Jefferson City Schools
Jefferson Elementary
Title I School-Wide Plan
2024-2025

Principal:	Chrissy Joiner	**Superintendent:**	Donna McMullan

Leadership Team Members:

Chrissy Joiner	Principal
Mary Lauren Schroeder	Assistant Principal
Taryn Smith	Assistant Principal
Jade Spratling	Counselor
Leah Mays	Pre-K Teacher
Jennifer Gooch	Kindergarten Teacher
Robin Rudisill	1st Grade Teacher
Lauren Massey	2nd Grade Teacher
Andrea Cramsey	Early Intervention Teacher
Abbey Kles	Speech Language Pathologist
Liz Wheeler	Art Teacher

Vision and Mission:

Our mission is to graduate fully functioning adults.

School Commitments:

We commit to differentiating instruction based on assessments.
We commit to using research-based strategies.
We commit to maintaining ongoing parent communication.
We commit to promoting positive character development within a warm and safe learning environment.
We commit to continuing professional development in support of best practices in teaching.

Student Demographics:

Race/ Ethnicity	Percent of Student Population					
	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019
Asian	2%	2%	2%	2%	2%	2%
Black	6%	6%	7%	6%	6%	7%
Hispanic	11%	9%	9%	9%	8%	7%
Multi-Racial	5%	5%	5%	5%	5%	5%
White	76%	78%	77%	78%	79%	79%
Other Subgroups						
Econ Dis/ F&R Lunch	35%	27%	26.6%	25%	24%	26%
ESOL	4%	2%	2%	2%	3%	3%
SWD	10%	10%	10%	9%	11%	12%
Gifted	13%	9%	8%	9%	7%	8%

Student Population by School Year:

2023-2024	792
2022-2023	798
2021-2022	845
2020-2021	822
2019-2020	853
2018-2019	803

CCRPI Data:

CCRPI Data - JES					
Indicator	2019	2020	2021	2022	2023
ELA Weighted Achievement Score	93.62%	No Score	89.15%	90.08%	97.32%
Math Weighted Achievement Score	100%+	No Score	100%+	100.0+	100.0+
Progress Towards ELP: One Band Movement	17.65%	No Score	33.33%	Too Few	Too Few
Progress Towards ELP: More Than One Band Movement	58.82%	No Score	40%	Too Few	Too Few
Scoring at or Above the Lexile Stretch band midpoint	72.53%	No Score	69.53%	74.27	85.32%
% of Students missing 10% or more of enrolled days	5.39%	No Score	14.59%	No Score	No Score
% proficient &/or distinguished - ELA	68.51%	No Score	60%	66.1%	68.85%
% proficient &/or distinguished - Math	80.85%	No Score	77.44%	81.9%	86.54%

GKIDS 2.0
Percentage of Students Meeting and Exceeding

Learning Progressions	2021-2022	2022-2023	2023-2024
ELA			
Phonemic Awareness	80	87	89
Phonics	85	89	90
High-Frequency Words	77	71	80
Comprehension	75	74	79
Conventions of Writing	67	69	80
Spelling	70	76	85
Communication of Ideas	71	73	85
Average	**75**	**77**	**84**
Math			
Shapes	81	86	83
Counting-Number	85	85	90
Counting-Objects	89	84	83
Compare	85	91	83
Addition and Subtraction	74	79	83
Average	**82.8**	**85**	**84**

Star Data 2021-2022

Grade	Percent Proficient- Reading		
	Fall	Winter	Spring
K	54	76	84
1	53	73	78
2	54	75	76

Star Data 2021-2022

Grade	Percent Proficient- Math		
	Fall	Winter	Spring
K	N/A	N/A	N/A
1	71	85	85
2	60	79	80

Star Data 2022-2023

Grade	Percent Proficient- Reading		
	Fall	Winter	Spring
K	53	72	77
1	46	68	75
2	60	73	76

Star Data 2022-2023

Grade	Percent Proficient- Math		
	Fall	Winter	Spring
K	N/A	N/A	N/A
1	74	68	75
2	68	75	80

Star Data 2023-2024

Grade	Percent Proficient- Reading		
	Fall	Winter	Spring
K	57	80	86
1	43	63	70
2	52	70	70

Star Data 2023-2024

Grade	Percent Proficient- Math		
	Fall	Winter	Spring
K	N/A	N/A	N/A
1	65	73	70
2	56	70	79

*Kindergarten takes Star Early Literacy, which has no math score.

