five year emphasis on behavior which has culminated in our school wide behavior program noted in our PBIS manual. This creates a consistent set of expectations, rewards, and consequences. Since implementing, our behavior referrals have diminished to almost non-existent. This allows the teachers to teach and the students to understand exactly what is expected.

All staff seek to use Alpha Statements which state the behavior we want to see instead of lifting up the negative. "Walk please" instead of "Stop Running!" This simple shift has increased compliance and made for a much more pleasant environment. This element received our second highest staff ranking in the survey (4.79) and our highest student ranking (2.97 out of 3).

2.5 JES and the JCS Leadership engages stakeholders effectively in support of the school's purpose and direction. Each quarter, School Council meetings are held to expressly share with stakeholders the mission, academic progress, and to gain input on decisions concerning use of funds and areas of interest they would like to be informed of. Each year, JES participates in a major fundraiser in the spring-the Dragon Dash. The event is PTO organized so 100% of the funds come right back to the school. The School Council provides direct guidance on how they would like these funds to be utilized thus creating a partnership between school, families, and community.

## Accreditation Report

Jefferson Elementary School

---

We believe this partnership is part of the reason we have obtained the 5 Star Climate Ranking for two years in a row. A large part of how the climate ranking is determined comes from our parent surveys.

2.6 The JCS staff supervision and evaluation processes result in improved professional practice and student success as we fully implement the TKES process. In addition to the required walk through and formative visits, administration at JES often drops in classrooms to make sure we are well informed about the instruction and environment of our school. We often lean over and ask students, "Tell me what you are doing, what are you learning?" Students are very comfortable with administrative presence due to this frequency. Teachers state, "The team meetings for TKES helps ensure all staff are continuously working toward the same goals and gives teachers feedback throughout the year. Our staff appreciates the one on one goal setting at the end of the year. It helps every teacher feel heard and gives time to discuss personal improvement areas. As stated previously, we are always striving to be our best selves."

### ACTIONS TO SUSTAIN AREAS OF STRENGTH

Due to all of the above stated reasons, evidence supplied, and our survey results, we believe Governance and Leadership is a strength for JCS/JES. We plan to continue and build upon the current practices to nourish this strength.

### AREAS IN NEED OF IMPROVEMENT

One area of growth noted is in the area of stakeholder involvement in the building and carrying out of the school vision and purpose. While stakeholders are very pleased with the state of the school, they do not always know the processes used to create the purpose, School Improvement Plan, and how to provide input.

### PLANS TO IMPROVE AREAS OF NEED

A creation of a forum that is more widely attended than School Council where this information could be presented and feedback obtained such as an introductory session at the start of curriculum night would be beneficial. Each year, at the beginning of the year we hold a widely attended Curriculum Night. Teachers share with the parents policies, procedures, and important information concerning student learning goals for the year. At the beginning of this session, the School Improvement Plan, including goals set and professional learning desired, could be discussed for feedback and stakeholder interaction.

The PRIDE (Plan, Review, Implement, Determine Effectiveness, and Examine Results) school improvement cycle enables teachers and administrators to continuously use student assessment data to inform instructional practices and improve student achievement. In addition, efforts on vertical and horizontal alignment of standards and collaboration between grade levels will strengthen student learning and performance. In particular, working on vertical alignment between Jefferson Academy and Jefferson Elementary will aid in making instructional decisions across all content areas.

### Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> <li>• Learning expectations for different courses</li> <li>• Posted learning objectives</li> <li>• Course schedules</li> <li>• Descriptions of instructional techniques</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> <li>• Curriculum guides</li> <li>• A description of the systematic review process for curriculum, instruction, and assessment</li> <li>• Common assessments</li> <li>• Standards-based report cards</li> <li>• Curriculum writing process</li> <li>• Products – scope and sequence, curriculum maps</li> </ul>	Level 3

# Accreditation Report

Jefferson Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> <li>•Teacher evaluation criteria</li> <li>•Agenda items addressing these strategies</li> <li>•Professional development focused on these strategies</li> <li>•Authentic assessments</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Authentic Assessments in 3.2 Teacher Evaluation Criteria in 3.4 Recommendations For Assessments from Assessment Audit</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> <li>•Curriculum maps</li> <li>•Supervision and evaluation procedures</li> <li>•Peer or mentoring opportunities and interactions</li> <li>•Examples of improvements to instructional practices resulting from the evaluation process</li> <li>•Administrative classroom observation protocols and logs</li> <li>•Curriculum Maps see 3.2</li> </ul>	Level 3

