

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Silas Brown IV
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Jones Elementary School
(As it should appear in the official records)

School Mailing Address 206 Lakeview Drive
(If address is P.O. Box, also include street address.)

City Bremen State GA Zip Code+4 (9 digits total) 30110-1539

County Haralson County

Telephone (770) 537-4352 Fax _____

Web site/URL https://www.bremencs.com/jones-elementary-school E-mail silas.brown@bremencs.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Shannon Christian E-mail shannon.christian@bremencs.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Bremen City School District Tel. (770) 537-5508

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Vann Pelt
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 2 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 4 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	43	23	66
K	87	87	174
1	74	105	179
2	91	67	158
3	73	91	164
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	368	373	741

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 4 % Black or African American
 - 1 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 89 % White
 - 4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: ≤1%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	0
(4) Total number of students in the school as of October 1, 2020	0
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish

English Language Learners (ELL) in the school: 0 %

1 Total number ELL

7. Students eligible for free/reduced-priced meals: 24 %

Total number students who qualify: 177

8. Students receiving special education services with an IEP or 504: 15 %
114 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>29</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>23</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>100</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>4</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	35
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	16
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	26
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	96%	97%	96%	81%	76%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

"Excellence In All We Do!" Jones Elementary is committed to providing an intellectually stimulating and emotionally nurturing environment in which all children may reach their maximum potential. Working with the parents and community, we will strive to prepare our students to become responsible, confident, productive members of the global society.

16. Provide a URL link to or text of the school's nondiscrimination policy.

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=4016&revid=vyxKAmCtLFvPz4163UIXMA==&PG=6&st=nondiscrimination%20policy&mt=Any>

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Jones Elementary School opened in 1970 and was named after Mr. H.A. Jones, who was Superintendent of Schools from 1946 to 1969. Over time, the school has become more commonly referred to as Jones Elementary School (JES). From 1970 to 2008, the school served students in grades kindergarten through 5th grade with Pre-K being added in 1997. In 2008, a new facility was completed. Bremen Academy has served the 4th and 5th-grade students of Bremen City Schools in the new facility since 2008. JES has enjoyed tremendous continuity in its leadership as there have only been eight principals since its establishment in 1970. The current principal is serving in his sixth year as principal after serving for three years as principal of Bremen Middle School. The previous principal at JES served for eight years, and he is now Director of Special Programs for Bremen City Schools.

Jones Elementary School is the only lower elementary school in the school system, and it is located in a residential area within the city of Bremen, Georgia. The community of Bremen has an approximate population of 6,300 residents. The school has 747 students, Pre-kindergarten through 3rd grade. In regard to ethnicity, 89% of the students are Caucasian, 4% are African-American, 4% are multi-racial, and 3% represent a combination of other racial identities. The current free/reduced lunch percentage among the students is 12%. Approximately 32% of the student population resides outside the city of Bremen and pays tuition to attend Bremen City Schools. Most years, there is a waiting list for admittance into kindergarten. All non-resident students who apply and attend the school must meet an ongoing, stringent standard of good grades, behavior, and attendance.

There are 90 people employed at Jones Elementary, 95% are female and 5% are male. Of the 90 faculty, 54 are certified staff while 36 are classified staff. Administratively, there is one Principal and one Assistant Principal. The teacher attrition rate with resignations to teach at other schools outside the system is low. It is rare for the school to have certified, teaching positions open other than through retirement.

Jones Elementary School is the only Title 1 school in the system. Funds are allocated utilizing the targeted assistance program approach. For many years, JES has been recognized as one of the best in the state in regard to student achievement. Monies received through Title 1 are primarily used to fund teachers stationed at Jones Elementary who work directly with identified students.

