



Accreditation Report

Jefferson Middle School

Jefferson City Schools

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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 Middle School was formed in 1975 and previously shared a campus with Jefferson High School. In January 2002, Jefferson Middle School moved into the current building. Jefferson Middle School is one of four schools in the Jefferson City School System and is the only middle school. The school is located in Jackson County approximately 60 miles north of Atlanta and 30 miles northwest of Athens, Georgia. Jefferson Middle is fortunate to be in close proximity to several colleges and universities such as University of North Georgia in Gainesville, Piedmont College campus in Athens, University of Georgia, and Athens Technical College.

Jefferson Middle School has seen steady growth over the last several years and has a student population of approximately 848 in grades 6-8. The approximate ethnicity breakdown of our school is as follows: 81% white, 8% black, 7% Hispanic, and 4% other. The ethnicity of the school has not changed drastically with our growth, and our free and reduced lunch rate is approximately 27%. Twenty-four percent of Jefferson Middle School students live outside the district. Although the percentage of out of district students has decreased over the last several years due to program and space limitations, the number of out of district applications are increasing each year. Many families in surrounding school districts want to come to Jefferson Middle School because of the outstanding reputation of the school system.

Fifty-five certified faculty, thirteen classified staff members, principal, an assistant principal, a counselor and media specialist create the faculty of Jefferson Middle School, with years of experience ranging from one year to over thirty years of teaching and leadership experience. Our entire teacher to student ratio is fifteen to one with an average class size in the mid-twenties for our content classes. Teacher retention is extremely high for Jefferson Middle School and the Jefferson City School System. The staff has grown by 10 teachers over the last two years, which is a sizable increase from previous years. Of the ten additional teachers, each grade level has added an additional four teacher team. Jefferson Middle School has also increased the offerings of high school credit courses and CTAE courses through the additional hiring.

The Jefferson Middle School Council and community members are essential, integral, and active participants that contribute to the overall success of all students and staff at Jefferson Middle School. The community and school council provide continuous support for Jefferson Middle School students and staff through donations, in-kind services, fundraising, and providing school-wide volunteers.

While Jefferson Middle School has seen increases in student population and instructional staff, we know that we must adapt and meet the needs of students, in order to continue our success.

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.

Jefferson Middle School's Vision and Mission is in accordance with the district mission of "Graduating Fully Functioning Adults". In aligning with our district, Jefferson Middle School's Commitment and Goals are as follows: providing learning environments that are physically and emotionally safe; assisting students to become independent and critical thinkers; empowering students with responsibility and self-respect to make positive choices; exposing students to differentiated learning experiences; using a variety of assessments to guide instruction; and communicating with our stakeholders-students, staff, parents, and the community.

Jefferson Middle School believes that each student is different. Our role is to provide instruction and assessments that address these differences in order for us to give each student the best opportunity to be successful. This is most effectively done by focusing on respect, responsibility, rigor and relevance. We must provide a curriculum that is rigorous and relevant to our students and our ever-changing world. It is imperative that we show students that what we are teaching has a connection to the outside world. Before that can take place, we must build respect, ownership, relationships, and responsibility with each other. Jefferson Middle School's staff began a behavioral program this current year called ROAR, which teaches students to focus on respect, ownership, attitude, and responsibility.

Academically, we offer classes at many levels, which provides rigor and relevance so students will be challenged and engaged. We have a Reading Bowl team, Academic Bowl Team, and Robotics Teams to expand our students' learning outside the classroom. Creatively, our connection classes with fine arts and Career, Technical, and Agricultural Education (CTAE) are exemplary and provide students with many avenues to share and build their talents. Physically, our school has a wide range of athletics programs, thirteen sports overall, that allow students to compete and, more importantly, learn the benefits of a healthy lifestyle. Our goal through these various offerings is to provide a program or opportunity for every student to be involved so they can succeed and flourish.

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.

Jefferson Middle School's state test scores over the last several years have always ranked near the top. Jefferson Middle School's CCRPI score rose 6.9 points overall from 2015 to 2016, 81.7 to 88.6. While we acknowledge that there is more to a school's performance on the CCRPI score, we are encouraged by the growth and feel it validates our efforts to build a process that focuses on data to monitor student growth and achievement.

According to the 2016 End of Grade Georgia Milestones tests, Jefferson Middle School's math performance was the top performing district in the state for both percentage of students scoring Developing and above as well as the percentage of students scoring Proficient and above. The 8th grade scores also ranked first in the state for the same data. Our 8th grade science was ranked second in the state for students scoring Proficient and above as the scores rose seven percent from the previous year's Georgia Milestones test. Our overall English Language Arts End of Grade Georgia Milestones test data showed a four percent increase for our Distinguished Learners, and our Social Studies showed a five percent increase in the Distinguished Learner category.