**Accreditation Report**

Jefferson Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> <li>•Common language, protocols and reporting tools</li> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> <li>•Peer coaching guidelines and procedures</li> <li>•Examples of improvements to content and instructional practice resulting from collaboration</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> <li>•Examples of learning expectations and standards of performance</li> <li>•Examples of assessments that prompted modification in instruction</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> <li>•Records of meetings and walk thrus/feedback sessions</li> <li>•Professional learning calendar with activities for instructional support of new staff</li> <li>•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning</li> </ul>	Level 3

# Accreditation Report

Jefferson Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> <li>•Volunteer program with variety of options for participation</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•List of students matched to adult advocate</li> <li>•Curriculum and activities of formal adult advocate structure</li> <li>•Master schedule with time for formal adult advocate structure</li> <li>•Description of formal adult advocate structures</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> <li>•Evaluation process for grading and reporting practices</li> <li>•Sample report cards for each grade level and for all courses</li> <li>•Sample communications to stakeholders about grading and reporting</li> <li>•Policies, processes, and procedures on grading and reporting</li> </ul>	Level 3

## Accreditation Report

Jefferson Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"><li>•Brief explanation of alignment between professional learning and identified needs</li><li>•Crosswalk between professional learning and school purpose and direction</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none"><li>•List of learning support services and student population served by such services</li><li>•Training and professional learning related to research on unique characteristics of learning</li><li>•Data used to identify unique learning needs of students</li></ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

### Standard 3 - Teaching and Assessing for Learning

#### Areas of Strength

3.1 Jefferson Elementary School's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. We have adjusted our schedule to maximize learning time in the core areas of reading, writing, and math. Our English Language Arts (ELA) and math committee researched and created our Frameworks that outline what a powerful and research-based math and ELA instructional time consists of to promote consistency across the classrooms and grade levels.

In addition, the ELA committee further defined our Guided Reading time and this document is used to guide our practices and observations. Teachers collaboratively met to define the priority standards and create the "I Can" statements to help make the learning targets clear to our students.

3.2 JES curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. The process outlined in Rigorous Curriculum Design was implemented with the roll out of Common Core Georgia Performance Standards/Georgia Standards of Excellence. After teachers identified the priority standards, they defined the Know/Do/DOK for each. They were then placed on the co-created curriculum maps/pacing guides.

Common assessments were created and are given in a pre/post method with a mid-quarter check in. Standards based report cards are issued four times per year and an explanation of the grading process and the report card was sent home to every parent.

SY 2016-2017

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

## Accreditation Report

Jefferson Elementary School

---

3.3 JES teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. Through the work of outlining the ELA/math frameworks, the guided reading expectations, the "I Can" statements, the assessment building process and the use of summer collaborative work, there is ample evidence of high quality instructional strategies.

3.4 JES leaders monitor and support the improvement of instructional practices of teachers to ensure student success. The TKES is fully implemented with all timelines and requirements met. In addition, administrators visit classrooms for brief five minute checks to ensure they are knowledgeable of building-wide practices. Feedback is provided and left for teacher reflection. After the creation of the Guided Reading Expectations handout, Central Office visited unannounced to observe in all our classrooms. This continual administrative presence in the classrooms promotes high quality instruction.

3.5 JES teachers participate in collaborative learning communities to improve instruction and student learning. All faculty are allowed to choose their committee each year. Our committees focus on student learning and school environment and are aligned to the AdvancED Standards. Each year, teachers come together to set a goal and create an action plan for their part in school improvement. This process has been a powerful one for JES.

From these committees, our work in ELA, math, grading and reporting has impacted our school in the creation of the frameworks and the reworking of our common assessments. The committee work is always taken back to the grade levels for feedback before adopted. We find this helps promote buy in, consistency, and helps eliminate frustration and confusion. In addition, each year a schedule of meetings is created at the beginning of the year that outlines grade level meetings (which take place every Tuesday), monthly faculty meetings and leadership meetings, three times per quarter Data Teams meetings, and quarterly whole day planning.

3.6 Due to all of the reasons stated above, we firmly believe teachers implement the school's instructional process in support of student learning.

