



TITLE I SCHOOLWIDE PLAN		
School Name: Esther Jackson		District Name: Fulton County Schools
Principal Name: Nikol Boyd		School Year: 2024-2025
School Mailing Address: 1400 Martin Rd. Roswell, GA 30076		
Telephone: 470-254-5290		
District Title I Director/Coordinator Name: Catherine Harper		
District Title I Director/Coordinator Mailing Address: 6201 Powers Ferry Rd. NW Atlanta, Georgia 30339		
Email Address: harpercd@fultonschools.org		
Telephone: 470-254-0200		
ESSA ACCOUNTABILITY STATUS		
Comprehensive Support (CSI) <input type="checkbox"/>	Targeted Support (TSI) <input type="checkbox"/>	Promise School <input type="checkbox"/>
BUDGET MODEL		
Traditional Budget <input type="checkbox"/>	Consolidated Budget: Title I, State, and Local Funds <input checked="" type="checkbox"/>	
SIGNATURES AND REVISION DATE		
Principal's Signature:		Date:
Title I Director's Signature:		Date:
Revision Date: 5/24/2024	Revision Date: 6/27/24	Revision Date: 7/29/24

District Strategic Plan Outcomes

Our goal is to prepare all students to graduate ready to pursue and succeed on their chosen paths.			
 STUDENT ACHIEVEMENT <i>We prepare students with strong academic foundations and the skills needed to navigate life beyond graduation.</i>	 PEOPLE AND CULTURE <i>We provide a welcoming environment and positive school and district culture for students, families and employees.</i>	 COMMUNITY COLLABORATION <i>We engage families, community members and civic organizations as active partners.</i>	 FISCAL RESPONSIBILITY <i>We manage and protect public funds and assets through efficient and effective use of available resources.</i>
OUTCOMES: HOW WILL WE MEASURE SUCCESS?			
3rd grade literacy: Increase the percentage of students reading at or above grade level in 3rd grade	School and district culture: Increase the percentage of families and students who would recommend FCS as a place to attend school to a family member or friend	Partnerships: Increase the percentage of schools with impactful partnerships that align to school goals	Funding to schools: Maintain a high percentage of the overall budget that directly supports schools
Middle school proficiency: Increase the percentage of students who score proficient on nationally norm-referenced assessments in core subject areas by 8th grade	Staff engagement: Increase the percentage of employees who would recommend FCS as a place to work to a family member or friend	School governance: Increase the percentage of effective School Governance Councils	Budget management: Review and report the variance of budgeted and actual revenues and expenditures, while considering long-term budget impact
On-track for graduation: Increase the percentage of 9th graders earning course credits needed to be on-track for graduation and the percentage of 10th graders meeting the college readiness benchmark on the PSAT	Teacher retention: Increase retention of teachers beyond their 5th year	Family engagement: Increase the percentage of families who feel empowered to support their students' educational journeys	Transparent and efficient management of local funds: Reduce the number of audit findings for Student Activity funds and ensure effective management of funds between schools and School Governance Councils
Student success skills: Increase the percentage of students who demonstrate mastery of academic and interpersonal skills needed for college, career and life success			
INITIATIVES: WHAT WILL WE DO TO ACHIEVE SUCCESS?			
Student-focused learning: Through our charter district, schools provide students the tools, strategies and learning environments to build the essential skills necessary to pursue their paths of choice	Focus on culture: Define what constitutes a "strong and welcoming culture," instruct and train school and district personnel and assess whether the culture is effectively implemented and practiced in our schools and departments	Shared governance and ownership: Provide schools, families and communities with a framework that includes training and coaching for shared governance and ownership through our charter district	Effective budgeting: Refine and adjust our modified zero-based budgeting process to ensure that resources are used effectively and efficiently to impact district goals
School Strategic Support Model: Provide differentiated resources and support to schools based on school performance	Leadership development: Build the capacity of principals	Community champions: Cultivate and sustain community champions to support student achievement	Competitive salary: Develop a long-term approach to salary and compensation to remain regionally competitive supported by available resources



Title I Committee:

The Principal attests that a Title I committee meeting was held, and the following stakeholders collaborated on this Title I Plan. Agendas and sign-in sheets for all Title I planning meetings must be uploaded in Crate.