Dibels 2021-2022

Grade	Percent Proficient- Reading		
	Fall	Winter	Spring
K	62	79	85
1	77	80	76
2	75	81	76

Dibels 2022-2023

Grade	Percent Proficient- Reading		
	Fall	Winter	Spring
K	49	76	84
1	72	75	74
2	72	78	74

Dibels 2023-2024

Grade	Percent Proficient- Reading		
	Fall	Winter	Spring
K	76	88	87
1	70	70	66
2	76	68	62

Goal Topic	School Improvement SMART Goal	Action Steps	Who is Responsible	Evidence
Attendance	Average 95% student attendance per month	Each teacher will take accurate attendance by 7:45 am every day.	Classroom Teachers	IC Classroom Attendance
		Contact parents/guardians to inform of absences based on existing attendance policy.	Admin. & Teachers	IC Contact Log
		Full daily implementation of 7 Mindsets and intentional integration of 7 Mindsets language throughout the school day.	All Teachers	Attendance Report
Behavior	Our school wide behavior expectations will continue to be identified, taught, modeled, reinforced and monitored throughout the 2024/25 school year by all teachers and staff (including specials, paras, cafeteria and office staff.	Clear building behavior expectations will be provided to all JES staff and posted around the building.	Admin. and teachers	Sign-in sheets
		Building behavior expectations will be reviewed and reinforced regularly.	Teachers and staff	Improved building wide behavior
		Students following school wide expectations will be recognized through monthly ROARing Dragon awards.	Admin. and teachers	Behavior bulletin board
Academic Achievement	By the end of the 24-25 school year, our overall STAR reading percentiles for beginning and developing learners will decrease by 15% and the proficient and distinguished learners will increase by 15%.	Implementation of new curriculum (Wit and Wisdom, Geodes, Fundations, Heggerty) with fidelity.	Admin. and teachers	Observations and STAR data
		Implementing ELT to address the needs of all learners through small group interventions,	Classroom and EIP teachers	Observations and STARI data
		Admin. presence in instructional blocks to ensure teacher support.	Admin. team	Observations and STAR data

School Professional Learning Plan:

Activity and Corresponding Action Step/Initiative What? Why?	**Date/Time** When?	**Participants** For whom?	**Facilitator/Provider** By whom?	**Delivery Format** How?	**Funding** With what?
Unpacking New ELA Standards (Goal 2 & 4)	ongoing	ELA Teachers	Jan Moore	In-Person or Online as Necessary	N/A
New Teacher Mentoring (Goals 2 & 4)	ongoing	New Teachers and Mentors	Mentor teachers	In-Person	N/A
Data Team Refresh (Goals 2 & 4)	ongoing	All Teachers	Administration	In-Person	N/A
Grade Level Planning Days (Goals 2 & 4)	ongoing	All Teachers	Administration	In-Person	System Professional Development Funds

- **Instruction by Highly Qualified Professional Staff**

Jefferson Elementary School consists of 13 kindergarten teachers, 13 first-grade teachers, 13-second grade teachers, and 9 special education teachers. Each teacher is highly qualified in his/her area of instruction and holds a valid Georgia Teaching Certificate. There are 22 paraprofessionals working in the school building. Thirteen are kindergarten paraprofessionals, 6 support special education students, 2 support our Title 1 reduced-sized classes, and the other works in the Media Center. All paraprofessionals have successfully completed the GACE assessment to be highly qualified.

- **Professional Development for Staff to Enable All Children in the School to Meet State Standards**

All funding streams available for professional learning opportunities target identified school improvement goals. A list of prioritized needs for professional development is devised annually and based on student achievement data. Test data is disaggregated and analyzed at subgroup and domain levels to determine instructional and programmatic strengths and weaknesses. Professional development is provided to ensure that all teachers and paraprofessionals have the opportunity to improve instructional practices and are designed to increase the performance levels of all subgroups of students.

Professional development needs are determined annually as part of the overall school improvement process. The annual needs assessment and disaggregation of student test data enable system—and school-level administrators to work collaboratively with teachers to determine specific needs. Emphasis is given to ensuring that teachers are equipped with appropriate strategies to address the instructional needs of all students, including those eligible for special services through special education, ELL, Title I, EIP, and remedial education.

