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

Principal:	Jessica Ferguson	**Superintendent:**	Dr. Donna McMullan

Leadership Team Members:

Jessica Ferguson	Principal
Samantha Barrett	Assistant Principal
Brad George	Assistant Principal
Brittney Edwards	3rd Grade Teacher
Tori Fellows	3rd Grade Teacher
Amanda Ellis	4th Grade Teacher
Mandy Meyer	4th Grade Teacher
Amy Morris	5th Grade Teacher
Dawn Kinlaw	5th Grade Teacher
Meri Overton	Special Education Teacher
Sherry Booth	Media Specialist
Donna Whitfield	Computer Science Teacher
Chelsey Potts	EIP Teacher
Audrey Smith	Registrar

Vision and Mission:

Our mission is to graduate fully functioning adults.

Student Demographics:

Demographic Information		
Race/Ethnicity		
JA	Number	%
White	737	76.1%
Black	62	6.4%
Hispanic	88	9.1%
Asian	25	2.6%
American Indian	1	0.1%
Multi-Racial	56	5.8%
ED	263	27.1%
EL	39	4%
SWD	133	13.7%
Total Enrollment	969	

Student Population by School Year:

Enrollment Data	2023	2022	2021	2020	2019	2018
JA	969	934	894	909	897	850

CCRPI Data:

CCRPI Data - JA						
Indicator	2018	2019	2020	2021	2022	2023
ELA Weighted Achievement Score	84.49%	91.52%	No Score	89.56%	90.08	90.06
Math Weighted Achievement Score	94.58%	99.44%	No Score	100%+	100%+	100+

Progress Towards ELP: One Band Movement	4.55%	25.00%	No Score	22.73%	6.67%	35%
Progress Towards ELP: More Than One Band Movement	86.36%	50.00%	No Score	59.09%	80%	50%
Scoring at or Above the Lexile Stretch band mid point	68.05%	72.13%	No Score	71.19%	71.92%	85.32%
% of Students missing 10% or more of enrolled days	3.95%	3.85%	No Score	22.01%	NA	92.55%
% proficient &/or distinguished - ELA	61.35%	65.61%	No Score	64.09%	66.1%	64.74%
% proficient &/or distinguished - Math	68.88%	74.21%	No Score	81.18%	81.97	80.18%

STAR Diagnostic Data:
The data below was taken from the STAR universal screener results, which were administered during the 2023-2024 school year. Jefferson Academy seeks to use this data to target our lowest performing students to provide additional layers of support that will ultimately promote student success.

STAR Reading

Third Grade			
Proficiency Level	**Fall**	**Winter**	**Spring**
Beginning	19%	12%	15%
Developing	23%	25%	26%
Proficient	32%	32%	33%
Distinguished	26%	31%	25%

Fourth Grade			
Proficiency Level	**Fall**	**Winter**	**Spring**
Beginning	14%	8%	12%
Developing	30%	24%	28%
Proficient	35%	42%	45%
Distinguished	21%	27%	16%

Fifth Grade			
Proficiency Level	**Fall**	**Winter**	**Spring**

Beginning	15%	10%	8%
Developing	23%	21%	25%
Proficient	44%	53%	55%
Distinguished	18%	16%	12%

STAR Math

Third Grade			
Proficiency Level	**Fall**	**Winter**	**Spring**
Beginning	14%	9%	10%
Developing	28%	23%	25%
Proficient	30%	37%	47%
Distinguished	27%	31%	19%

Fourth Grade			
Proficiency Level	**Fall**	**Winter**	**Spring**
Beginning	9%	6%	7%
Developing	23%	21%	21%
Proficient	35%	40%	45%
Distinguished	34%	33%	28%

Fifth Grade			
Proficiency Level	**Fall**	**Winter**	**Spring**
Beginning	12%	12%	11%
Developing	22%	21%	20%
Proficient	29%	28%	38%

Distinguished	36%	39%	31%

Title I Parent Survey Results
During the Spring of 2024, stakeholders (parents, staff, and community members) were invited to provide feedback regarding the programs and practices found within Jefferson City Schools and Jefferson Academy.

The results of the survey can be found HERE.

Goal 1
District Focus: Academically Rich Environment
School Goal: JA will decrease the percentage of students scoring a level 1/BL or 2/DvL by 2 or more percent (e.g., EOG ELA Milestones from 37% to 35%; Science EOG Milestones from 31.9% to 28.9%).