Students are supported in a multitude of ways. One program which has helped develop children beyond just academic teaching and learning is the character education program. Coordinated through the school counselor, students are introduced to an identified, positive character trait each month. The counselor visits classrooms to share and explain the trait for the month. Teachers reinforce the chosen character trait through activities in their class. Students who exemplify that trait at the end of the month are recognized as "Character Stars." Additionally, students identified as at-risk are paired with a mentor. The mentors and students discuss any issues occurring with the student and most meet together weekly. To encourage attendance and arriving at school on time, there is an extensive perfect attendance program. A point system is utilized to encourage students to be present and on time. Students earning a certain number of points are recognized at an end-of-the-year awards program.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

The curriculum at Jones Elementary provides opportunities for all students to develop learning, thinking, and life skills that lead to success at the next level. Core classes share common curricula from one grade level to the next. Examples of common curricula include the American Reading Company, GoMath program, Thinking Maps, IXL Online Math and ELA program, etc. In addition, for students that fall below established benchmarks at each grade level, support is offered through various programs such as Title 1 and EIP services, Extended Day, and after-school tutoring.

Data is an integral part of our professional practice at Jones Elementary and is used to drive the instructional practices within our classrooms. Curriculum Pacing Guides are reviewed and updated at the beginning of each school year. Monthly data meetings, weekly team meetings, and vertical alignment meetings are held throughout the year to ensure that adjustments to curriculum and instruction are made to meet the needs of all of our students.

The integration of technology has been a big push in the past five years. Interactive short throw projectors have been purchased and installed in all classrooms as an essential instructional resource and learning tool. Jones Elementary is now a 1:1 school where Google Chromebooks have been purchased and placed in classrooms to integrate 21st Century technology skills that require students to apply knowledge and skills while integrating key content and skills into classroom activities. Technology such as Chromebooks helps enhance teachers' abilities to personalize instructional strategies to the individual needs of students.

1b. Reading/English language arts curriculum content, instruction, and assessment:

A priority for our school is ensuring that every student is able to read and write to effectively communicate and be a productive and happy person. Being able to read is the key to learning. Our intervention lead teacher worked in partnership with the University of Connecticut to help test a completely online dyslexia screener and give our students access to online phonics games developed to identify and remediate student weaknesses.

Our system uses a phonemic awareness screener in preschool, kindergarten, and first grade to determine students that need more explicit, systematic instruction to form a firm foundation. AIMSWEB (Achievement Improvement Monitoring System) is used as a screener in kindergarten and first grade and was able to be used online for students who chose at-home learning. If students are identified as needing more intervention to be successful they are assessed once or twice monthly to ensure that the intervention being used is effective for them. The STAR (Standardized Test for the Assessment of Reading) is introduced in first grade and used to monitor student progress monthly in second and third grades. Teachers at kindergarten and first are all trained in both using running records to inform guided reading instruction and Orton-Gillingham instructional techniques for both writing and reading. Phonics instruction is both explicit and systematic while reading instruction includes lessons about comprehension, grammar, and vocabulary from the beginning.

Reading Horizons is used as our classroom phonics instruction. We use the S.P.I.R.E. (Specialized Program Individualizing Reading Excellence) program if students are not progressing and are placed in tier two in our EIP (Early Intervention Program) or in tier three in our special education program. The American Reading system has been added with the main goal to increase our students' exposure to high-quality literature, especially in the area of non-fiction. Students need a way to find lots of books quickly that they are able to read that also peak their interest. There is a leveled library in every classroom that is rotated every two weeks. Writing is taught in a workshop approach using children's literature to serve as exemplars to teach grade-level appropriate techniques and genres. Students also have the opportunity to receive more

specialized instruction in both reading and writing after school and/or during the summer.

Parents and caregivers are eager to learn how to help their children learn to read as demonstrated by our packed workshops on beginning reading and how to best help your child with phonics. Again, the team approach is invaluable as classroom, intervention, and speech teachers work together so that their lessons practice the same skill. Our PTO, board of education, and local businesses raise and prioritize funds to support research-based instruction, intervention, and training of teachers.

1c. Mathematics curriculum content, instruction, and assessment:

Jones Elementary School’s rigorous math instruction prepares students for the twenty-first century, with greater emphasis on problem-solving, reasoning, representation, connections, and community. GoMath is the backbone of our mathematics programs and helps students gain a strong foundational understanding of number sense in the primary grades and progress to a more conceptual understanding as they become lifelong learners and problem-solvers. Teachers in all grades pull additional resources to support GoMath and systematically use our student Chromebooks to build fact fluency in every grade level that builds the mathematical foundation needed in order to apply higher-order thinking skills. Students practice math literacy independently and collaboratively by justifying their chosen problem-solving strategy and explaining their reasoning in multiple ways. Our teachers understand and encourage our students to appreciate the concept of multiple solutions and “more than one right answer.” Our students show tremendous growth in math based on STAR math assessments given throughout the school year which culminate in their 3rd grade year on the Georgia Milestones Assessment.