3.7 Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. Before the school year begins, the system hosts a new teacher orientation in the morning. The afternoon is left free for the new teachers to work in their schools. A meeting with administration is held and the expectations from the Standards Booklet are explained. The Standards and PBIS manual are discussed. A mentor teacher is given to each new teacher and quarterly check in meetings with administration are conducted.

3.8 JES engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. Parents are always welcome at JES. A full calendar of parent opportunities outlines this. It begins with Open House where parents come into the school to meet the teacher. We have Curriculum Night the first week of school so no time lapses before parents are given important information. We have school wide conferences at the end of the first quarter. We distribute report cards four times per year, newsletters at least monthly, Monday folders with student work go home weekly, and the agenda goes home daily.

We are always available via email, phone, or to meet. We strive to respond within 24 hours of contact. We let our parents know how they can volunteer with our survey and then contact them in the ways they express interest whether it be Helping Hands Mentoring, Room Mom, School Council, help in the Media Center, etc.

3.9 JES has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. Due to our homeroom structure, all students are well known by their teacher. We have worked diligently to keep class size down to ensure children are able to connect with their homeroom teacher. In addition, the first period of the day, our class size is



## Accreditation Report

Jefferson Elementary School

---

reduced even more for Literacy Block due to all EIP (Early Intervention Program) and Title teachers pulling out on a need identified basis. This makes the first 45 minutes of the day a time to connect with an adult in a small group setting.

We also have our Helping Hands Mentoring program and our Teachers Accentuating the Positive where staff members take on an additional student to notice and affirm, and our formal Check in Check Out program as a behavior intervention.

3.10 Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses as evidenced by the guidelines and parent communications included.

3.11 Due to all of the above mentioned, it is clear that all staff members participate in a continuous program of professional learning.

3.12 The school provides and coordinates learning support services to meet the unique learning needs of students through our extensive curriculum work and the (Response to Interventions) RTI process. Our building wide literacy block ensures English Learners, gifted, EIP, Title and ALL students receive just what they need.

### Actions to Sustain Areas of Strength

Due to the reasons listed above and the evidence provided, we believe Teaching and Assessing for Learning is an area of strength for Jefferson Elementary School. We plan to continue our current practices while always seeking to grow, stretch, and improve as new information and data become available. We know a strength left undernourished can diminish so we commit to the pursuit of excellence for our students.

### Area in Need of Improvement

One area of growth noted was in the area of professional development for our paraprofessional staff. While we have had several training sessions (behavior, Foundations) that have included them, a comprehensive plan has not been implemented. A time of reflection with the paraprofessional staff to determine their needs and then develop a plan to address is needed.

### Plans to Improve Areas of Need

More reflection time with the paraprofessional staff will be scheduled in order to determine the needs - a professional learning plan will be developed based on feedback from this session.

## Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•School budgets for the last three years</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•School schedule</li> <li>•School calendar</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•System for maintenance requests</li> <li>•Maintenance schedules</li> <li>•Safety committee responsibilities, meeting schedules, and minutes</li> </ul>	Level 3

# Accreditation Report

Jefferson Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> <li>•Budget related to media and information resource acquisition</li> <li>•Data on media and information resources available to students and staff</li> <li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Policies relative to technology use</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> <li>•Agreements with school community agencies for student-family support</li> <li>•Schedule of family services, e.g., parent classes, survival skills</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•List of support services available to students</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> <li>•List of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Description of IEP process</li> <li>•Description of referral process</li> </ul>	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing.

## Accreditation Report

Jefferson Elementary School

---

### Cite sources of evidence External Review team members may be interested in reviewing.

#### Standard 4 Resources and Support Systems

Jefferson Elementary School has qualified professional and support staff that are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program. We have maintained our 100% highly qualified teacher and paraprofessional status for years.

#### AREAS OF STRENGTH

4.1. By analyzing the class load report, it is evident JCS is committed to keeping class sizes limited so learning is optimized. This commitment is so strong three teachers were hired one week before school started for the 2016-2017 school year when the enrollment swelled over the summer. The chart also demonstrates the high commitment to provide early intervention support. We currently have seven Early Intervention Program teachers who each serve approximately 30 students per day resulting in 210 students building wide being served. We also have a Title 1 teacher and paraprofessional who serve approximately 45 students per day. This indicates our commitment to layer on services to our students in need so they can achieve the ultimate goal of reading on grade level by grade three.