- **Strategies to Attract High-Qualify Highly-Qualified Teachers to High-Needs School**

Jefferson Elementary School continuously seeks to recruit and retain highly qualified teachers. Many of our teachers live in this community, which makes Jefferson Elementary School their “home away from home.” We have a wonderful mix of staff: family members new to the teaching field, many with two to five years of experience, and our true veterans with over fifteen years of experience. Many of our staff have taught the parents of the children they currently teach. We are fortunate to benefit from being located close to several colleges/universities (Piedmont, UGA, University of North Georgia, etc.) where we support student teachers and often hire them if/when positions are available. We have certified staff mentoring each grade level and supporting our novice teachers. Typically, teachers who begin their careers here stay here unless their family relocates. They have an addition to their family and decide to stay home or retire. We have had several incidents where teachers left and returned seeking a position at Jefferson Elementary School. This is a true compliment to the relationships we build at our school. We are a family working together to help students succeed!

- **Strategies to Increase Parental Involvement**

Jefferson Elementary School offers many opportunities for parent involvement, including the School Council, Parent-Teacher Organization, the school website and app, and publicity through social media, where parents are kept informed of school events and happenings. Teachers also keep parents informed of classroom lessons and activities through weekly newsletters.

At the beginning of the year, JES invites parents into the building for an Open House, allowing students and parents to meet and greet their children's teachers. Curriculum Night is also held at the start of the school year to provide parents with an opportunity to learn about the grade level's curriculum and grading procedures.

The system- and school-level parent involvement plans are developed with input from all stakeholders. The parent involvement plans are reviewed and revised annually. A ten-day notice is provided to parents or guardians for an opportunity to conference with their child's teacher(s) to discuss the support provided.

Annual parent involvement meetings are held to inform parents or guardians of effective ways to support the learning process. Regularly scheduled training sessions at Jefferson Elementary School provide an opportunity for the system- and school-level Title I staff members to equip parents or guardians with the information and tools needed to provide academic support at home and to build strong relationships between home and school to maximize learning experiences for students who are eligible for Title I services.

Surveys are distributed to parents or guardians annually, and results are used to evaluate program effectiveness and determine ways to increase parent involvement and support. Formal conferences are held each year during early release days to provide parents or guardians with flexibility in meeting with teachers and administrators to discuss students' progress toward learning goals. Various opportunities for communication and involvement are provided throughout the school year. Parent involvement opportunities are reviewed annually to ensure local, state, and federal regulations compliance.

- **Plans for Assisting Preschool Children in the Transition from Early Childhood Programs to Local Elementary School Programs**

Jefferson City Schools, with Jefferson Elementary School, provides services for those early childhood students determined to have special needs. The system collaborates with state and regional migrant staff (ABAC and MEP Region 1 Office in Brooklet), DFACS, Jackson County Family Connections, Jackson County Chamber of Commerce, DJJ, and other local agencies to monitor mobility/identification and needs of the Early Childhood population. As these students enter the early childhood program, registrars ask a series of questions in conjunction with the Home Language Survey to assess the status of students. Following the initial interview, the special needs director meets with the students, families, and DFACS to determine student/family needs. Students are administered the appropriate screening tests and interviewed to determine their needs. Among the educational services offered to these students are SST, special education, mentoring, and counseling services. Counselors and DFACS refer students continuously to the special needs director. Teachers report academic achievement to specific parties and parents on an ongoing basis. The special needs director also monitors and reports status to other necessary agencies throughout the school year. The academic performance of any identified early childhood students is monitored and supported through the MTSS process.

- **Measures to Include Teachers in Decisions Regarding the Use of Assessment to Provide Information On, and to Improve, the Performance of**

Each teacher maintains formative and summative data to inform instruction. A school-wide testing schedule, which includes all testing windows (STAR, DIBELS, and ACCESS), is maintained and communicated. Additionally, students in the MTSS process are monitored regularly to determine if the interventions provided are effective. All staff members meet monthly to discuss data, identify weak areas, and establish goals for improvement.