1d. Science curriculum content, instruction, and assessment:

Our science instruction is woven into the daily fabric of our instructional activities. We engage students in raising questions about the world around them, exploring phenomena, making observations and answering questions, constructing meaningful models to gain an understanding of the natural world, and investigating scientific concepts. Our curriculum is organized into three disciplines: Earth & Space Science, Physical Science, and Life Science. Core knowledge is integrated with the science and engineering practices needed to engage in scientific inquiry and engineering design. Students build knowledge not only through nonfiction text and academic vocabulary but also with hands-on experiments that provide real-world connections. Jones Elementary has integrated an aquaponics system at the school where students can learn about the symbiotic relationship between fish and plants. Third-grade students are responsible for the feeding and upkeep of the system. We also provide a STEM rotation for our second-grade classes and utilize outside resources to provide STEM opportunities for our other grade levels at least twice a year.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

Social Studies instruction engages students in examining history, geography, government, and economics through cross-curricular activities that build competency in information processing skills. Primary students build a solid foundation by identifying United States symbols, holidays, and important figures; exploring the diversity of American families; appreciating rules and positive character traits; understanding how maps and globes represent the world around them; using words and phrases related to chronology and time, and differentiating producers and consumers. Second-grade students focus on our state of Georgia, while third graders investigate United States history in three segments: American Indian Cultures through Colonization, Revolution to Reconstruction, and Industrialization to the Digital Age. Older students increase their map and globe reading skills while also evaluating how cultural and geographic systems are related. They examine the form and role of our government and the rights and responsibilities of citizens as outlined in founding documents. They grow their economic understandings by synthesizing information on supply/demand, opportunity cost, and productive resources to explore entrepreneurship. We also provide real-world opportunities for our students to apply their economic understandings through our 3rd grade Market project where students earn Blue Devil Bucks throughout the school year and are allowed to purchase student-generated goods on our Market Day. Our kindergarten team sets up a lemonade and cookies stand to sell to students also which reinforces their understanding of economic principles.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

1g. For schools that offer preschool for three- and/or four-year old students:

Bright from the Start, our state-funded Georgia pre-K program, provides students with instruction in foundational skills that support physical, social, and emotional development. Students also gain practice with fine and gross motor skills, communication, and language acquisition through hands-on learning opportunities. Pre-K students are introduced to foundational literacy skills with an emphasis on letter identification and letter sounds. Students also explore mathematical concepts through manipulatives to gain a basic understanding of number sense. Pre-K teachers do a fantastic job of welcoming families into our school for the first time. The students have so many opportunities to have fun and perform so much of what they learn on a private Facebook group to allow parents, even those who have to work during school hours, to feel a part of the classroom. The pre-K students lead school-wide celebrations for homecoming, holidays, and the system-wide celebration honoring all the veterans on staff and from the community. Georgia pre-K standards are not only designed to progress with the students' developmental levels but also align with the Georgia Kindergarten Inventory Developmental Skills ensuring a seamless transition into the primary grades.

2. Other Curriculum Areas:

Bremen City Schools has always made a commitment to the fine arts by funding our art and music teachers even when these positions were not funded by the state.. Classes rotate through weekly art classes, where students can explore a variety of media and express their creativity. Our Art teacher works to maintain an encouraging space that fosters artistic vision and guides students through the creative process. Students receive hands-on experience in painting, pottery, drawing techniques, and other art techniques that foster higher-level problem-solving. The art classroom encourages students to explore a variety of artists and cultures through digital media.

Additionally, kindergarten through third-grade students are introduced to an engaging music curriculum that allows students to explore various instruments and discover details of music history. Our students are able to demonstrate their musical abilities through talent shows and drama performances.