Initiatives/Actions (Describe the initiatives/actions that will be implemented during the current school year to improve student performance in the targeted subject area/growth area listed above)	**Person(s) Responsible** (Who is responsible for implementing the initiative/action? Who is responsible for monitoring the fidelity of implementation in collaboration with the team?)	**Artifacts/Data to Be Gathered for Monitoring** (Specific interim indicators used by SILT to monitor progress during the school year)
All teachers will participate in curriculum training (Wit & Wisdom - ELA teachers, Fundations/95 Phonics - Math teachers) All teachers (100%) will implement the new ELA curriculum (Wit & Wisdom, Fundations, 95 Phonics) with fidelity.	Central Office, Building Administration, Teachers	Sign-In Sheets
Peer walkthroughs to observe other teachers implementing new curriculum Bi-Weekly grade level department meetings to focus on curriculum	JA Admin, Teachers	Walkthrough schedule and reflection sheets
Quarterly extended planning time to analyze data	Teachers	Sign-In Sheets, Meeting Agendas
STEMscopes professional development	JA Admin, Teachers	Sign-In Sheets

Goal 2
District Focus: Safe and Secure Environment
School Goal: 100% of students/staff will become aware and gain an understanding of schoolwide expectations for behavior

Initiatives/Actions (Describe the initiatives/actions that will be	**Person(s) Responsible** (Who is responsible for implementing the	**Artifacts/Data to Be Gathered for Monitoring** (Specific interim indicators used by SILT to monitor

implemented during the current school year to improve student performance in the targeted subject area/growth area listed above)	initiative/action? Who is responsible for monitoring the fidelity of implementation in collaboration with the team?)	progress during the school year)
Teacher tips on Monday Memo to support students' behaviors	JA Admin	Monday Memo
Weekly behavior reminders on announcements (once a week on daily video announcements, slide on weekly announcements projected throughout the school)	JA Admin	Daily announcements and weekly slides (visible on monitors throughout the building)
Behavior referral data shared at monthly leadership meetings, then redelivered to teachers	Brad George, Leadership Team	Leadership Meeting Minutes

School Goal: Reduce the number of behavior referrals (excluding restraint) from 86 to 75 for the 2024-2025 school year

Initiatives/Actions (Describe the initiatives/actions that will be implemented during the current school year to improve student performance in the targeted subject area/growth area listed above)	**Person(s) Responsible** (Who is responsible for implementing the initiative/action? Who is responsible for monitoring the fidelity of implementation in collaboration with the team?)	**Artifacts/Data to Be Gathered for Monitoring** (Specific interim indicators used by SILT to monitor progress during the school year)
Clear behavior protocol communicated to all staff, outlining minor vs. major behaviors	JA Admin	JA Behavior Handbook
Increase supervision on the playground by assigning stations	Teachers	Grade Level Meeting Minutes
Implement school-wide behavior expectations, using common language to carry over into specials	JA Admin, Teachers	TKES Observations/Walkthroughs

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?
Training to support the implementation of the new ELA curriculum (Wit & Wisdom, Fundations, 95 Percent Core Phonics)	Ongoing throughout FY25	ELA Teachers (Wit & Wisdom), Math Teachers (Fundations, 95 Percent Core Phonics)	Jan Moore, Brandi Pieplow	In-person	Conducted during the school day (planning) or on teacher work days

Literacy Training w/ Georgia Literacy Academy Training Modules	Ongoing throughout FY25	All Teachers	Jan Moore, Brandi Pieplow	In-person	Conducted during the school day (planning) or on teacher work days
Mentor Program for New Teachers	Ongoing throughout FY25	New Staff Members and Teacher Mentors	JA Admin	In-person	Stipend for staff members on new teacher orientation; additional meetings conducted during the school day
STEMscopes training to support utilizing the science curriculum effectively	July 2024; additional dates as needed	All Science Teachers	JA Admin; STEMscopes personnel	In-person	Professional learning funds to pay for the STEMscopes representative to visit JA to conduct training in-person
Data Teams	Ongoing throughout FY25	All Teachers	JA Admin; Teachers	In-person	Conducted during the school day (planning) or on teacher work days
Grade-Level Collaborative Planning Days	Ongoing throughout FY25	All Teachers	Teachers	In-person	Pay for substitutes

- **Instruction by Highly Qualified Professional Staff**

Jefferson Academy consists of 13 third grade teachers, 14 fourth grade teachers, 14 fifth grade teachers, 10 special education teachers. Each teacher is highly qualified in his/her area of instruction and holds a valid Georgia Teaching Certificate, with the exception of one teacher who is in the process of reinstating an expired certificate. There are 9 paraprofessionals working in the school building. 8 paraprofessionals support special education students and the other one works in the Media Center. All paraprofessionals have successfully completed the GACE assessment in order 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 by subgroup and domain level to determine instructional and programmatic strengths and weaknesses. Professional development is provided to ensure that all teachers and paraprofessionals have 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 enables 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 in addressing instructional needs of all students, including those eligible for special services through special education, EL, Title I, EIP, and remedial education.

For the 2024-2025 school year, there will be a focus on providing professional development to staff members that help them to enhance student engagement in the classroom through instructional best practices relating to behavior and academics. Jefferson Academy believes this investment in providing teachers with the tools and strategies to develop relationships with students, to understand behaviors, will result in an increase in student engagement and attendance, which will correlate to academic achievement.

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

Jefferson Academy continuously seeks to recruit and retain highly qualified teachers. Many of our teachers live in this community and make Jefferson Academy 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 experience, and our true veterans with over fifteen years 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 that hold the Teacher Support Specialist endorsement at each grade level and support our novice teachers. Typically, teachers who begin their career here, stay here unless their family relocates, they have an addition to their family and decide to stay at home, or they retire. To us, this is a true compliment of the relationships we build at our school. We are a family working together to help students succeed!