NAME	POSITION/ROLE
Nikol Boyd	Principal
Lindsey Walker	Curriculum Support Teacher
Lisa MacMillan	ESOL Lead Teacher
Alexandra Pingarron	Bookkeeper/Principal Secretary
Emilie Long	SGC/Teacher
Katelyn Bivins	SGC, Teacher
Jill Vitagliano	SGC. Teacher
Mimi Rojas	SGC/ Parent
Lindsey Sather	Math Coach/Parent
Margaret Gunter	PTA/Parent
Katie McCranie	PTA/Parent
Frank Perez	Title I Parent Liaison
Marisol Nunez	BCL



Data:

2023-2024				
Grade	BOY on/above %	MOY on/above %	EOY on/above %	Change
K	40%		63%	+23%
1	12%	37%	49%	+37%
2	28%	38%	47%	+19%
Average	1-2: 20%	37.5%	53%	+26%

% of Students that Met GMAS Reading Progress Indicator			
Grade	22-23 SY	23-24 SY	Change
3	64.2%	54%	-9.8
4	52.2%	52%	No change
5	48.2%	63%	+14
Average	55%	56.3%	+1.3

2023 – 2024 Math			
Grade	Number of Students Below Grade Level (BOY)	# of Students Who Met Stretch Growth	Percent
K	54	33	61%
1	57	16	28%
2	64	16	25%

	2023	2024	% Change
Esther Jackson	25.7	37.4	11.7

2022-2023 (YTD)	2023-2024 (YTD)	% Change	Current PBIS Recognition/Projected PBIS Recognition
Office Discipline Referrals		-57%	EMERGING / DISTINGUISHED
221	96		
ISS Days		-55%	
20	9		
OSS Days		-47%	
119	63		



Comprehensive Needs Assessment:

1. Comprehensive Needs Assessment: Sec. 1114(b)(6)

Is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, **particularly the needs of those children who are failing, or are at-risk of failing**, to meet the challenging State academic standards and any other factors as determined by the local educational agency; **Sec. 1114(b)(6)**

Describe the Comprehensive Needs Assessment Process used to develop your needs and goals for your school for: Strategic Plan and/or 90-day plan

Esther Jackson Elementary utilized our school’s Semester Action Plan, school-wide priorities developed to meet our goals, and stakeholder input to develop the Title I Schoolwide Program (SWP) Plan for the 2024-2025 school year. Our school leaders collaborated to disaggregate our academic and testing data and our data over the past two school years, considering our at-risk students. We discovered a need to address iready growth/stretch growth in our students in grades K-2, and increasing number of students scoring proficient or higher on Georgia Milestones in ELA and Math.

Review your data by subgroup and note areas of deficit, specifically the needs of those children who are failing, or are at-risk of failing. (ED, EL, Race, SWD)

2023-2024 Georgia Milestones Assessment Results

Percentages below list the achievement rate for every content area. We would like to increase the number of students scoring proficient, including subgroups below.

	ELA	Math	Science
Economically Disadvantaged (ED)			
English Learners (EL)	28.5%		21.3%
Students with Disabilities (SWD)	23%		16%
Hispanic	45.5%		40%
Black	53%		55%
White	88.5%		93%



Goals and Strategies:

2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will:

- a) provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students with disabilities, English learners, and foster/homeless students) to meet the State’s challenging academic standards;**
- b) use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;**

Goals K-2

- By May 2025, EJ will increase the percentage of students in grades K-2 performing on or above grade level in reading, by 6% as measured by the i-Ready diagnostic.
- By May 2025, EJ will increase the percentage of students in grades K-2 performing on or above grade level in math, by 6% as measured by the i-Ready diagnostic.
- By May 2025, we increase the number of students in grades K-2 by 20% who began the year below in reading and math and met their stretch growth target as measured by the iReady Diagnostic.

Provide 2 or more Evidenced Based Strategies and Interventions	Level of Evidence (if level 4 – a logic model is required)	Timeline for Implementation	Cost and Budget Used (Title I or 1003a)	Person/Position Responsible
Use of K-2 Literacy & Math Coach	N/A	August 2024-May 2025	Consolidated School	Principal/Asst. Prin.
PD on Small Group Instruction	N/A	October 2024-April 2025	Consolidated School	Literacy/Math Coaches/CST
ESOL PD on WIDA levels/Newcomer	N/A	September 2024-Feb 2025	Consolidated School	ESOL Dept.
PD on Science of Reading/LETRS	N/A	Sept. 2024-May 2025	Consolidated School	LETRS/Literacy Coach
PD on Writing	N/A	August 2024-May 2025	Consolidated School	Literacy Coaches and Zone 5 Program