Jefferson Middle School continues to evaluate areas for improvement. Building common assessments within each grade level content will strengthen communication to improve our student performance. Improving our Response to Intervention process will assist our student population with the identification of needed support and remediation based on individual needs. Jefferson Middle School supports students through our coaching classes during Connections time for math and English Language Arts. Greater emphasis has been placed on assessment writing and learning targets through Professional Learning from Central Office and Georgia Center for Assessment. Teachers continue to focus on individual student needs through differentiated instruction.

Additional Information

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

Jefferson City Schools has always believed and supported student learning inside and outside of a classroom. With this philosophy in mind, the system as well as the Jefferson Foundation have assisted students at Jefferson Middle School by providing unique learning opportunities through travel. Last year, Jefferson Middle School began an annual National Parks excursion in the southwestern United States. Students were able to discover the wonders of our National Parks and understand the relevance of the classroom instruction. Students at Jefferson Middle School have also had the opportunity to visit historical sites throughout Georgia such as Andersonville Cemetery and Prison, Savannah, and Jekyll Island.

The Jefferson City School System embraces the changing learner and strives to change the educational opportunities for their students. The Jefferson Middle School Parent Council and the JCS system have assisted the school and our students through a goal to increase the availability of technology to all students in a two year span. Their efforts have translated into four additional class sets of laptops being purchased to aid our students with classroom instruction and online assessments. The Jefferson City School System also established the STEAM Center for our students to utilize real-world technology such as robotics activities, virtual learning, and computer coding. Jefferson Middle School teachers are able to utilize the facility for classroom instruction and discovery.

Jefferson Middle School embraces a growth mindset through professional learning, collaborative planning, vertical and horizontal alignment across contents, common assessments, and differentiated instruction to ensure student success. These processes are supported through the district's Central Office staff.

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"> •Survey results •Purpose statements - past and present •JMS Curriculum Maps, 2016 EOG Analysis, JCS Strategic Plan, SIP Flowchart, 7 Silver Newsletter, Parent Email with Purpose and Direction, JMS Shared Governance Teams, RTI Parent Brochure 	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"> •Survey results •The school's statement of purpose •JCS Websites, Team Newsletters, School System Flexibility in Georgia (SWSS/IE2 Contract), The Jefferson School System Foundation, Dragon RUSH Power Point, Dragon Award of Excellence 	Level 3

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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">•Survey results•The school data profile•The school continuous improvement plan•PRIDE, SIP flowchart, School Council Parents, Professional Learning Goals- Teacher Example, Partners In Education, PRIDE Lessons, School Improvement Plan, Student Council	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 Middle 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 middle school level, we must expand students' basic knowledge in each content area and teach them to be disciplined learners and critical thinkers. The survey results confirmed our commitment to implementing our system purpose. The AdvancED Standard 1: Purpose and Direction scored a 4.12 out of 5 by participating JMS faculty, administrators, parents, and students.

AREAS OF STRENGTH

Jefferson Middle School creates a united focus on the mission of the school and system in alignment with indicator 1.2. We communicate the mission with our stakeholders through School Council meetings, JMS school handbook, the Jefferson City Schools PRIDE cycle, weekly team emails, and collaborative grade level and department meetings. We have documented this communication in meetings with staff, stakeholders, community, and parents. The parent surveys indicate that we work together with the focus on all students.

In support of continuing to focus upon improvement, celebration of student academic success, and encouraging growth of students in line with our purpose, two programs were developed by the Leadership Team: two programs created to address discipline, student celebrations, and academic support programs are called ROAR and RUSH. These programs have provided a structure for improving discipline and encouraging character development and academic growth.

JMS utilizes the system's PRIDE cycle through the examination of data and strategies from the year as evidence of indicator 1.3. Grade level and content meetings are held to analyze data, discuss successes, and set goals for the upcoming year. We utilize the examination of the year to create action plans to achieve the set goals. Staff members meet throughout the year as collaborative groups to monitor progress toward their action plan goals. JCS hired a Response to Intervention (RTI) Coordinator to support the process and allow teachers to become

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more knowledgeable about interpreting and using data to inform instructional practices.

Actions to sustain area of strength:

JMS administration and staff will have a stronger commitment to the PRIDE Cycle for continuous school improvement. Stakeholders need to be made aware of the process used for reviewing the Mission and Belief Statements and how to initiate change. Ongoing data collection, analysis, and progress monitoring should occur to ensure we are meeting the needs of all learners. The JMS faculty and staff will work together through common planning, content meetings, and vertical planning days. Through collaborative planning, we will expand opportunities for interdisciplinary and vertical alignment with Jefferson Academy and Jefferson High School.

AREAS IN NEED OF IMPROVEMENT

We recognize that more effort is needed to increase the involvement of our students and stakeholders in the process of reviewing our purpose and direction. We are working on a process of improving communication with a wider range of stakeholder groups on the PRIDE Cycle and how the components are used to drive the school improvement plans.

