

TITLE I SCHOOLWIDE PLAN		
School Name:	Esther Jackson Elementary	District Name: Fulton County Schools
Principal Name:	Kim Kapella	School Year: 2026-2027
School Mailing Address:	1400 Martin Rd., Roswell, GA 30076	
Telephone:		
District Federal Program Director Name:	Catherine Harper	
District Federal Program Director Address:	6201 Powers Ferry Rd. NW Atlanta, Georgia 30339	
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ESSA ACCOUNTABILITY STATUS – ONLY FEDERALLY IDENTIFIED SCHOOLS		
Comprehensive Support (CSI) ☐	Additional Targeted Support and Improvement (ATSI) ☐	
Targeted Support and Improvement (TSI) ☐		
BUDGET MODEL		
Traditional Budget ☐	Consolidated Budget: Title I, State, and Local Funds ☒	
SIGNATURES AND REVISION DATE		
Principal's Signature:		Date:
Federal Program Director's Signature:		Date:
Revision Date:	Revision Date:	Revision Date:



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.

[illegible]

Data:

Goal: By May 2027, 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 iReady diagnostic.

2025-2026						
Grade	BOY on/above %	MOY On/above %	EOY 2026 On/above %	EOY 2025	Change from BOY to EOY	Change from 2025 to 2026
K	22%	55%	73%	73%	+51%	0%
1	28%	41%	62%	44%	+34%	+18%
2	22%	46%	45%	62%	+23%	-17%
AVERAGE	24%	47%	60%	60%	+36%	0%

Goal: By May 2027, 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 iReady diagnostic.

Grade	Math EOY 2026 On/Above %
K	67%
1	51%
2	44%
Average	54%

Goal: By May 2027, Esther Jackson Elementary will increase the percentage of students in grades 3-5 scoring Proficient or Distinguished on the Georgia Milestones Mathematics assessment by 3% as measured by the Spring 2027 Georgia Milestones assessment results.

Goal: By May 2027, EJ will increase the percentage of students in grades 3-5 performing on or above grade level in literacy by 3% (goal may be adjusted when scores are released) in each grade level as measured by the Georgia Milestones Reading Progress Indicator.

Goal: By May 2027, Esther Jackson Elementary will increase the percentage of students in grade 5 scoring Proficient or Distinguished on the Georgia Milestones Science assessment by 10% as measured by the Spring 2027 Georgia Milestones assessment results.

*GA Milestones Math and Science Data is currently embargoed. ELA Data has not been released.

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

EJES utilized our school's current Strategic plan, school wide priorities, and stakeholder input to develop the Title 1 Schoolwide Program for the 2026-2027 school year. Our instructional leadership team collaborated to disaggregate our academic data. Included in this data dig was the focus on targeting our SEC, ELL, and EIP student subgroups to meet the needs of our at risk students. Based upon our current data and trends, we are adjusting our Core 4 Goals, observation and feedback plan, and professional learning to reflect on instructional strategies around student engagement and the supports for our ELL students.

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)

The current data has not been released to share but based on the trends, we anticipate the same historic subgroup needs.

Included-last year's data:

	ELA	Math	Science
English Learners (EL)	9.8%	11.13%	15%
Students with Disabilities (SWD)	8.6%	11.4%	45.5%
Hispanic	26%	22.3%	35%
Black	41.1%	30.7%	61.5%
White	82.8%	74.2%	88.2%

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;

Goal 1 (K-2 Goal)

By May 2027, 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 iReady diagnostic.

By May 2027, 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 iReady diagnostic.

Provide <u>2</u> 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 Literacy and Math Coach		August 2026-May 2027	Consolidated School	Principal/Assistant Principal
PL on Math and Literacy Strategies		August 2026-May 2027	Consolidated School	Instructional Coaches/CST

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

Economically Disadvantaged	Foster and Homeless
- Student Success Skills Implementation - SSW/Counselor Support and Home Visits - Tier 2 Support - Summit Counseling - Parent Resource Room/Parent Workshops - FOR Days and Pantry Donations	- Student Success Skills Implementation - SSW/Counselor Support and Home Visits - Tier 2 Support - Summit Counseling - Parent Resource Room/Parent Workshops - FOR Days and Pantry Donations

English Learners	Students with Disability
• RTI-Climb Time, Intentional ELL scheduled services (Push in and Pull Out) • Use of Reach Higher resources • Explicit Phonics Instruction • Use of Parent Liaison to support Spanish speaking parents involvement in their student's academic progress • ELL targeted goals monitored by instructional leadership team	• Use of Linda Mood Bell with fidelity • Support Co-Teaching improvements with training • Focus on small group instruction • Provide SDI • Consistent informal observations with specific targeted feedback.

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 (3-5 Goal)

Goal: By May 2027, Esther Jackson Elementary will increase the percentage of students in grades 3-5 scoring Proficient or Distinguished on the Georgia Milestones Mathematics assessment by 3% as measured by the Spring 2027 Georgia Milestones assessment results.

Goal: By May 2027, EJ will increase the percentage of students in grades 3-5 performing on or above grade level in literacy by 3% (goal may be adjusted when scores are released) in each grade level as measured by the Georgia Milestones Reading Progress Indicator.

Goal: By May 2027, Esther Jackson Elementary will increase the percentage of students in grade 5 scoring Proficient or Distinguished on the Georgia Milestones Science assessment by 10% as measured by the Spring 2027 Georgia Milestones assessment results.

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 Literacy and Math Coach		August 2026-May 2027	Consolidated School	Principal/Assistant Principal
PL on Math and Literacy Strategies		August 2026-May 2027	Consolidated School	Instructional Coaches/CST
Use of EIP teachers to implement interventions		August 2026-May 2027	Consolidated School	EIP Teachers/CST

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

Economically Disadvantaged	Foster and Homeless
• Student Success Skills Implementation • SSW/Counselor Support and Home Visits • Tier 2 Support • Summit Counseling • Parent Resource Room/Parent Workshops • FOR Days and Pantry Donations	• Student Success Skills Implementation • SSW/Counselor Support and Home Visits • Tier 2 Support • Summit Counseling • Parent Resource Room/Parent Workshops • FOR Days and Pantry Donations
English Learners	Students with Disability
• RTI-Climb Time, Intentional ELL scheduled services (Push in and Pull Out) • Use of Reach Higher resources • Explicit Phonics Instruction • Use of Parent Liaison to support Spanish speaking parents involvement in their student's academic progress • ELL targeted goals monitored by instructional leadership team	• Use of Linda Mood Bell with fidelity • Support Co-Teaching improvements with training • Focus on small group instruction • Provide SDI • Consistent informal observations with specific targeted feedback.

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 Reading Skills Gap/Intervention block for one hour each day (Climb Time) 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.

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 and Career 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 PBIS 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 points.

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 © 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.