Specialists

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged

- Implement Student Success Skills
- Home visits to support families
- Provide check-ins and Tier 2 support with counselor and social worker
- Provide Summit Counseling support.
- Implement parent universities.
- Parent Resource Room
- Parent workshops on how to support students and to provide resources

Foster and Homeless

- Implement Student Success Skills
- Home visits to support families
- Provide check-ins and Tier 2 support with counselor and social worker
- Provide Summit Counseling support.
- Implement parent universities.
- Parent Resource Room
- Parent workshops on how to support students and to provide resources

English Learners

- Response to Intervention time with ESOL teacher.
- *New Textbook* resources to actively engage ELs through visuals and relevant topics and activities
- Push-in and Pull-out instruction with focus on small group instruction
- Explicit phonics instruction
- Time to meet monthly with parent liaison to support Spanish-speaking families
- Process for Newcomers in collaboration with ESOL Department and Gen. Ed. Teacher
- Focused goals for ELL and instructional team

Students with Disability

- Train and implement Linda Mood-Bell
- Facilitate Co-teaching training.
- Provide Specially Designed Instruction (SDI) coaching support for teachers.
- More of a focus on small group instruction and closing gaps
- Math PD for teachers of SEC students
- More informal observations with specific feedback and coaching from SDI coach.
- IST Support with learning walks
- Focused goals for IST



2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will:

a) provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students with disabilities, English learners, and foster/homeless students) to meet the State’s challenging academic standards;

b) use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Goal 2:

- By May 2025, EJ will increase the percentage of students in grades 3-5 performing on or above grade level in reading, by 6% in each grade level as measured by the Georgia Milestones Readiness Indicator. (by cohort)
- By May 2025, EJ will increase the percentage of students in grades 3-5 demonstrating proficiency in math, by 6% in each grade level as measured by the Georgia Milestones. (by cohort)
- By May 2025, 15% percent of students in grades 4-5 who began the year at the Beginning Level in reading/math will reach the Developing Level as measured by the Georgia Milestones. (by cohort)

Provide 2 or more Evidenced Based Strategies and Interventions	Level of Evidence (if level 4 – a logic model is required)	Timeline for Implementation	Cost and Budget Used (Title I or 1003a)	Person/Position Responsible
Departmentalization	N/A	August 2024 – April 2025	Consolidated School	Teachers/Coaches/Admin
EIP Teacher to implement literacy interventions	N/A	August 2024 – April 2025	Consolidated School	EIP Teacher/CST
PD on Small Group Instruction	N/A	October 2024- April 2025	Consolidated School	Literacy/Math Coaches/CST
Use of K-2 Literacy & Math Coach	N/A	August 2024-May 2025	Consolidated School	Principal/Asst. Prin.

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
<ul style="list-style-type: none"> • Implement Student Success Skills 	<ul style="list-style-type: none"> • Implement Student Success Skills



<ul style="list-style-type: none"> • Home visits to support families/MTSS • Provide check-ins and Tier 2 support with counselor and social worker • Provide Summit Counseling support. • Explicit phonics instruction • Implement parent universities. • Parent Resource Room • Parent workshops on how to support students and to provide resources 	<ul style="list-style-type: none"> • Home visits to support families/MTSS • Provide check-ins and Tier 2 support with counselor and social worker • Provide Summit Counseling support. • Implement parent universities. • Parent Resource Room • Support from EJ Community Foundation • Parent workshops on how to support students and to provide resources
English Learners	Students with Disability
<ul style="list-style-type: none"> • Response to Intervention time with ESOL teacher • <i>New textbook</i> resources to actively engage ELs through visuals and relevant topics and activities • Push-in and Pull-out instruction with focus on small group instruction • Time to meet monthly with parent liaison to support Spanish-speaking families • Process for Newcomers in collaboration with ESOL Department and Gen. Ed. Teacher 	<ul style="list-style-type: none"> • Train and implement Linda Mood-Bell • Facilitate Co-teaching training. • Provide Specially Designed Instruction (SDI) coaching support for teachers. • More of a focus on small group instruction and closing gaps • Math PD for teachers of SEC small group

2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will:

c) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include:

i) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

Esther Jackson ES offers an after-school academic program (STAR House) which targets students



who are at-risk academically. These students receive targeted tutoring services and academic assistance based upon teacher recommendation. Teachers are expected to work with students in small groups daily to meet them where they are to accelerate learning and close gaps. Additionally, we have a daily 30-minute RTI block built into our master schedule where teachers work with a small group of students on research-based interventions to meet their academic and/or behavioral deficits.