Kindergarten through third-grade students participate in Health and Physical Education on a weekly rotation. Students learn through a variety of movement, locomotion, and manipulative activities. A key component is the promotion of good sportsmanship through team sports activities such as soccer, lacrosse, football, volleyball, and basketball. Students exhibit responsible personal and social behavior that respects self and others in physical activity settings. In addition to our PE classes, additional opportunities for physical fitness occur through our Afterschool program and a minimum of twenty minutes of daily recess for all students. Our goal is for students to value physical activity for health, enjoyment, challenge, self-expression, and social interaction.

The mission of the Jones Elementary Media Center is to ensure that all students are effective users of ideas and information, as outlined in the International Society for Technology in Education (ISTE) Standards for Students. The certified librarian and teachers together facilitate lessons that integrate information literacy and technology skills into each content area and cross-curricular unit. These learning opportunities motivate student growth as empowered learners, digital citizens, knowledge constructors, innovative designers, computational thinkers, creative communicators, and global communicators. JES students benefit from daily, flexible access to their school library and are encouraged to be active library patrons who independently check out books for reading and search online resources with point-of-need support. Our Media Center Specialist is critical to the overall instructional support of our school as she is responsible for the biweekly rotation of our book tub system and also raises money throughout the school to pay for a variety of online instructional programs utilized by all grades.

3. Academic Supports

3a. Students performing below grade level:

At Jones Elementary School, students in K-3 who are eligible for Title I or Early Intervention are placed using a Student Qualifying Rubric that compiles both student assessment data and teacher observations into a Total Point system that allows us to rank order students to ensure that those with the highest needs will be served.

Title I and Early Intervention teachers utilize either pull-out (small group) or an augmented setting to deliver intense intervention to students. We use Research-Based programs daily to target the identified areas of weakness. We regularly correspond with classroom teachers and plan together accordingly for our students. Our goal is for all identified students to receive an appropriate, individualized, and targeted intervention. Once set goals are reached, these students fluidly move back into their classroom setting. Data is ongoing and checklists are often updated as needs change and arise. Once checklists are updated, our Rank Order list is updated to ensure that students with the highest need continue to be served by our support staff.

Jones Elementary School provides multiple opportunities to strengthen the core academic program of our school. We offer Extended Day tutoring in Reading and Math for grades K-3. Our afterschool program offers a homework help rotation where students are given the opportunity to complete homework assignments. We also offer a summer school reading program in June and July for identified students in the first, second, and third grades.

3b. Students performing above grade level:

Our vision for gifted learners at Jones Elementary School is to provide a safe, healthy, and supportive environment focused on learning and committed to high academic achievement. Through the shared responsibility of our stakeholders, students will be prepared as lifelong learners and as participating, contributing members of our dynamic and diverse community.

In support of the this vision, the Gifted program at Jones Elementary School provides gifted learners with opportunities to extend and enhance the curriculum through differentiation of content, process, product, and learning environment. We expect students in the program to develop skills that target research and inquiry abilities at a higher level than in the regular classroom setting. In addition, the program actively works to challenge students and accelerate their performance in the classroom and on standardized testing. Creativity and problem-solving skills are a vital part of the program. Content areas are scrutinized to identify instructional objectives and models that will help the student grow as a learner and apply skills at a higher level while incorporating creative problem solving into subjects across the curriculum. Our program is dedicated to offering experiences, through field trips, university cooperation, and community volunteers, which allow our gifted students to manipulate content in a hands-on manner. Presentation skills are important and our program works to prepare gifted students for situations they will face as they move to higher education. The ability to work independently and in groups to complete projects is stressed and integrated into the classroom. In addition to these components, our program strives to deliver the message of differentiation and provide enhanced opportunities for all our students.. Interdisciplinary units that incorporate the gifted program and its goals are important and remain a focus in our district and the gifted program.