- **Activities to Ensure that Students who Experience Difficulty Mastering Standards Shall Be Provided with Effective, Timely Assistance, Which Shall Include:**

Jefferson Elementary School staff members complete an annual needs assessment as part of the overall school improvement process. In addition, student performance data is analyzed and disaggregated to determine areas of strengths and weaknesses by subgroup and domain. All staff members complete the annual needs assessment and participate in data analysis sessions to better understand the specific needs of all students. Special emphasis is given to ensuring that teachers are equipped with appropriate strategies to address all students' instructional needs, including those eligible for special services through special education, EL, Title I, EIP, and remedial education.

Teachers use Common Formative and Summative assessments to determine students' mastery of state ELA standards. To ensure all students have a strong ELA foundation, teachers will implement Wit and Wisdom, Geodes, Fundations, and Heggerty as the reading curriculum. Math teachers implement the Eureka Math program with fidelity, which ensures consistency building-wide on the content and level of instruction provided. Teachers regularly communicate with the MTSS coordinator to support students who struggle in reading, writing, and/or math.

Additional software programs and resources have been purchased to provide specialized intervention for students who are eligible for participation in special programs. Teachers are trained to use these programs to more effectively diagnose and place students according to their individual needs. Technology purchases have allowed teachers more opportunities to provide differentiated learning experiences for all student populations.

In addition, programs have been redesigned to better meet the diverse needs of students. Learning labs and tutorial sessions are established to provide students with learning opportunities that directly match specific skill levels. Intervention is provided before and after school and throughout the regular instructional day. Teacher/parent conferences are offered throughout the school year by each teacher. Parents can schedule conferences with teachers as needed. Tier 2 and Tier 3 data is reviewed regularly with parents and teachers to determine the effectiveness of interventions.

- **Coordination and Integration of Federal, State, and Local Services and Programs**

Jefferson Elementary School works with multiple agencies to ensure coordination efforts on behalf of migrant students, homeless students, immigrant students, EL students, neglected and delinquent students, at-risk students, and early childhood students. The following information outlines procedures for identifying and serving the previously named groups.

Migrant/Formerly Migrant: Jefferson Elementary School collaborates with state and regional migrant staff (ABAC and MEP Region 1 Office in Brooklet), DFACS, Jackson County Family Connections, and other agencies to monitor the mobility/identification and needs of our migrant population. As migrant students enter the school system, registrars ask a series of questions in conjunction with the Home Language Survey and Migrant Occupational Survey to assess the status of students. Following the initial interview, the Title III/ESOL coordinator meets with the students, families, and Piedmont Migrant Agency to determine student/family needs. Among the educational services offered to these students are regular education settings, EIP services, remedial education services, gifted services, SST services, special education services, English language learner services, after-school tutoring at all grade levels, and mentoring and counseling services. Teachers report academic achievement to specific parties

and parents on an ongoing basis. Additionally, the Title III/ESOL coordinator monitors and reports updated status to other necessary agencies throughout the school year. The academic performance of any identified migrant students is monitored and supported through the MTSS process.

Homeless: Jefferson Elementary School collaborates with DFACS, Jackson County Family Connection, and other agencies to monitor mobility/identification and the homeless population's needs. Currently, the system can identify homeless students, with some of these students at the elementary and high school, non-Title I schools. As these students enter the school system, registrars ask a series of questions in conjunction with the Home Language Survey, Migrant Occupational Survey, and the Student Residency Survey (McKinney-Vento Act) to assess the status of students. Following the initial interview, the homeless liaison meets with the students, families, and DFACS to determine student/family needs. Among the educational services offered to these students are regular education settings, EIP services, remedial education services, gifted services, SST services, special education services, English Language Learner services, after-school tutoring at all grade levels, and mentoring and counseling services. Teachers report academic achievement to specific parties and parents on an ongoing basis.

Additionally, the homeless liaison monitors and reports updated status to other necessary agencies throughout the school year. Title I has set aside funds to satisfy any unmet needs of the homeless population of students after collaborating with the homeless liaison and community agencies, including DFACS, Jackson County Family Connections, and other local agencies. After collaborating with liaison and community agencies, the set-aside determination was based on needs. Additional needs may consist of tutoring, school supplies, graduation fees, and supplies, and whatever unmet needs from the collaboration with the homeless liaison and community agencies. If the set-aside funds are determined throughout the year to be inadequate, the consolidated application will be amended to allocate funds to support the additional needs of homeless students. The academic performance of any identified homeless students is monitored and supported through the MTSS process.

