



**Jefferson City Schools
School Improvement Plan
2023-2024**

School Name	Jefferson Academy
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Goal 1: Increase the percentage of students present more than 90% of enrolled days from 92.6% to 93.0% by focusing on improving attendance through engaging students and parents, recognizing good and improved attendance, monitoring attendance data, and providing personalized early outreach (Attendance).

Action Steps	Person(s) Responsible	Evidence
Attendance policy communication with parents multiple times during the year, and in preferred language indicated on HLS	Lori Alexander, Denise Black, Homeroom Teachers	JCS Handbook, JA Attendance Policy Reminder, Beginning of Year Attendance Letter, Attendance Matters Flyer
Teachers will take attendance no later than 7:40 AM each day and follow attendance procedures	HR Teachers	JA Attendance Procedures, IC Attendance
Attendance Committee will meet with a parent/guardian once a student has seven unexcused absences, an excessive number of tardies/early check outs, and/or an excessive number of excused absences	JA Attendance Committee (Lori Alexander, School Counselor, Megan Cushman, Audrey Stell as needed)	Certified Letter sent to parent, Meeting scheduled through Google calendar and shared with parent, Meeting notes taken during meeting through Google Meeting and plan shared, copy uploaded to Attendance Folder
Teachers will keep in contact with parents regarding attendance policy and procedure. Teachers will contact parents after three (3) unexcused absences and document in IC	HR Teachers	IC Contact Log
Teachers will keep in contact with parents regarding attendance policy and procedure. Teachers will contact parents after three (3) unexcused absences and document in IC	Lori Alexander, School Counselor	IC Contact Log, Attendance Documentation in Google Folder(s), Monthly Attendance Spreadsheet
Counselor and Assistant Principal will monitor attendance for at-risk students, contact parents, complete home visits, and create plans as needed	JA Attendance Committee, Denise Black	JCS Handbook, IC Contact Log, meeting minutes
Maintain communication with JES, JMS, and JHS attendance representative(s) regarding families of siblings with chronic absenteeism	School Counselor	Perfect Attendance Incentive Events
Schedule and organize monthly perfect attendance incentives for students	Lori Alexander, Denise Black, Homeroom Teachers	JCS Handbook, JA Attendance Policy Reminder, Beginning of Year Attendance Letter, Attendance Matters Flyer

Goal 2: The staff at JA will focus on building relationships with their students and families through the establishment of a positive, motivating and student-centered environment that connects learning across all content areas (Student Engagement).

Action Steps	Person(s) Responsible	Evidence
Implementation of JCS Non-Negotiables relating to Positive Learning Environment (TKES Standard 7)	All Staff	Classroom observation (informal); TKES observation (formal)
Each certified staff member will make a minimum of two positive parent contacts per month on students they teach or supervise via phone contact	All Staff	Documentation by teachers in their preferred format
Each teacher will contact parents/guardians via phone whose students' performance level falls below passing in their course or behavior has impacted the learning of others	All Staff	IC Contact Log
Regular, informal visits by admin team to classrooms to promote and ensure a building-wide focus on positive learning environments	Admin Team	"900 Club" charts; fidelity checklist
Continue to build and maintain partnerships that allows students and families to engage in extra-curricular opportunities across JCS and the community (ex. band, chorus, Jr. Beta Club, Lindsey Legacy's Mentoring Program, STEAM/wetlands programs, etc.)	All Staff	JA social media, IC campus messenger notifications, classroom newsletters

Goal 3: Produce respectful, on task, always safe, and responsible citizens in our school via enforcing consistent schoolwide expectations and reducing school-based referrals from 72 during 2022-2023 to 65 for 2023-2024 (Behavior).

Action Steps	Person(s) Responsible	Evidence
Mindset training for SpEd staff and Counselor	Brandi Pieplow	Mindset Training Certificates
Schoolwide ROAR implementation and monthly ROAR celebration	All Staff	Review of schoolwide ROAR expectations in BOY faculty meeting; spreadsheet to document monthly ROAR winners; behavior referrals reviewed monthly with staff during faculty meeting
Implementation of Gary Alderman "Student Success Plans" for at-risk students	Lori Alexander	Documented student success plans

Goal 3: For ELA, in Grades 3-5, increase the percentage of students scoring in the Proficient range on GMAS from 39.9% to 41.7% and students scoring in the Distinguished range on the GMAS from 23.5% to 25.8% (Academic Achievement).

Action Steps	Person(s) Responsible	Evidence
Pacing guide created utilizing Write Score lessons to build consistency throughout each grade level	All ELA Teachers	Pacing guide for each grade level
Write Score Assessment and Data Analysis (2x/year)		Assessment data from Write Score benchmarks and analysis completed by teachers during 1/2-day planning
Teacher-Led PL Sessions		Materials shared during teacher-led PL

Goal 4: For ELA, in Grades 3-5, increase the percentage of students in grades 3-5 demonstrating reading comprehension at or above the midpoint of the College & Career Ready "Stretch" Lexile Band for each grade level (Academic Achievement).

Action Steps	Person(s) Responsible	Evidence
Targeted support through reading intervention programs (i.e. System 44; iStation) and research based interventions	EIP Teachers	Progress monitoring documented through GO MTSS
Creation of ELA Professional Learning Community to research and discuss the implementation of high-quality instructional programs and interventions that (a) meet the new ELA standards and (b) adhere to the Georgia Early Literacy Act	All ELA Teachers	Meeting agendas/minutes
Focus on building classroom libraries to provide more opportunities for students to have "books in hand"	All ELA Teachers	Classroom observation

Goal 5: For Science, in Grade 5, increase the percentage of students scoring in the Proficient range on GMAS from 42.8% to 44.5% and students scoring in the Distinguished range on the GMAS from 23.4% to 25.7% (Academic Achievement).

Action Steps	Person(s) Responsible	Evidence
Integrate Science reading materials into ELA block	5th ELA Teachers	Lesson plans; classroom observation
Utilize STEMscopes curriculum	5th Science/Math Teachers	Lesson plans; classroom observation
Use content related word walls		Classroom observation

Goal 6: For Math, in Grades 3-5, increase the percentage of students scoring in the Proficient range on GMAS from 42.3% to 44.1% and students scoring in the Distinguished range on the GMAS from 36.9% to 38.8% (Academic Achievement).

Action Steps	Person(s) Responsible	Evidence
Monthly team planning meetings to monitor the implementation of Eureka Math Squared	Dr. Sherry Hix; Math Teachers	Meeting agendas
Monthly PL to support the implementation of Advanced Content in 4th and 5th Grades	Jan Moore; Advanced Content Teachers	Meeting agendas
Instructional extension for at-risk students (during STEAM block and ELT)	Math Teachers; SpEd Teachers; EIP Teachers	Lesson plans; GO MTSS