Our counselor does monthly lessons with students and runs a mentor program where staff can mentor students. This helps our students have a trusted adult outside of their home and regular classroom.

Every teacher is implementing Student Success Skills with fidelity to address social and emotional needs. Our RAMP certified counseling program will assist with the overall support of our students.

Be the Voice program to combat bullying. Program is student led and sponsored by our school counselor.

ii) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

Esther Jackson is an AVID school where we focus on organization and preparing students for what's next. Esther Jackson ES hosts a Career Day each year when students are given the opportunity to learn about different careers. We also have college signs posted outside of every staff member's classroom, and we host a college day once a month to give students constant reminders of continual education. Once a month we have College Day where students where paraphernalia and do activities centered around secondary education.

iii) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

Positive Behavioral Interventions & Supports (PBIS) is implemented schoolwide. The focus of this plan is to support students with making good choices and rewarding them when those good choices are made. We also work hard to implement preventative measures so that students spend most of their time inside of the classroom learning, as opposed to sitting in the office or being suspended from school. This sometimes requires individual behavior contracts for students. We host a House Party each quarter to celebrate students in all areas (academic, social, sports, citizenship, etc.). We recently implemented the online reporting and rewards program. We will continue with our mobile store where students can "shop" using their PBIS rewards: however, we



are going to increase the number of opportunities for students to use points so that they have more of an incentive to earn them. For the 2024-2025 school year, we are continuing our implementation a program called, Be the Voice, which is a student-led antibullying program run by our student council. We have already worked to define our school-wide discipline policy more explicitly with lesson plans and fidelity checks.

v) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs

Transition meetings are hosted throughout the year and at least once per semester with the parent liaison, teachers, and our PreK District Support team to ensure that students have a positive transition.

We host an Open House for rising Kindergarten students and their families where students can meet teachers, tour the school and get acquainted with the classroom and school routines. Parents are given the opportunity to ask questions and receive valuable strategies and supports to help assist the transition to grade school.

We also host a middle school transition meeting where we discuss our rising 6th graders strengths and areas of growth. This also allows us the opportunity to set our students up for success.

Plan Development and Evaluation:

3. Evaluation of School-wide Plan

a) Address the regularly monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement.

b) Determining whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.

c) Describe how the Schoolwide plan will be revised, as necessary, based on the regularly monitoring to ensure continuous improvement of students in the schoolwide program.

The Annual Title I Evaluation will be completed based on a review of multiple data points, including state assessments, to determine the effectiveness of the Title I Plan and inform actionable changes for the following school year. Evaluation documentation will be stored in Title I CRATE.

4. ESSA Requirements to Include in the Schoolwide Plan



Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement plan, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the plan in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such plan shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

A school Parent and Family Engagement Plan (PFEP) will be jointly developed with parents and family members in a format that is easily understandable. It will be distributed to parents and families, posted on the school website, and will be made available to the local community.

5. Schoolwide Plan Development

- a) is developed during a 1-year period
- b) is developed with the involvement of parents and other members of the community including teachers, principals, school leaders, paraprofessionals, instructional support staff, and student (high school)
- c) remains in effect for the duration of the school’s participation in a Title I School-Wide Program
- d) is available to the school district, parents, and the public, in a language that parents can understand
- e) is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable.

The schoolwide plan was developed with stakeholder input during a 1-year period. School data will be reviewed, and the plan will be revised annually in collaboration with the Title I Committee, which includes all required stakeholders. The revised plan will remain in effect for the school year. Schoolwide plans will be made available on the school’s website. The plan is coordinated with Federal, State, and local resources.

Professional Development (question 2iv)

Professional Learning Topic	Professional Learning Timeline	Audience (grade/subject)	Position Responsible
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Title I School Wide Plan

Science of Reading/LETRS	August 2024 – ongoing	Teachers in grades PreK – 5 th and support teachers in Reading, ESOL, EIP and admin	District Modules, Literacy Coach
Literacy and Math Coaching	Weekly on Thursdays August 2024 – May 2025	ELA and Math Teachers in grades K-5	Math and Literacy Coach
Small Group Instruction	September 2024- May 2025	All teachers PreK-5 in Literacy and Math	CST, Literacy Coach, Math Coach
Newcomer training for teachers to support English Language Learners	October 2024	All Teachers of Reading/Writing	ESOL Department, CST
Writing Support using Write Score and iReady toolbox	August 2024-April 2025	All Staff Members	Literacy Coaches and CST