PLANS TO IMPROVE AREAS OF NEED

We will discuss the PRIDE Cycle more regularly at school council meetings and include a more in depth view of our school improvement process and mission/vision statements in order for our stakeholders to have a better understanding of why this process is in place. We will continue to have the school improvement plan easily accessible on our school's website and our JMS Teacher Handbook. To ensure our staff makes the connection between our PRIDE cycle and our SIP, we will continue to have grade level meetings to focus on monthly curriculum and assessment needs.

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"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •RTI Coordinator Job Description, School Council Sign-in Sheet 	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"> •List of assigned staff for compliance •Governing body training plan •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics •Compliance Director modules, Complaints and Grievances Process, Website Screen Shot, Jefferson Middle School Leadership Minutes and Sign-in Sheets 	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"> •Roles and responsibilities of school leadership •Communications regarding board actions •Agendas and minutes of meetings •JMS Job Chart, Leadership Agenda and Minutes 	Level 3

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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">•Examples of decisions aligned with the school's statement of purpose•ROAR Information, Leadership Retreat and Meetings, Job Chart	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">•Minutes from meetings with stakeholders•Copies of surveys or screen shots from online surveys•Survey responses•ROAR Information, RUSH Volunteer list, Grand Canyon/National Parks Trip Information and Pictures, Parent Council Literature, School Council Description and Duties, Staff Responsibilities, Social Media, Booster Club	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">•Governing body policy on supervision and evaluation•Supervision and evaluation documents with criteria for improving professional practice and student success noted•Job specific criteria•Booster Club Information, Dragon Award of Excellence, TKES Plan, Action Plans	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.

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 is needed for their individual schools to thrive.

AREAS OF STRENGTH

The results of our surveys under the Governance and Leadership section were 4.04 out of 5 by participating faculty, administrators, parents, and students. This score indicates the strong leadership we receive from the Board of Education and Central Office that ensures quality leadership, encouragement, and expectations for excellence in education.

The Jefferson City BOE participates in rigorous training defining their roles and responsibilities in line with Indicator 2.1. The Jefferson City School System BOE meets monthly and discusses finances, policies, utilities, action items, student achievement, and school curriculum at annual board retreats. The JCS district personnel has identified areas across the system to provide professional learning for staff to increase collaboration, instruction, and student achievement to ensure school improvement goals are aligned to system initiatives. At JMS, there is a strong emphasis on setting instructional goals that meet each learner's educational needs. The JCS system also operates responsibly and transparently in line with Indicator 2.2. Finances are shown at each BOE meeting and an outside auditor conducts annual reviews of each school and the system financial records. JMS is allotted instructional funds for meeting the needs of all students. School leaders and staff members are required to complete mandatory online modules regarding the code of ethics and roles and responsibilities of the school system, leadership, and its faculty members.

District staff and the JCS Board of Education support the implementation and autonomy of JMS instructional practices in line with indicator 2.3. JMS administration and leadership have the autonomy to establish clearly defined staff roles and responsibilities. This year, a detailed organizational chart of staff roles was developed to communicate a better support system. School leadership respects the autonomy of teachers and encourages innovative approaches to increase student achievement.

As stated in Standard 1, Jefferson Middle School staff is committed to fostering a culture consistent with the school's purpose and direction. We strive to achieve excellence in all we do. Therefore, the JMS leadership team identified behavior as an area of emphasis with the creation of the ROAR program, which is evidence of indicator 2.4. ROAR is a school-wide behavior system that provides consistency in discipline throughout the campus and teaches behavioral expectations to our students before behavioral problems may occur.

We also recognize our students for positive choices through our RUSH program which is held one day each month. It allows students to participate in fun activities for making good choices regarding classwork and homework. Through the RUSH program, our community has become more involved by volunteering and assisting on these reward days. We are then engaging our stakeholders in the support of our mission as expected by our JMS leadership in accord with indicator 2.5. We also support out of classroom experiences through field trips, such as annual trips to Andersonville Prison, Chattanooga, and a Southwest National Parks trip.

ACTIONS TO SUSTAIN AREAS OF STRENGTH:

There will be a continued focus throughout Jefferson City Schools and Jefferson Middle School to collaborate and work on standards-based instruction through Professional Growth Plans. We will continue with our current practices like RUSH, ROAR, and PRIDE program. JMS will continue to utilize the PRIDE school improvement process in order to effectively review the progress toward meeting system and school improvement goals.

AREAS IN NEED OF IMPROVEMENT:

We identified a need for an increase in stakeholder involvement. We realize we need to have stakeholders become more active participants in helping accomplish the vision and mission of the school system. With our system's SWSS/IE2 contract, our School Council will become more actively involved with the governing bodies than in past years. The need to involve stakeholders and ensure they understand our processes for school direction and improvement will be greater.