Immigrant: Jefferson Elementary School collaborates with the Jackson County Chamber of Commerce, DFACS, Jackson County Family Connections, and other agencies to monitor mobility/identification and needs of the immigrant population. As these students enter the school system, registrars ask a series of questions in conjunction with the Home Language Survey to assess the status of students. Following the initial interview, the Title III/ESOL coordinator meets with the students, families, and the previously named agencies to determine student/family needs and a plan to meet the needs. Among the educational services offered to these students are regular education settings, EIP services, remedial education services, gifted services, SST services, special education services, English language learner services, after-school tutoring at all grade levels, and mentoring and counseling services. Teachers report academic achievement to specific parties and parents on an ongoing basis. Additionally, the Title III/ESOL coordinator monitors and reports updated status to other necessary agencies throughout the school year. The academic performance of any identified immigrant students is monitored and supported through the MTSS process.

EL (English Learners): Jefferson Elementary School collaborates with the Jackson County Chamber of Commerce, state and regional migrant agencies (ABAC and MEP Region 1 Office in Brooklet), DFACS, Jackson County Family Connection, and other agencies to monitor mobility/identification and needs of the EL population. Currently, the system serves EL students in all 4 schools, with most of those in the elementary grades. As these students enter the school system, registrars ask a series of questions in conjunction with the Home Language Survey to assess the status of students. Following the initial interview, the Title III/ESOL coordinator meets with the students, families, and the previously named agencies to determine student/family needs and a plan to meet the needs. Among the educational services offered to these students are regular education settings, EIP services, remedial education services, gifted services, SST services, special education services, English language learner

services, after-school tutoring at all grade levels, and mentoring and counseling services. Students are administered the appropriate screening tests and interviewed to determine their needs. Those eligible qualify for LEP services and are served through the ESOL program as long as parental permission is obtained. Teachers report academic achievement to specific parties and parents on an ongoing basis.

Additionally, the Title III/ESOL coordinator monitors and reports updated status to other necessary agencies throughout the school year. Title III funds are used for supplies, materials, instructional resources, and services in addition to those previously named. The academic performance of any identified EL students is monitored and supported through the MTSS process.

Neglected and Delinquent: Jefferson Elementary School collaborates with DFACS, Jackson County Family Connections, DJJ, and other local agencies to monitor the mobility/identification and needs of the neglected and delinquent population. There are no neglected or delinquent institutions within the Jefferson City School System district. As students enter the school system, registrars ask a series of questions in conjunction with the Home Language Survey to assess the status of students. Following the initial interview, the homeless liaison meets with the students and families, DFACS, foster parents, and/or representatives of the local neglected home to determine student/family needs. Among the educational services offered to these students are regular education settings, EIP services, Remedial education services, gifted services, SST services, special education services, English language learner services, after-school tutoring at all grade levels, and mentoring and counseling services. Teachers report academic achievement to specific parties and parents on an ongoing basis.

Additionally, the homeless liaison monitors and reports updated status to other necessary agencies throughout the school year. Title I has set aside funds to satisfy any unmet needs of the neglected and delinquent population of students after collaborating with community agencies, DFACS, Jackson County Family Connections, DJJ, and other local agencies. After collaborating with liaison and community agencies, the set-aside determination was based on needs. Additional needs may consist of tutoring, school supplies, and whatever unmet needs are met through collaboration with community agencies. If set aside funds are determined throughout the year to be inadequate, the consolidated application will be amended to allocate funds to support the additional needs of neglected and delinquent students. The academic performance of any identified neglected and delinquent students is monitored and supported through the MTSS process.