We continue to emphasize our commitment to instruction by maintaining paraprofessionals in all kindergarten and special education classes. In addition, we have added a full-time special education resource teacher this year.

4.2 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. By analyzing our instructional budget and expenditures, it is evident the JCS Board of Education fully supports the instructional needs of our students. With the roll out of Georgia Standards of Excellence, the My Math adoption provided guidance for our teachers. This year, after an analysis of our Milestones data, the iRead program was purchased for all K-2 students and teachers received multiple days of training.

Our school calendar minimizes disruptions while still promoting education in an enjoyable environment. Lastly, our schedule has been re-worked to maximize time for reading, writing, and numeracy. One teacher stated, "This is the best schedule I have ever had for teaching."

4.3 Our school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. Our custodians have a schedule that ensures all areas of the school are maintained and there is a system policy for turning in work orders when maintenance is needed. Our safety committee has clearly outlined responsibilities and meets four times per year. A simple walk-through of our building and playground demonstrates that our facilities are well maintained.

4.4 JES students and school personnel use a range of media and information resources to support the school's educational programs. Each classroom is equipped with a document camera, mimeo board, teacher laptop, six desktops, six tablets, and six Chromebooks in second grade. We have two computer labs and a mobile laptop cart. Our students are well versed in the use of technology. While our students are young, they recognize the accessibility of technology and ranked this with our highest student survey ranking (2.97 out of 3).

4.5 The JCS technology infrastructure supports the school's teaching, learning, and operational needs and was recently updated to support the BYOT initiative and all of the devices our schools maintain. The Board of Education is in the process of implementing a 1:1 technology initiative.

4.6 JES provides support services to meet the physical, social, and emotional needs of the student population being served. Through the Title 1 Program, a parent training program, entitled PEP-Parents Education Partner, has been implemented. We conduct three parent nights where the parents are invited into the school to share a meal while we provide childcare and the teachers train the parents on how to work with their children at home in the acquisition of the standards. Our school counselor has created a newsletter that outlines for parents and

## Accreditation Report

Jefferson Elementary School

---

staff the services she offers. This includes character education, Stop, Walk, and Talk Bully Prevention, Classroom Guidance, small group and individual counseling, Helping Hands Mentoring Program, and Dragon Now Snacks are available for those in need. This is one of our lower rankings in the staff survey (4.27) and is addressed in the plan to improve below.

Due to our rapid growth, our numbers now warrant investigating a full time counselor and an additional specials teacher to reduce class size.

4.7 JES provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. Through the academic and behavior screener, which is completed on all students, we are able to identify and intervene in the life of our students before they fail. A tiered approach of applying interventions at the level of need, and partnering with our parents through meetings and creating action plans, promotes success for all. One example of this is a new program our assistant principal implemented this year entitled Determined Dragons. At-risk students were identified through our behavior screener and teacher input. He is meeting weekly for six weeks, with parent permission, to discuss and practice character traits that lead to a successful life. We consider the whole child our mission! Our school counselor conducts our career lessons, and we have received our CCRPI points for career lessons since instituted.

### ACTIONS TO SUSTAIN AREAS OF STRENGTH

Due to all of the above stated reasons, evidence supplied, and our survey results, we believe Resources and Support Systems is an area of strength for JES. We commit to continuing to provide our students with highly qualified staff and ample high quality instructional materials in a clean and safe environment.

### AREAS IN NEED OF IMPROVEMENT

One area of need noted is that due to our rapid growth, our support staff may need to be supplemented. Emphasis will continue to be placed on horizontal and vertical alignment across grades and transitioning to Jefferson Academy to ensure that practices and procedures provide continuity and a seamless transition to improve student performance.

### PLANS TO IMPROVE AREAS OF NEED

An additional specials teacher to help reduce the class size in specials and a full time counselor would be very beneficial to our students. It is our plan to discuss this at our spring planning Board Retreat. The system is committed to ensuring that the needs of all students are effectively identified and addressed.

## Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> <li>•Evidence that assessments are reliable and bias free</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> <li>•Written protocols and procedures for data collection and analysis</li> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> <li>•Response to Intervention Protocols</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Professional learning schedule specific to the use of data</li> <li>•Documentation of attendance and training related to data use</li> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> </ul>	Level 3

## Accreditation Report

Jefferson Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"><li>•Agendas, minutes of meetings related to analysis of data</li><li>•Examples of use of results to evaluate continuous improvement action plans</li><li>•Evidence of student readiness for the next level</li><li>•Evidence of student growth</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none"><li>•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders</li><li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li><li>•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals</li><li>•Executive summaries of student learning reports to stakeholder groups</li></ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

### Standard 5 Using Results for Continuous Improvement

At Jefferson Elementary School, we are committed to using results to drive continuous improvement. While we have been a high achieving school and continue to work diligently to maintain that distinction, we know that analyzing our strengths AND growth areas is never complete.

### AREAS OF STRENGTH

5.1 Jefferson Elementary School establishes and maintains a clearly defined and comprehensive student assessment system. We were recognized as the SSTAGE Star School for Promising Practices in this area and have been asked back to present again this year to help guide other schools by the practices we have put into place. We administer the DIBELS Universal Screener three times per year to identify our students at risk and in need of Response to Interventions services.

## Accreditation Report

Jefferson Elementary School

---

In addition, we have created common assessments and deliver them in a standardized manner PreK-2. The results are analyzed three times per quarter in grade level data teams where goals and instructional strategies are determined. A comprehensive data sheet that includes DIBELS, Running Records, ELA/Math Teacher Recommendation, EIP ELA/Math Checklist Score, and ELA/Math Common Summative Assessment Scores is used for recommendations for testing and placement in special programs such as gifted, EIP, and Title 1. Since implementing this process over 90% of the students who are referred for gifted testing qualify, thus suggesting it is a valid and reliable way to organize data.

5.2 Our certified and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions. Upon receiving the 3rd Grade Georgia Milestones scores, we identified next steps and conducted a comprehensive curriculum review. We revised our common assessments to increase the rigor and to align to the Milestones domains. At the end of the year faculty meeting, the data celebrations and next steps were outlined (presentation and sign in attached).

5.3 Our teachers are trained in the evaluation, interpretation, and use of data as evidenced by our Data Teams Training. All teachers were initially trained, and then at the beginning of the year a refresher course is conducted. (presentation and sign in attached) Data teams meetings are scheduled and on the calendar for the entire year. All of this is ample documentation that JES engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. (5.4)

To increase our vertical alignment and help determine readiness for the next level, we have implemented Vertical Alignment meetings where we discuss where the students came to us well prepared, what gaps existed, and do we have any "bridge" recommendations to help in the transition. Out of this discussion, it was noted our rising third graders did not have the Chromebook experience necessary to take the Georgia Milestones so the JCS Board approved six Chromebooks for every second grade classroom.

5.5 JES Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders through faculty meeting presentations, Collaborative Planning Day Agendas, the Response to Interventions (RTI) Process, the PRIDE Cycle, and School Council Meetings.

We continually ask ourselves:

Where are our students now according to data? (Data Review)

Where would we like them to be? (Goal Setting)

How will we close the gap or enrich those who already have it? (Strategies)

We have set aside one whole day per quarter where curriculum, assessments, and data teams are collaboratively discussed. Our teachers state this day is imperative to their success.

### ACTIONS TO SUSTAIN AREAS OF STRENGTH

Due to all of the above stated reasons, evidence supplied, and our survey results, we believe Using Results for Continuous Improvement is one of our greatest strengths at JES. We commit to the continual PRIDE cycle process, Data Teams, Curriculum Review, and Quarterly Whole Day Planning with an emphasis on common curriculum development to nourish this strength.

### AREAS IN NEED OF IMPROVEMENT

One area of growth noted was that of professional development for our paraprofessional staff especially in the area of Data Teams. While we have had several training sessions (behavior, Foundations) that have included them, a comprehensive plan has not been implemented.

### PLANS TO IMPROVE AREAS OF NEED



## Accreditation Report

Jefferson Elementary School

---

A time of reflection with the paraprofessional staff to determine their needs and then developing an action plan is needed. Our Title 1 teacher has one period per day in non Title 1 activities. It is our plan to assign her to this new endeavor. An important piece of this will be Data Teams Training for our support staff so they can join our Data Teams and their input gathered as we seek to serve students.