3c. Special education:

Our Multi-Tiered Support Service (MTSS) process provides teachers and students with a variety of researched-based instructional strategies. All students begin in our Tier 1 Primary Level of Prevention instructional program. When students are identified for additional academic, social, or emotional support, they then enter our Tier 2 Secondary Level of Prevention process where targeted interventions are used. Monthly data team meetings are utilized to analyze student performance data. The goal is to provide a systematic process for support of struggling students by providing interventions to ensure success. Students

will return to Tier 1 when instructional goals are met, remain in Tier 2 if continued support is warranted, or move into Tier 3 which is our Tertiary Level of Prevention and includes Student Support Teams (SST) that determine the Intensive Interventions needed for student support. These interventions are provided four to five days a week with a small group of students and more frequent progress monitoring to measure the effectiveness of the intervention. If the student does not make adequate progress within a twelve-week period, the SST team may revise/add interventions or refer the student for a comprehensive evaluation.

Our SST process provides students with intensified interventions. Our counselor, school psychologist, lead teacher for special education, teachers, and parents work collaboratively to identify a comprehensive plan for each student's success.

3d. English Language Learners, if a special program or intervention is offered:

Students in kindergarten through third grade who qualify for ELL, as identified by the WIDA language assessment, receive services in a pull-out resource model or augmented model where a certified ELL teacher goes into the classroom to provide assistance. The ESOL program assists students in developing and improving their English proficiency in the areas of listening comprehension and speech production and guides students as they apply their receptive and active language skills to reading and writing.

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Jones Elementary is committed to providing an intellectually stimulating and emotionally nurturing environment in which all children may reach their maximum potential. Working with the parents and community, we strive to prepare our students to become responsible, confident, productive members of the global society. Through a partnership with all stakeholders, we seek to ensure that our school is a warm, friendly, and inviting atmosphere for all students where learning is facilitated through collaboration and meaningful instructional opportunities.

Throughout the day, there are many opportunities for students to develop service leadership skills. We have implemented a Helping Hands program where students are assigned various duties to support the ongoing needs of our school. Students are responsible for raising and lowering our flags, maintaining our aquaponics system, opening car doors for our K-1 students, assisting our media center specialist and STEM teacher in the afternoon, etc. Additionally, our third-grade students are used as book buddies for PreK students so they can model reading fluency and verbal expression and also help foster a love of reading. Our Student Council representatives communicate and initiate school-wide charitable initiatives and motivate students to participate.

Jones Elementary always seeks to provide opportunities for our students outside of the school day. Over the years we have offered various club opportunities such as Student Council, STEAMers, Drama Club, Talent Shows, and a Book Club. We also have a very active Afterschool Program where enrichment activities are offered so that students continue to grow in areas they show interest.

The Jones Elementary school leadership and staff are committed to shared values and beliefs about teaching and learning through an established culture of collaboration. . We have implemented a continuous improvement process for improving student learning and the conditions that support learning. Each grade level shares a common planning time where challenging educational programs and equitable learning experiences can be discussed and implemented based on data that has been collected on each individual student. Data-driven instructional practices are at the core of what our teachers do to actively engage students while focusing on our students' depth of understanding and application of knowledge and skills. Weekly team meetings, monthly data meetings, leadership meetings, and school council meetings are ways that JES strives to include all stakeholders in the improvement process. The level of commitment by our Jones Elementary staff is unparalleled in their ability to set high expectations for student learning and professional practice.

2. Engaging Families and Community:

Jones Elementary School is fortunate to be located in a community that values education. Parents and neighbors affirm the importance of education by enthusiastically supporting JES's overall success while local community groups extend and enrich learning beyond our school walls. We have been recognized as a Title I Distinguished School for the previous three years (2019-2021) which reflects the never-ending commitment of all stakeholders to academic excellence.

We have a robust Parent-Teacher Organization (PTO) that actively works for the betterment of our school. They organize fundraising opportunities that seek to include all stakeholders while providing fun activities for our students. They have hosted fun runs, dances, spirit shops, etc. with the express intent of creating a school culture that values a financial partnership with our community members but also provides fun and age-appropriate activities for our students. Parents serve as PTO committee chairs and actively partner with school leadership to determine yearly goals for money raised. We have been able to add playground equipment, purchase books and supplies for classrooms, classroom furniture, etc., with the money raised from our PTO partners.