Youth At-Risk: Jefferson Elementary School defines at-risk youth based on our universal screening data. Results from the universal screening data are used to identify students who are considered youth at risk. Jefferson City School System collaborates with state and regional migrant staff (ABAC and MEP Region 1 Office in Brooklet), DFACS, Jackson County Family Connections, Jackson County Chamber of Commerce, DJJ, and other local agencies to monitor mobility/identification and the needs of the at-risk population. As these students enter the school system, registrars ask a series of questions in conjunction with the Home Language Survey to assess the status of students. Following the initial interview, the school counselor, intervention specialist, or MTSS coordinator meets with the students, families, and DFACS to determine student/family needs. Students are administered the appropriate screening tests and interviewed to determine their needs. Among the educational services offered to these students are regular education setting, Alternative Program setting, EIP services, remedial education services, gifted services, SST services, special education services, English Language Learner services, after-school tutoring at all grade levels, and mentoring and counseling services. “At-risk” and mobile students are referred on an ongoing basis by assistant principals, counselors, and teachers at each school to the intervention specialist or MTSS coordinator. Teachers report academic achievement to specific parties and parents on an ongoing basis. Additionally, the intervention

specialist or MTSS coordinator monitors and reports updated status to other necessary agencies throughout the school year. The academic performance of any identified at-risk students is monitored and supported through the MTSS process.

- **Description of How Resources from Title I and Other Sources Will Be Used:**

Title 1 funds would be used for personnel. This will allow our students to receive instruction from teachers and support staff while lowering the student-teacher ratio.

- **Description of How Individual Student Assessment Results and Interpretation Will Be Provided to Parents:**

All parents are provided with a quarterly progress report, allowing them to see how students are progressing toward mastery of the standards. During the MTSS process and teacher/parent conferences, test results are used to discuss areas of strength and weakness. Tests include STAR, grade-level common assessments, and formative assessment data.

- **Provisions for the Collection and Disaggregation of Data on the Achievement and Assessment Results of Students:**

Teachers maintain a range of data on all students, including their formative and summative classroom assessments, STAR benchmark data, and MTSS progress monitoring data. Feedback is regularly provided to individual students, small groups, and the whole class. Parents are regularly notified of student progress through Infinite Campus, progress reports, report cards, and informal and formal communications between the parents and teacher(s).

- **Provisions to Ensure that Disaggregated Assessment Results for Each Category are Valid and Reliable:**

Grade-level teams review assessments before their administration and discuss results to ensure validity and reliability across the grade level. All math assessments are the same across each grade level to ensure consistency. In addition, ELA teachers also use common formative and summative assessments that are consistent across the grade level. Teachers meet and discuss the data from these assessments to adjust their instructional plans. In addition, students are assessed using Star as our Universal Screening Tool. Star is a nationally normed assessment that gives each learner a national percentile ranking.

- **Provisions for Public Reporting of Disaggregated Data**

Parents are provided a copy of the Student Handbook, which includes data reporting at the beginning of the school year during registration. Additionally, this information is available for parents to access at any time through the Jefferson Elementary School website. The Title I policy documents are provided to parents during the Annual Title I meeting and are available online through the Jefferson City Schools website, listed under the Federal Programs tab.

- **Plan Developed During a One Year Period, Unless LEA, After Considering the Recommendation of its Technical Assistance Providers:**

Jefferson Elementary School serves students in kindergarten, first, and second grades (additionally, we serve 10 Georgia PreK classes on-site). To develop our School-Wide Title I Plan, Jefferson Elementary School staff and stakeholders examine the data pertaining to the school, state, and standards that guide instruction (Georgia Standards of Excellence). This information provides the school with a clear vision of the goals that need to be set to strive continually for high levels of success.

- **Plan Development with the Involvement of the Community to be Served and Individuals Who Will Carry Out the Plan, Including Teachers:**

The School Improvement Plan is developed with system leaders, building administrators, and teachers, who examine all available data from attendance to student performance, survey feedback, system goals, and our vision and mission. Together, this information drives the SIP, a living document that is routinely reviewed and updated to ensure progress toward our goals.

- **Plan available to the LEA, Parents, and the Public:**

Stakeholders can obtain a copy of the School Improvement Plan via the system's web page, which is typically available during the fall months to give time for a complete review of all data and action plans. If a hard copy is needed, it is available in the school's front office. The SIP is developed with system leaders, building administrators, and the school leadership team. Parent feedback is welcome but is formally sought through the Spring Title I Parent Input Survey. Survey data is included and reviewed, as are all other data points, including demographics, attendance, and student achievement.

- **Plan Translated to the Extent Feasible Into Any Language that a Significant Percentage of the Parents of Participating Students:**

Jefferson Elementary School utilizes Google Translate to translate, to the extent feasible, any documentation requested by parents into any language.