Parent and Family Engagement

Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible	Date Due in CRATE	Dates Principal will meet with the school's Parent / Family Engagement designee and PLC
Sent Home and Posted on School Website: <ul style="list-style-type: none"> ○ School-Family Compact ○ School PFEP ○ District PFEP 	10/11/24	Parent Liaison, Media Spec.	Revisions 8/23/24 Distributed 10/16/24	7/30/24
School-Family Compact Discussion: <ul style="list-style-type: none"> ○ Parent-Teacher Conference (elementary) ○ Ongoing discussion (middle/high school) 	10/16/24	PreK-5 Teachers during conferences	12/6/24	9/20/24
Annual Title I Parent Meeting: <ul style="list-style-type: none"> ○ Meeting held ○ Documents posted on school website 	9/5/24	Principal Parent Liaison Media Spec.	9/27/24	8/23/24
Building Parent Capacity Fall: F2F or TEAMS) <i>Required Parent Capacity Events</i> <i>(An event can be a workshop, night event, or a TEAMS workshop. Checklists are required</i>	9/5/24	Teachers in		



Title I School Wide Plan

<p><i>with every event, and the event must be aligned with the school goals.</i></p> <ul style="list-style-type: none"> ○ Curriculum Workshop 1 		PreK-5 Parent Liaison CST Principal	12/1/24	8/23/24
<p>Building Parent Capacity Fall:</p> <ul style="list-style-type: none"> ○ Curriculum Workshop 2 	12/5/24	CST Instr. Coaches	12/13/24	12/2/24
<p>Building Parent Capacity Fall:</p> <ul style="list-style-type: none"> ○ Technology/Copyright Piracy Workshop 		Media Specialist	11/15/24	10/5/24
<p>Building Parent Capacity Fall:</p> <ul style="list-style-type: none"> ○ EL Parent Workshop (if applicable) 	TBD	BCL Parent Liaison	10/25/24	9/27/24
<p>Building Parent Capacity Continuous Communications (Fall)</p> <ul style="list-style-type: none"> ○ Continuous Communication 1 ○ Continuous Communication 2 ○ Continuous Communication 3 	9/25/24 10/24/24 11/20/24	Parent Liaison	12/15/24	12/5/24
<p>Building Staff Capacity (Fall):</p>	8/27/24	Principal	9/13/24	9/5/24
<p>Building Staff Capacity Continuous Communications (Fall):</p> <ul style="list-style-type: none"> ○ Continuous Communication 1 ○ Continuous Communication 2 ○ Continuous Communication 3 	10/17/24 11/4/24 12/4/24	Principal	12/15/24	12/5/24
<p>Fall October Data Dig:</p> <ul style="list-style-type: none"> ○ PLC to review Dashboard Data 	10/17/24	Parent Liaison Principal	TBD	10/5/24
<p>Fall December Data Dig:</p> <ul style="list-style-type: none"> ○ PLC to review Dashboard Data 	12/3/24	Parent Liaison Principal	TBD	11/30/24
<p>Building Staff Capacity (Spring):</p>	2/25/25	Principal	3/14/25	2/6/24
<p>Building Parent Capacity Spring:</p> <ul style="list-style-type: none"> ○ Curriculum Workshop 3 	2/25/25	CST Instr. Coaches	2/29/25	2/6/24
<p>Building Parent Capacity Spring:</p> <ul style="list-style-type: none"> ○ Assessment Workshop 	3/6/25	CST	3/7/25	
<p>Building Parent Capacity Spring:</p> <ul style="list-style-type: none"> ○ Transition Meeting 		CST Counselor	5/2/25	
<p>Building Staff Capacity Continuous Communications (Spring):</p> <ul style="list-style-type: none"> ○ Continuous Communication 1 ○ Continuous Communication 2 ○ Continuous Communication 3 		Principal	5/9/25	
<p>Building Parent Capacity Continuous Communications (Spring)</p> <ul style="list-style-type: none"> ○ Continuous Communication 1 ○ Continuous Communication 2 ○ Continuous Communication 3 		Parent Liaison	5/9/25	
<p>Spring March Data Dig</p> <ul style="list-style-type: none"> ○ PLC to review Dashboard data 		Parent Liaison Principal	TBD	
<p>Spring May Data Dig</p> <ul style="list-style-type: none"> ○ PLC to review Dashboard data 		Parent Liaison Principal	TBD	
<p>Input Meeting (s) FY26:</p> <ul style="list-style-type: none"> ○ Staff ○ Parents/Families ○ Students 		Principal Parent Liaison	3/28/25	