# **Stakeholder Feedback Diagnostic**

## **Introduction**

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

## Stakeholder Feedback Data

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder Feedback Data Document

## Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

## **Areas of Notable Achievement**

### **Which area(s) indicate the overall highest level of satisfaction or approval?**

Jefferson Elementary School seeks to partner with all stakeholders in a positive and effective manner. Our door is open to our parents, community, and businesses as we all partner together to build a strong school for our students. Our survey results document these efforts have been successful. Our highest rankings were clustered in Standards 3 and 4. From Standard 4, our parents noted they are very pleased with our facilities, faculty and staff, and our use of media to enhance learning. From Standard 3, praise was given for the school's curriculum providing equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. It was also noted that parents are aware that teachers participate in collaborative learning communities to improve instruction and student learning. We have worked diligently on our curriculum maps and pacing guides to ensure consistency of curriculum across the twelve classrooms we have at each grade level. It is a joy to know our parents see this. In a small community, comparisons are often made. We want our parents to know, "Every teacher is the best teacher!"

### **Which area(s) show a trend toward increasing stakeholder satisfaction or approval?**

Over the past several years, we have involved our PTO and School Council in the process of designating how fundraising money is spent. We then publicize through the newsletter, automated phone messaging system, and website how we utilize the monies gathered. This has led us to the facilities updates of the electronic sign, outdoor pavilion, new signage, and the playground improvement last year. Since implementing this partnership, our parents note being pleased with our facilities and playground area.

### **Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

When teachers are asked, "What are you most proud of?", many of them will state the work we have accomplished with our curriculum. Over the past five years we have adopted the new standards, set priority standards, diagnosed the DOK and Know/Do, created curriculum maps and common assessments. This extensive work that the teachers have accomplished was noted in the parent responses that they know our teachers participate in collaborative learning communities.

## **Areas in Need of Improvement**

### **Which area(s) indicate the overall lowest level of satisfaction or approval?**

Several of our lower rankings centered on student support as indicated by Standard 3.9 (The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.) and Standard 4.6 (The school provides support services to meet the physical, social, and emotional needs of the student population being served.).

### **Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?**

JES has not consistently gathered detailed stakeholder information over the past five years. Through the award of the Jackson County Elementary School of the Year and the Five Star Climate Ranking two years in a row, we have believed our parents to be satisfied. The detailed AdvancEd Surveys have revealed a need to be more consistent and intentional with gathering input from our stakeholders so we can be better informed about how to best partner with all stakeholders.

### **What are the implications for these stakeholder perceptions?**

As our system has experienced rapid growth, the sharing of the counselor between Jefferson Elementary School and Jefferson Academy has caused a strain on the support services both schools can offer. It appears to be time to look at this as a possible staff addition for next year. A full time counselor at both schools could help coordinate student support services and communicate these efforts to our stakeholders.

### **Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

While our students are young, they also named Standard 3.9 as one of their lowest ranking standards. It is of particular note that both parents and students voice that a JES area of growth could be implementing a program where students know they are known by a caring adult other than their homeroom teacher. Flexibility granted by the State Board of Education through our strategic waiver (SWSS/IE2) has ensured that the Jefferson City School System continues to provide educational experiences that allow students to globally compete in an ever-changing society by allowing the school system to implement a "myPath to learning" approach that customizes and aligns learning to post-secondary goals. Individual learning plans are being developed to ensure that students are enrolled in courses that will prepare them for success after they exit Jefferson City Schools. The use of innovative, personalized learning programs will increase student engagement, thus enhancing instructional experiences and environments and leading to improvements in teaching and learning.

# **Student Performance Diagnostic**



## **Introduction**

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

### Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		JES-StudentDiagnosticDataSheet 2016 JES Qtr 1 and 2 Pre.Post Results

## Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

## **Areas of Notable Achievement**

### **Which area(s) are above the expected levels of performance?**

We have worked diligently in the areas of assessment quality, test administration, and quality of learning. Our teachers have worked collaboratively utilizing the process of Rigorous Curriculum Design to identify the priority standards, accurately define the depth of knowledge, and then build common assessments to measure movement towards attainment of the standards among our students. We meet quarterly to analyze the effectiveness of our common assessments and redesign them as needed. We have also outlined the testing protocol for our common assessments and work to adhere to this so our results can be used in data team meetings. Through common assessments, collaborative planning, and the data teams process, we work to ensure every child receives a high quality learning experience.