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PLANS TO IMPROVE AREAS OF NEED:

Jefferson Middle School will increase emphasis on the PRIDE cycle and development of the School Improvement Plan through the involvement of teacher leaders. We will continue to improve roles and responsibilities of staff in order to improve operations and procedures. We will seek to improve the use and knowledge of data to assist in the PRIDE cycle. 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 High School and Jefferson Middle School 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: 2.92

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"> •Lesson plans •Course schedules •Master Schedule, Differentiated Lesson Plans, Student Work Samples, Art Syllabus, Math Syllabus, Advisement Form for 8th Graders 	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"> •Products – scope and sequence, curriculum maps •Curriculum Map, Vertical Alignment Meeting Sign In and Agenda, USA Test Prep Example of data , Unit Plan, Universal Screener Information for Parents, RTI Assessment Inventory 	Level 3

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"> •Agenda items addressing these strategies •Authentic assessments •Student work demonstrating the application of knowledge •Chorus Handbook, Lesson Plans, Turn It In, Teacher Websites, Breakout Photos, Field Trips 	Level 3

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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.	•TKES walkthroughs/observation schedules, School Presentation TKES & LKES 2016-2017, Grade Level Agenda Meeting	Level 3

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"> •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Leadership Meeting Minutes and Sign in Sheets, Interdisciplinary Plans, Lesson Plans-Hallway PLCs , Post Planning Agendas-Vertical Alignment , Visual Arts Rubric used in 8th Grade Art HS Credit Class 	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.	•SOAR, Pre and Post Test, Student Exemplars and Rubrics, Master Schedule	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.	Some 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 school personnel.	<ul style="list-style-type: none"> •Survey results •New Teacher Orientation documents, New Teacher Mentor assignments, New Teacher Activities 	Level 2

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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"> •Survey results •5th Grade Visit to JMS PPT, Curriculum Night PPT, Comprehensive list of Band, Chorus, and Art Shows for parents, Volunteer Opportunities, 2016-2017 Grading Periods, Field Trip Information, Dance Permission Forms, School Messenger, Parents Rights- SPED 	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"> •Dragon Day Visitation Agenda, PRIDE Rosters, Check and Connect, Team Meeting Minutes, ADD Student Support Service Inventory 	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"> •Evaluation process for grading and reporting practices •Sample communications to stakeholders about grading and reporting •Syllabi, Rubrics, Sample Report card, Vertical Alignment Gradebook Weights Aligned with Milestones 	Level 3

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"> •EL Professional Development, RESA Endorsement Courses (gifted), Special Education Department PD Agenda 	Level 3

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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">•Survey results•List of learning support services and student population served by such services•Coaching Classes Criteria, Check and Connect Criteria, SOAR-6th Grade Hall Support, Robotics Team, Credit Recovery Letter, Individual Student Action Plan, Student Service Support Service Inventory, RTI Intervention Inventory	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.

Jefferson Middle 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. Standard 3: Teaching and Assessing for Learning was rated a score of 4.01 out of 5 by participating administrators, faculty, students, and parents. This score was determined by participating stakeholders who reviewed and rated the twelve indicators under the Standard 3 which states, "The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning."

AREAS OF STRENGTH

The faculty and staff at Jefferson Middle School use a collaborative approach in designing lessons to increase student engagement and achievement in keeping with Indicator 3.1. Grade level and content meetings support this approach by utilizing multiple assessments and research-based practices to determine progress in teaching and learning. The use of multiple assessments and analysis of results generate academic placement recommendations to best fit student need. Maintaining high test scores has been consistent through the growth of our system. The 8th grade math and science test scores on the Georgia Milestones are some of the highest in the state. In order to enhance and challenge our students, we have an outdoor classroom, STEAM Center, Lego Robotics program, high school credit classes, and Problem Solving classes.

Jefferson Middle School instruction, assessments, and curriculum are monitored and adjusted in response to current data from multiple assessments of student learning in line with Indicator 3.2. We have a Response To Interventions (RTI) Coordinator that monitors current data and meets with teachers to discuss trends or changes in student performance. We utilize data collection with programs such as All In Learning and USA Test Prep. STAR Reading and STAR Math help teachers with progress monitoring students in all grades. Teachers utilizing this data are able to request conferences with families to discuss their child's progress and need for remediation or enrichment.

JMS leaders monitor and support the improvement of instructional practices of teachers to ensure student success in accordance with Indicator 3.4. The TKES is fully implemented with timelines and requirements met. In addition, administrators visit classroom teachers for a brief five to 10 minute walk-through to ensure they are knowledgeable of practices. Central Office staff also visit classrooms to provide feedback on instructional practices.

The improvement of instructional practices has led JMS to focus this year on more collaborative, vertical communication to support transition

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from each grade, which is in keeping with Indicator 3.5. The system has designed several days throughout the year to allow for this practice. Substitutes are arranged to allow all content teachers planning for half day to increase and discuss expectations and standards. During collaborative meetings, teachers discuss changes in curriculum and standards to ensure consistency across classrooms and grade levels. As a collaborative effort, the 7th and 8th grade math teachers effectively aligned Utah math with the Georgia Standards of Excellence. The success of the 8th grade students on the Georgia Milestones supported this collaborative approach. Georgia Center for Assessment also trained teachers on assessment writing and standards-aligned questions.

Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning in line with Indicator 3.7. Before the school year begins, the school system hosts a new teacher orientation in the morning with the afternoon left for the teachers to work in their school. A new teacher meeting is held to answer questions with Central Office. Each new teacher is provided with a mentor teacher, and additional support for new staff is available through a collaborative approach with grade level and content teachers.

Jefferson Middle School engages the families and the community through parent informational meetings, Curriculum Nights, Student Advisement, Dragon Day, and Open House. Additional involvement is promoted through our School Council and volunteers on Dragon RUSH Days. JMS also provides and coordinates interventions through the RTI process. The RTI Coordinator has led the process and has developed a master tutoring list so students can receive support each day in keeping with Indicator 3.12.

ACTIONS TO SUSTAIN AREAS OF STRENGTH

Jefferson Middle School plans to continue to utilize strategies and processes mentioned above. As new information and data become available through local and state assessments, JMS will utilize the PRIDE cycle to improve upon current instructional and learning strategies as well as improve student support.

AREAS IN NEED OF IMPROVEMENT

Jefferson Middle School will seek opportunities to allow peer observations both horizontally and vertically to enhance instruction and transition through the middle school years. We will continue to seek ways to mentor our new teachers in the area of instruction and assessments, which will enable us to build successful and sustainable staff members and ensure equity across classrooms. Monthly meetings with new staff to support their transition to Jefferson Middle School will be held. Additional days each quarter for vertical conversations will assist staff in identifying research-based practices to improve student achievement. Emphasis will continue to be placed on the use of technology to enhance teaching and learning. School leaders will continue to work with system leaders to ensure a process is in place for horizontal and vertical alignment of curriculum, instruction, and assessment.

PLANS TO IMPROVE AREAS OF NEED

In addition to strategies listed above, peer and administrative observation with feedback will assist us with instructional conversations to improve vertical alignment. We will look for ways to strengthen our collaborative efforts to improve the instructional practices through departmental meetings. During collaborative meetings, grade level and content teams will work on common assessments. While JMS provides opportunities for parents to assist throughout the school, we need to bolster our communication to our parents with specific areas to serve.

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: 2.86

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"> •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff •Certified job vacancies, Hiring Process, Master Schedule, Organizational Chart, Classified Staff, and Certified Staff List, Substitute Application 	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"> •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar •Professional Development Needs, School Calendar, School Level Budget, Department Budgets, School Schedule, PRIDE Schedule 	Level 3

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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"> •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •BOE Monthly Facilities Report, Custodial Map, Maintenance Request, Transportation Report, Emergency Evacuation Plan, Emergency Procedures 	Level 3

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"> •Budget related to media and information resource acquisition •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •Technology Inventory, Media Resources, Media Staff Duties , Media Center Schedule, JMS Inventory 	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"> •Technology plan and budget to improve technology services and infrastructure •Survey results •JCS Technology Plan, Technology Team Agenda, Technology Grants, Purchase Requests for Teaching, STEAM Center, Purchase Requests for Teaching 	Level 3

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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 endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none">•Agreements with school community agencies for student-family support•Survey results•List of support services available to students•Bully Box, PRIDE, Gifted Manual, Check and Connect	Level 2

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">•Description of IEP process•Description of referral process•Lindsay's Legacy, McKinney Vento, JMS RTI Plan, JHS Information , Hospital Homebound Policy	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.

Jefferson Middle School has qualified professional and support staff that are able to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program. We have maintained 100% highly qualified teacher and paraprofessional status for the last several years. Standard 4: Resources and Support Systems was rated a score of 3.94 out of 5 by participating administrators, faculty, students, and parents.

AREAS OF STRENGTH:

The Board of Education and system leaders recognized the increasing need for lower class size to contribute to student success and opportunities in Connections classes; therefore, the decision was made to hire additional teachers to support instructional programs at JMS. This strong commitment resulted in the addition of ten new positions over a two year time span keeping in line with Indicator 4.1. Grade level class sizes were reduced to mid 20's with a maximum class size of 29. This lower class size enables teachers to better differentiate and assist students in making progress toward learning goals and reaching proficiency on grade level standards. The new Connections positions offer a variety of classes for our students in grade 6-8, with high school credit opportunities for eighth graders. Connections positions align directly with Career, Technical, Agricultural Education (CTAE) pathways at Jefferson High School to support career pathways and Individual Graduation Plans.

The master schedule maximizes instructional time for teachers as shown in Indicator 4.2. Instructional support funded by the JCS Board of Education provided technology and software purchases as well as the STEAM Center. Teachers are able to identify specific instructional needs for student support through programs such as READ 180, USA Test Prep, Turn It In, and All In Learning.

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Our school facilities are clean, safe, and provide a healthy environment for all students and staff in keeping with Indicator 4.3. We have a process for turning in maintenance requests as needed. A safety team evaluates all procedures to ensure a safe and orderly school. Regular drills are conducted with the assistance of Central Office and local emergency officials. Surveys show stakeholders view the school as a place that is providing a system focused on learning and providing safety for students.