Jones Elementary faculty and PTO work together to ensure that all stakeholders are aware of the

opportunities at our school and our students' achievements. Information is shared on an ongoing basis through District and School REMIND accounts, newsletters, and other platforms such as Facebook and Instagram to facilitate communication. Continued collaboration among our school, our JES PTO, and the local community will ensure the academic success and life skills development of our students.

3. Creating Professional Culture:

Jones Elementary School is first and foremost a community of learners. We value the collective knowledge of the staff that will prepare our students as contributing members of our society and global community. One of the ways our teachers prepare to meet these needs is through ongoing job-embedded professional learning.

Jones Elementary teachers engage in professional learning communities throughout the year. As with our students, we encourage staff members to be reflective of their areas for growth and development. Each staff member has to identify and implement a Professional Learning Goal at the start of each year. These can be individual or grade level based. We prefer the grade-level approach in general as we believe that every teacher on a grade level is collectively responsible for the students in their grade level. Utilizing this collective approach ensures that professional learning opportunities are relevant to a broad reach of students.

Professional learning opportunities are driven by teacher and student needs. Surveys are periodically sent out during the year to seek input from the professionals in the building. Once needs are determined, specific professional learning opportunities are organized and provided. Examples from this school year include a school-wide training on our Reading Horizons Phonics Program, Behavioral Intervention Techniques Parts 1 and 2 provided by a Northwest Georgia RESA staff member, an Autism conference attended by Special Education staff, and Thinking Maps/Vocabulary Training attended by new staff. Additionally, we have implemented a Mentor program where new staff is partnered with veteran teachers to guide them through their first year of teaching at Jones Elementary School.

The Jones Elementary instructional team believes in meeting the varied needs of all students in our learning community. Vertical planning is engrained in the culture of our school and at a district level facilitated by both school and district leadership. Ensuring that our instructional programs are systematic and vertically aligned from one grade level to the next is critical to the continued growth and academic success of our students as we prepare them to meet the ever-changing demands of our world.

4. School Leadership:

Bremen City Schools and Jones Elementary have a history of experienced and stable administrative teams that demonstrate a commitment to shared leadership. Referenced in the school overview, since its opening in 1970 there have only been eight principals at the school. This continuity and stability help set the tone and vision for learning. The leadership team exhibits an atmosphere of professionalism, sets high expectations, and provides opportunities for leadership among the staff. The team consists of our principal, an assistant principal, a counselor, a media center specialist, five grade-level leaders, EIP Coordinator, and an In-School Coordinator for special education.

Our leadership group embodies the system and school motto of "Excellence in All We Do!" We always strive to foster relationships with the community through our School Council, PTO, and Bremen Educational Foundation. In addition, the principal collaborates with leadership members to interview and recruit new faculty and provide engaging professional learning.

Our JES Leadership Team consists of grade chairs, special area teachers, and our administration. The leadership team communicates monthly and meets as a group on an as-needed basis. We firmly believe in shared decision-making. Topics addressed include safety, student needs, student achievement, and school-wide improvement goals. Representatives ask questions, garner clarifications, and discuss concerns. The teacher leaders disseminate information from these monthly meetings to their teams. The Leadership team meets during preplanning to set our school improvement plan and post planning to reflect on our school's data to identify our successes and plan for the following school year.

The assistant principal, along with the principal, is responsible for monitoring and supporting the implementation of the curriculum and teacher observations and evaluations. The assistant principal also oversees scheduling, grading, school-wide discipline, and standardized testing.

Our guidance counselor provides weekly classroom guidance lessons to model positive social interactions and emotion management. She addresses specific identified needs through individual counseling, grief-crisis intervention, and creative programs like Lunch Buddies. These affectionately named, counselor-led small group sessions during lunch include topics such as making good choices, friendship, test-taking, and other social skills. She works with students' academic needs by leading our data team meetings and the implementation of MTSS, SST, and 504 plans.

Our In-School Coordinator of special education (ISC) oversees the Special Education Department. She has an extensive background in special education processes, procedures, law, and working with students with a variety of exceptionalities. The ISC is responsible for ensuring IEP compliance, mentoring and assisting special education teachers, writing eligibilities, coordinating Extended School Year programs, and guiding the team through the referral process.