Our Response to Intervention (RTI) team utilizes the nationally normed DIBELS assessment to help identify our at-risk students. A trained testing team administers this assessment to ensure consistency of procedures which in turn promotes valid results. This information is then used to drive our intervention/remediation block and our tiers of intervention. This team also carries out our progress monitoring.

We have added iRead, an on-line phonics reading program, to our reading program this year kindergarten through second grade. This program provides up to minute progress information on every student, each grade, and the school as a whole.

As a school we are continually looking at our data to celebrate where we are strong and to address next steps to drive student achievement.

### **Describe the area(s) that show a positive trend in performance.**

As evidenced by our data graphs, we continue to see improvement in the areas of:

- \*Third Grade English Language Arts (ELA)
- \*ACCESS ELL Movement (English Learners)
- \*GKIDS-all areas (state mandated assessment for Kindergarten students)
- \*DIBELS year by year decrease in the "At Risk" category
- \*Initial iRead movement
- \*Pre to Post results on common assessments in ELA and math

While we still have areas to improve, most notably in the area of 3rd grade ELA scores, we are moving forward and upward in our data trends.

## Accreditation Report

Jefferson Elementary School

---

### Which area(s) indicate the overall highest performance?

Our third grade math scores continue to be some of the highest in the state of Georgia. While these scores do not directly correlate to our K-2 program, we do take responsibility for building the foundation of skills needed for success in the higher grades.

Our common assessments show dramatic improvement from pre to post in the areas of reading and math each quarter, and our decrease in the At-Risk category using DIBELS is of note.

Our GKIDS data is in the 90% or above for both academic areas.

### Which subgroup(s) show a trend toward increasing performance?

In 2014-2015, only 50% of our EL (English Learners) students demonstrated positive movement from one performance band to the next. In 2015-2016, we increased this to 86%, a notable improvement. We instituted the Fountas and Pinnell Leveled Literacy Intervention Kits with this population and believe this is a large part of our success in this area.

### Between which subgroups is the achievement gap closing?

Due to the advancement of our EL (English Learners) students, the gap between our EL and Caucasian students is closing.

### Which of the above reported findings are consistent with findings from other data sources?

Our iRead data is supporting the movement forward of our kindergarten students as noted in GKIDS. A majority of our Kindergarten students have almost completed the K portion of iRead successfully, and their GKIDS scores are in the top percentile ranking.

## **Areas in Need of Improvement**

### **Which area(s) are below the expected levels of performance?**

We continue to work diligently to adjust our instruction in accordance with the demands of the Common Core Standards and the Next Generation of Assessments, for Georgia, the Georgia Milestones. Our third grade students continue to struggle in the area of English Language Arts. We would like to provide third grade with students who are better prepared to meet these demands.

While the DIBELS end of the year scores are improving every year, we are not satisfied with having so many end in the At-Risk category. We have set a school-wide goal to drop that percentile into the teens this year.

### **Describe the area(s) that show a negative trend in performance.**

While we have areas we would like to continue to see improvement, we do not have any negative trends demonstrated in our data. Again, we are not satisfied with our current At-Risk performance levels as demonstrated by DIBELS or with the third grade English Language Arts scores, but they are trending upwards.

### **Which area(s) indicate the overall lowest performance?**

Our lowest indicator is the 79% of students at developing learner or above on the third grade English Language Arts Milestones.

### **Which subgroup(s) show a trend toward decreasing performance?**

Our African American, Hispanic, and students with disabilities increased from 2015-2016 in the area of level 1-Beginning Learner on the third grade Georgia Milestones. Due to this, we have worked diligently to standardize the implementation of the research-based phonics program of iRead, Foundations, and the Fountas and Pinnell Leveled Literacy Intervention kits for our at-risk students.

### **Between which subgroups is the achievement gap becoming greater?**

The gap between our Caucasian students and our African American students, our Hispanic students, and our students with disabilities increased from 2015-2016.

### **Which of the above reported findings are consistent with findings from other data sources?**

Results on our common assessments also demonstrate this trend for students who struggle falling in the students with disabilities subgroup.

# **AdvancED Assurances**

## **Introduction**

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.



### AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		JCS EMERGENCY PROCEDURES Cafeteria Lock Down Protocol

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		2016-2017 JES SIP