JCS has increased the technology infrastructure in JMS to better serve our students and staff in keeping with Indicator 4.5. The establishment of the STEAM Center takes learning to a creative and interactive environment in education. The STEAM Lab is an innovative learning facility designed to educate students through the use of advanced technologies such as robots, virtual reality, 3D printing, drones, and much more.

AREAS IN NEED OF IMPROVEMENT:

While collaborative planning and common lesson plans have been a part of Jefferson Middle School's success, we need to focus on more consistent grading practices. We have discussed vertical consistency in regards to assessments, as well as grade level common practices. Jefferson Middle School has seen a growth in the student population. As the population grows, so do the needs of our students, and we must evaluate the size of our staff to meet the students' needs. The additional support will help us more effectively implement the SWSS/IE2 commitment of personalizing learning to better meet the individualized needs of students. With online testing, we must be prepared to provide the technology support needed as well. As teachers integrate more technology the need for more professional learning becomes more necessary. We have increased the number of laptops and devices over the last year, and teachers are working to expand their use of the technology for instructional purposes.

PLANS TO IMPROVE AREAS OF NEED

The 1:1 technology implementation plans and vertical/horizontal alignment initiatives will provide resources to help our teachers be better equipped to provide personalized learning environments for all learners. An assessment committee will be established to examine current grading practices and develop a proposal for ensuring consistency within and across grade levels and to ensure that grading practices are aligned with curriculum, instruction, and assessment. Teachers will work collaboratively to determine more options for providing customized learning opportunities to meet the diverse needs of students.

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"> •Documentation or description of evaluation tools/protocols •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •BSC III Directions, Core Characteristics of Learners, RTI Parent Brochure & RTI Plan, JMS Assessment Explanation , JMAP Documentation, JMS RTI Assessment Map 	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"> •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •RTI Documentation, Data Examples, All in Learning, Team Meeting Minutes 	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"> •Training materials specific to the evaluation, interpretation, and use of data •Data Team Process, SSTAGE , RTI Meetings, Schedules, Outcomes, Z-Score, 25th % 	Level 3

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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">•Agendas, minutes of meetings related to analysis of data•Evidence of student readiness for the next level•Evidence of student growth•Evidence of student success at the next level•Duke TIP , GCA Meetings, RTI/Data Team Coaching Class Meeting Minutes and Agenda , Agenda & Sign In Sheets, Advisement & Scheduling PLC Agenda	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">•Minutes of board meetings regarding achievement of student learning goals•Survey results•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals•Curriculum Night Slide Show, Best Practices Letter to Parent , Parent Email Regarding Mathematics Progress, STAR Parent Report	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.

Jefferson Middle School is committed to using the assessment results, surveys, and stakeholder input to drive continuous improvement. While we have been a high achieving school, and continue to work diligently to maintain that distinction, we know that we are never finished analyzing our areas of strength and growth. Standard 5 was rated a 4.05 out of 5 by stakeholders which included faculty, administrators, parents, and students.

AREAS OF STRENGTH

Jefferson Middle School establishes and maintains a clearly defined and comprehensive student assessment system in line with Indicator

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5.1. We administer the STAR Reading and Math universal screeners to all students three times per year to identify our students at risk and in need of RTI or supplemental services. We also hired a RTI coordinator who works with school data that has developed a multi-layered spreadsheet that tracks each student chronologically over a 3-4 year period. Some of the data that is being utilized to determine effectiveness of assessment processes are Georgia Milestones, STAR tests, teacher recommendations, internal assessments, Lexile, and current performance levels.

JMS is driven by a historical legacy of high expectations that focus on student achievement and student success in accordance with Indicator 5.2. Grade level and content meetings are held to discuss student data utilizing state and local assessment results. RTI procedures and meetings support the effectiveness of the school's focus on all students. Purchases through allocated funds demonstrate programs and changes to increase learning for all students. In order to verify needed support, quarterly RTI meetings are held to discuss student performance.

Parents are informed of student progress and achievement through a variety of means: progress reports, report cards, parent access to Infinite Campus, email, newsletters, Georgia Milestones test scores, and stakeholder meetings. These types of data and the data spreadsheet guide decisions about class placement into our ELA and Math Coaching classes to guide implementation of strategies to ensure student success. Data meetings are held to discuss Z-scores, CCRPI scores, and various other data sources in keeping with Indicator 5.3.

JMS uses the system's PRIDE cycle for continuous improvement in analyzing and utilizing student performance data in line with Indicator 5.4. We equip our teachers to use data to transform instructional practices not only in the grade level but on the individual student level. The RTI Coordinator uses the data from the North Georgia RESA Quartile Training to assist teachers in understanding quartile data and student learning in line with indicator 5.5. Administration shares data information with the staff during grade level and content meetings.