Our experienced and cohesive leadership team systematically aligns the school's focus on student achievement and empowers all stakeholders to be active participants in the success of Jones Elementary School.

5. Culturally Responsive Teaching and Learning:

Jones Elementary seeks to provide a rich, intentional approach to teaching that supports every aspect of student learning. Teachers seek to focus on the personal strengths and diversity students bring to the classroom rather than focus on what students cannot do in the classroom. Our faculty and staff make it a priority to find a way for all students to be helpers. There is a vast difference in the socio-economic situations students' families come from and the community and PTO do a great job of connecting student needs with resources with the counselor serving as the leader. Our top priority is always going to be family engagement. We have the privilege of having several different diverse cultures and religions represented in our student body and faculty does a fantastic job of inviting families to share their traditions and celebrations to help us all learn from each other. The openness to different cultures begins in our pre-K program where they take many pretend flights to other countries to see the sights, experience the foods and even bring the celebrations to share with the entire school as when the pre-K did a dragon dance as part of their Chinese New Year parade. We know that by partnering with our families, students' grades, attendance, persistence, and motivation almost always increase. Through our constant communication with parents, we seek to engage our parents in the learning process. Our teachers build relationships with our families in a multitude of ways but our primary focus in building these relationships is to share advice on how academic skills can be reinforced at home. Beginning in kindergarten, we have made it a priority to get books in the hands of all of our students. We have created a book tub system where students can select one or two books each night to take home and read independently. We coach our parents to be active listeners when their child reads. This builds confidence in the child when they know someone is listening and they can read a book independently of assistance. We also seek partnerships with our parents whose students participate in early intervention services. We host a Reading Night in the fall for any parent who wants to learn more about our reading initiatives and how best to assist their child in the process. Another area that is important to us is our students with disabilities. Ensuring effective communication with parents of students with special needs is critical to developing Individualized Education Plans for these students.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Jones Elementary School recognizes the critical importance of reading and writing as foundational skills that support success in all content areas. Since 2010, we have committed tremendous resources to building a school-based literacy program that supports the individual needs of our students at each grade level. We firmly believe that having students reading on grade level by third grade helps to ensure their future academic success. This priority is demonstrated yearly through scheduling decisions, staffing selections, and budget allocations for the next school year.

The key components of our literacy model include a focus on an effective assessment program, research-based instructional practices, ongoing professional development, and access to a wide range of instructional materials. These instructional materials include a leveled tub book library in each kindergarten through third-grade classroom. These tubs are rotated on a biweekly schedule ensuring that our students have access to a large selection of books that are on their level and can be read independently at home. We encourage our students to read for 20 minutes every night on their own. K-3 teachers utilize an instructional manual provided by the American Reading Company for conferencing one on one with students to collect data and ensure students' reading abilities are progressing at a constant rate. We also utilize Guided Reading books for small group instruction in kindergarten, first grade, and for struggling readers in 2nd and 3rd grade. Additionally, we have a systematic Phonics program (Reading Horizons) that begins in kindergarten and ends for the majority of our students by the end of their 2nd grade year.

Our comprehensive assessment system includes the Aimsweb (letter, sound, nonsense word, and words per minute) in kindergarten and first grade and the STAR (Standardized Test for the Assessment of Reading) that begins in first grade and continues in second and third is conducted three times annually to provide diagnostic and formative data. Phonemic awareness assessments and phonics mastery checks are given to ensure that explicit, systematic phonics classroom instruction is being learned. Running records are administered individually and provide the teacher with specific information on each student's reading and problem-solving behaviors when encountering unfamiliar text. This data is then utilized by the teacher to form small groups and plan targeted instruction to address student needs. Our faculty's ability to teach a systematic phonics program, utilize data, and have access to leveled reading materials for student instruction is critical in helping students become not just competent readers but reading on grade level by third grade.

Additionally, we have always felt that having certified support staff to support struggling students in each grade level has always been a key to our success. In kindergarten, we have one full-time and one 49% certified teacher; in first grade, we have one full-time and one 49% certified teacher; and in second and third grades we have two full-time certified staff. The ability to have certified support staff to provide targeted and intense early intervention is crucial in developing the early literacy skills of primary-aged students.