- **Strategies to Increase Parental Involvement**

Jefferson Academy offers many opportunities for parent involvement which include 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, JA invites parents into the building for Open House, allowing students and parents to meet and greet the child’s teachers. Curriculum Night is also held at the start of the school year to provide parents an opportunity to learn about the grade level’s curriculum and procedures for grading.

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 provide an opportunity for system- and school-level Title I staff members to equip parents or guardians with information and tools needed to provide academic support at home and to build strong relationships between home and school in an effort to maximize learning experiences for students who are eligible for Title I targeted assistance services.

Surveys are distributed to parents or guardians annually, and results are used to evaluate program effectiveness and to determine ways for increasing parent involvement and support. Formal conferences are held each year during early release days to provide parents or guardians 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 compliance with local, state, and federal regulations.

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

Jefferson City Schools, with Jefferson Elementary School and the Center for Early Learning, provide 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 and families and DFACS to determine student/family needs. Students are administered the appropriate screening tests and interviewed to determine needs. Among the educational services offered to these students are, SST services, special education services, mentoring and counseling services. Counselors and DFACS refer students on an ongoing basis to the special needs director. Teachers report academic achievement to the specific parties and parents on an ongoing basis. Additionally, the special needs director monitors and reports status to other necessary agencies 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 is maintained and communicated, which includes all testing windows (both standardized assessments and scheduled universal screener dates). Additionally, students in the MTSS process are regularly progress monitored to determine if the interventions provided are effective. All staff members meet monthly to discuss data, identifying weak areas and establishing goals for improvement.

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

Jefferson Academy 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 gain a better understanding of specific needs of all students. Special emphasis is given to ensuring that teachers are equipped with appropriate strategies in addressing instructional needs of all students, including those eligible for special services through special education, EL, Title I, EIP, and remedial education.

Additional software programs and resources have been purchased in an effort to provide specialized interventions for students who are eligible for participation in special programs. Teachers are provided with training on the use of these programs in order 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. Extended Learning Time (ELT) has been established to provide students with learning opportunities that directly match specific skill levels. 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 Academy 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 Academy 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 mobility/identification and needs of the 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 and families and Piedmont Migrant Agency to determine student/family needs. Among the educational services offered to these students are regular education 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. Teachers report academic achievement to the 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 Academy collaborates with DFACS, Jackson County Family Connection, and other agencies to monitor mobility/identification and needs of the homeless population. 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 and families and DFACS to determine student/family needs. Among the educational services offered to these students are regular education 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. Teachers report academic achievement to the 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. The set-aside determination was based on needs after collaborating with liaison and community agencies. Additional needs may consist of tutoring, school supplies, graduation fees and supplies and whatever un-met 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 Academy collaborates with 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 and 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 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. Teachers report academic achievement to the 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 Academy collaborates with 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 ELL population. Currently, the system serves EL students in all 4 schools, with the majority of those students 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 and 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 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. Students are administered the appropriate screening tests and interviewed to determine needs. Those eligible qualify for LEP services and are served through the ESOL

program as long as parent permission is obtained. Teachers report academic achievement to the 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 Academy collaborates with DFACS, Jackson County Family Connections, DJJ, and other local agencies to monitor mobility/identification and needs of the neglected and delinquent population. Currently, 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 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. Teachers report academic achievement to the 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. The set-aside determination was based on needs after collaborating with liaison and community agencies. Additional needs may consist of tutoring, school supplies and whatever un-met needs from the 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 Response to Intervention process.

Youth At-Risk: Jefferson Academy defines youth at risk as those students who are performing significantly below grade level based on performance on state-mandated assessments. Results from these assessments as well as progress monitoring 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 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 and families and DFACS to determine student/family needs. Students are administered the appropriate screening tests and interviewed to determine 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 the 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 will be used for personnel. This allows our students to receive instruction from teachers and support staff while also 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 mid-quarter progress report, allowing parents to see how students are progressing through each quarter of school. Additionally, students receive an end of quarter report card. During the MTSS process and teacher/parent conferences, test results are used to discuss strengths and weaknesses.

- **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 prior to their administration, and discuss results to ensure validity and reliability across the grade level. All ELA and Math assessments administered are the same across each grade level to ensure consistency.

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

Parents are provided a copy of the Student Handbook, which includes the reporting of data at the beginning of the school year, during registration. Additionally, this information is available for parents to access at any time through the Jefferson Academy 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 Academy serves students in grades three through five. To develop our School-Wide Title I Plan, Jefferson Academy staff and stakeholders examine the data pertaining to the school, state, as well as the standards that guide instruction. Collectively, this information provides the school with a clear vision of the goals that need to be set in order 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, as well as our vision and mission. Together this information drives the SIP which is a living document that is routinely reviewed and updated to ensure progress toward our goals is made.

- **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 Academy utilizes Google Translate to translate, to the extent feasible, into any language, any documentation as requested by the parents, including the plan.