AREAS OF IMPROVEMENT

Jefferson Middle School is committed to the use of student data in order to analyze the effectiveness of instructional methods and practices. The work with Georgia Center of Assessment during the 2015 - 2016 school year assisted JMS staff to develop better common assessments. Teachers will continue their work on assessments during the 2016 - 2017 school year. The RTI Coordinator has worked with the staff on data analysis and will continue the process.

PLANS TO IMPROVE AREAS OF NEED

In moving forward, we plan to increase the use of data to improve teaching and learning. The school profile and student achievement data show effectiveness of programs and guide changes as the student population grows. We will continue to utilize the STAR Math and STAR Reading screeners to assist in the identification of student need. We will also improve our work in the area of support staff training on the use and the collection of data.

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

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		JMS Stakeholder Feedback

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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	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 acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

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

Jefferson Middle School stakeholder survey results show that Jefferson Middle School places a high emphasis on quality education, outstanding instruction, and a safe and healthy environment, which was rated the highest by parents and staff. This was noted as parents gave a rating of 4.19 out of 5 on Standard 4.3. The staff gave their highest rating to Standard 4.1 with a rating of 4.49. Overall, Standard 4 was rated high by parents as they felt that the system and schools recruit, employ, and retain highly qualified professionals and support staff to support the system's purpose, direction, and educational programs. The belief that the system recruits, employs, and retains quality teachers was also supported with the parent survey. Standard 5 was the highest rated Standard. Our school and system use Results for Continuous Improvement through data analysis that has been emphasized as a necessary component in increasing student achievement. Grade level meetings are held to ensure faculty members understand how to analyze data and use it to improve student success. The Jefferson Middle School staff continually look to improve their instruction for all students.

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

Stakeholders continue to show their approval of the system and school's instructional processes, which are supported with the high test scores across all grades. Standard 5.4 was rated high by parents, teachers, and students to support the instructional practices aligning with the state curriculum in preparing students to be successful at the next grade and level. System and school leaders have worked collaboratively to develop the JMAP (Jefferson Measures of Academic Progress) assessment system in order to continuously monitor academic growth of all learners.

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

Jefferson Middle School staff have worked diligently over the last several years aligning instruction and assessments to the ever-changing standards. Through collaborative efforts with pacing guides, curriculum maps, and common assessments, stakeholders have recognized the instructional efforts our teachers have shown. State test scores have consistently been at or near the top in the in region and state. Surveys and parent comments have supported our teachers' work and acknowledge the importance of collaboration to improve teaching and learning.

Areas in Need of Improvement

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

Some of the lowest ratings were concerning the student support and engaging families in the student's learning (Standards 3.8 and 3.9). Students did not feel as though there was a long term relationship with adults supporting the educational experience. Through our myPATH to excellence approach (strategic waivers - SWSS/IE2 performance contract), individual learning plans will be 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. As our school system transitions to the "myPath for learning" approach, students will be offered unique pathways towards common standards-based learning targets. Teachers will be provided ongoing professional support as they make pedagogical shifts in instructional practices. Instruction, intervention, and feedback will become more individualized as teachers work with students to accomplish learning goals.

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

Without historical surveys to show a decreasing stakeholder satisfaction or approval, we do believe our parents and community feel satisfied with Jefferson Middle School, as noted with being selected as the recipient of the Best Jackson County Middle School award. Through the analysis of the AdvancED surveys, we have discovered that we need to be more consistent with yearly stakeholder feedback. With the gathering of annual information, we can better serve our stakeholders with the information collected. System and school leaders will work collaboratively to implement a more systematic and structured approach to reviewing and revising stakeholder feedback. We have administered various surveys in the past but feel the AdvancED surveys have provided more valuable information that can be used to measure progress toward goals outlined in the school improvement plans; therefore, our school system will continue to gather feedback from stakeholders using the AdvancED surveys annually.

What are the implications for these stakeholder perceptions?

The Jefferson City School System and Jefferson Middle School have experienced a rapid growth over the last few years. Through the school's growth, there has been an increasing need to find ways to build longer lasting relationships between adults and students in supporting their educational needs. As our school system transitions to the "myPath for learning" approach, students will be offered unique pathways towards common standards-based learning targets. Teachers will be provided ongoing professional support as they make pedagogical shifts in instructional practices. Instruction, intervention, and feedback will become more individualized as teachers work with students to accomplish learning goals. Technology will continue to be a valuable instructional tool for connecting teaching and learning.

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

The Jefferson Middle School students as well as parents both gave Standards 3.8 and 3.9 lower ratings as compared to ratings for other standards (3.76 total average). The CCRPI health survey also showed an area needing improvement with relationships with adults in the school. In an effort to work on improving this area, JMS will focus on engaging families, collaborative learning communities, providing
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support to students, and building long lasting relationships with students. As our school continues to provide educational experiences that allow students to globally compete in an ever-changing society, we will implement a "myPath to learning" approach that customizes and aligns learning to post-secondary goals. This learning approach is one component of the Individualized Educational Excellence (SWSS/IE2) program that will continuously be implemented with our strategic waiver.

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		JMS Student Data

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?

Traditionally, Jefferson Middle School students perform above state levels of performance on the CRCT, which is now the Georgia Milestones End of Grade Assessments. Math performance has shown an increase over the last year, with JMS students scoring 19% higher than the state average. 8th grade had an increase of 91% proficient to 98% proficient. 8th grade science demonstrated a high level of performance with an increase of 4% in the Proficient and Distinguished Learner categories, scoring 86% on the 2015 Georgia Milestones, which increased to 90% in 2016. School-wide English Language Arts (ELA) scores rose from 89% in 2015 on the Georgia Milestones to 91% in 2016.

JMS exceeded expected levels of performance on the Georgia Alternate Assessment portfolios in the areas of ELA and Math. In 2015, JMS students scored 85% in the Emerging category and in 2016 had 100% Extending in ELA. 42% of students scored emerging on Math in 2015, and in 2016, JMS had 0% in the Emerging category for math.

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

School wide math scores on the Georgia Milestones End of Grade assessments rose from 94% in 2015 to 96% in 2016. This can be attributed to a deliberate teacher-led focus on common assessments utilizing rigorous resources better aligned to the Georgia Milestones tests. 7th and 8th grade ELA demonstrated a trend by having 3 and 4% gains (89-92 and 90-94 respectively) from 2015 to 2016, and 8th grade Social Studies had a 3% gain, 90-93, from the 2015 Georgia Milestones End Of Grade Tests to the 2016 Georgia Milestones End Of Grade Tests.

Which area(s) indicate the overall highest performance?

8th Grade Math had the highest overall performance of 98% of students scoring at the 2, 3, or 4 levels on the Georgia Milestones End Of Grade Tests. This was an increase of 7% from the previous year. Also, Jefferson Middle School's 8th Grade ELA had a 4% gain on the 2016 Georgia Milestones assessment to 94%, and in 8th grade science, there was an increase of 4% from 86% to 90%. In 2016 on the math End Of Grade Tests, the gifted populations scored at 99% in Math for Proficient and Distinguished learners.

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

Students With Disabilities (SWD), Black, and Hispanic subgroups have shown trends toward improved performance in math on the End Of Grade Georgia Milestones assessments for the Proficient and Distinguished Learner performance levels. SWD saw a 7% increase (24 to 31); Black increased 9% (30 to 39) and Hispanic rose 16% (55 to 71). Our Black populations saw an 7% increase on the Science Georgia Milestones test for Proficient and Distinguished Learners, (22 to 29). Our Asian subgroup in the 8th grade had 100% Distinguished Learners on the math test when the previous year was 8%. School wide, Jefferson Middle School had a 21% increase in our Asian subgroup for Distinguished Learners in Math.

Between which subgroups is the achievement gap closing?

The achievement gap is trending toward a closure in our Economically Disadvantaged learners in both Math and ELA. 35% of our Economically Disadvantaged learners in 2015 scored Proficient or Distinguished on the Math Georgia Milestones compared to 47% in 2016. Overall, we had 72% of our student body score Proficient or Distinguished on the Math assessment in 2016. Our greatest closure was in the area of ELA for our Economically Disadvantaged learners where we went from 42% in 2015 to 55% in 2016 for Proficient and Distinguished learners, as compared to all students whose percentage was 62%.

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

The math improvement scores on the Georgia Milestones tests are consistent with Z-Score Change when compared to the state averages. Internally, we are finding that the science scores correlate with our ALL IN LEARNING Data for 8th grade science.

Areas in Need of Improvement

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

Our 6th and 7th grade science test scores are not meeting expectations for growth. The 6th and 7th grade Science Georgia Milestones test scores had a 5% decline from 2015 to 2016. Jefferson Middle School would like to see continued growth on the Science and Social Studies Georgia Milestones for all students.

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

6th and 7th grade science scores have shown a negative trend in the last two years. We have seen the 8th grade science scores increase on the Georgia Milestones assessment but have not seen the same type of growth for 6th and 7th grade.

Which area(s) indicate the overall lowest performance?

7th grade science had the lowest overall performance with a decrease of 6% of students obtaining score falling in the Developing, Proficient, or Distinguished category.

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

Jefferson Middle School's black subgroup has shown a decreasing trend in the ELA scores on the Georgia Milestones End of Grade tests with a decrease in our Distinguished Learner percentages and an increase in the Beginning Learner percentages. Our Students with Disabilities population has also demonstrated a downward trend in Science with a 3% increase of students at the Beginning Level category.

Between which subgroups is the achievement gap becoming greater?

The gap between the Black subgroup and All students in ELA has increased as well as the Black and White subgroups in ELA. Our Students with Disabilities subgroup continues to be an area to monitor on the Georgia Milestones math assessments.

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

All of the above findings are consistent with information provided in the CCRPI reports, progress monitoring data, and analysis of local student performance results.

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 Security and Emergency Plans

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		JMS School Improvement Plan