

Jackson County School Board

Jackson Alternative School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	10
Title I Requirements	12
Budget to Support Goals	15

Jackson Alternative School

2701 TECHNOLOGY CIR, Marianna, FL 32448

<http://jas.jcsb.org>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	57%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Jackson County School Board on 9/18/2018.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to provide the resources to help each student develop to his or her maximum potential and to become as productive and independent as possible at home, in the community, and/or during post-secondary education/employment.

Provide the school's vision statement.

Our faculty and staff should ...

- ...be involved in decision-making.
- ...be recognized, encouraged, and supported for their efforts.
- ...make full use of instructional time.
- ...utilize activities which stimulate high order thinking.
- ...possess a strong desire to be the best they can be.
- ...work together in a cooperative manner.
- ...be interested in the health and welfare of the students.
- ...be role models for the students.
- ...display initiative and operate professionally.
- ...display a positive attitude toward students and learning.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Suggs, Rex	Principal
Wilson, Liz	Teacher, K-12
Yates, Tammy	Teacher, K-12
Miller, Heather	Other
Furr, Leslie	Teacher, K-12
Bryan, Jenny	School Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Early Warning Systems

Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	1	1	0	3	2	5	3	2	13	6	2	3	41
One or more suspensions	1	0	1	1	1	1	3	3	2	10	4	2	0	29
Course failure in ELA or Math	0	0	1	0	2	1	5	4	1	5	0	0	0	19
Level 1 on statewide assessment	0	0	1	1	3	2	6	5	3	16	5	3	2	47

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Monday 8/27/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	1	0	2	1	1	6	5	7	10	8	12	1	55
One or more suspensions	0	1	1	1	2	0	6	7	5	12	9	2	0	46
Course failure in ELA or Math	0	0	1	1	0	1	1	3	8	7	6	4	0	32
Level 1 on statewide assessment	0	0	0	1	1	5	8	8	13	8	7	5	1	57
One or more absence in first 20 days	0	1	1	0	2	1	7	2	1	12	7	6	5	45
Two or more behavior referrals	1	1	1	1	2	1	11	10	9	11	11	4	0	63
High School GPA below 2.0	0	0	0	0	0	0	0	0	0	5	3	1	2	11

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	1	0	0	2	5	2	10	8	17	11	4	0	60

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	1	0	2	1	1	6	5	7	10	8	12	1	55
One or more suspensions	0	1	1	1	2	0	6	7	5	12	9	2	0	46
Course failure in ELA or Math	0	0	1	1	0	1	1	3	8	7	6	4	0	32
Level 1 on statewide assessment	0	0	0	1	1	5	8	8	13	8	7	5	1	57
One or more absence in first 20 days	0	1	1	0	2	1	7	2	1	12	7	6	5	45
Two or more behavior referrals	1	1	1	1	2	1	11	10	9	11	11	4	0	63
High School GPA below 2.0	0	0	0	0	0	0	0	0	0	5	3	1	2	11

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	1	0	0	2	5	2	10	8	17	11	4	0	60

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Jackson Alternative School is a rated school, not a graded school. The main area of concern is the ELA/Reading levels of our students. Due to the ever changing population of students, it is difficult to determine if this is a trend or the changing needs of the varying students.

Which data component showed the greatest decline from prior year?

The ELA tested area is the biggest area of concern for our students enrolled at Jackson Alternative School. During the 2017-18 school year, Jackson Alternative School students achieved a 42% learning gain based on ELA test results.

Which data component had the biggest gap when compared to the state average?

Jackson Alternative School is a rated school, not a graded school. The main area of concern is the ELA/Reading levels of our students. Due to the ever changing population of students, it is difficult to determine if this is a trend or the changing needs of the varying students. Overall, the statewide performance for ELA testing learning gains was 57 percent.

Which data component showed the most improvement? Is this a trend?

The students that indicated an upper trend are the Alternate Assessment students in all tested areas. The Alternate Assessed students have continued an upward trend as of recent testing results.

Describe the actions or changes that led to the improvement in this area.

Due to the limited number of Alternate Assessed students, it is difficult to determine what changes led to improvement in their scores. The teachers have been utilizing available resources and programs like IReady, as well as small group instruction within the classroom environment.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	54%	60%	0%	52%	55%
ELA Learning Gains	0%	53%	57%	0%	51%	54%
ELA Lowest 25th Percentile	0%	47%	52%	0%	39%	49%
Math Achievement	0%	55%	61%	0%	52%	56%
Math Learning Gains	0%	52%	58%	0%	49%	54%
Math Lowest 25th Percentile	0%	50%	52%	0%	43%	48%
Science Achievement	0%	47%	57%	0%	48%	52%
Social Studies Achievement	0%	61%	77%	0%	66%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0 (1)	1 (1)	1 (0)	0 (2)	3 (1)	2 (1)	5 (6)	3 (5)	2 (7)	13 (10)	6 (8)	2 (12)	3 (1)	41 (55)
One or more suspensions	1 (0)	0 (1)	1 (1)	1 (1)	1 (2)	1 (0)	3 (6)	3 (7)	2 (5)	10 (12)	4 (9)	2 (2)	0 (0)	29 (46)
Course failure in ELA or Math	0 (0)	0 (0)	1 (1)	0 (1)	2 (0)	1 (1)	5 (1)	4 (3)	1 (8)	5 (7)	0 (6)	0 (4)	0 (0)	19 (32)
Level 1 on statewide assessment	0 (0)	0 (0)	1 (0)	1 (1)	3 (1)	2 (5)	6 (8)	5 (8)	3 (13)	16 (8)	5 (7)	3 (5)	2 (1)	47 (57)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	0%	66%	-66%	57%	-57%
	2017	0%	67%	-67%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	0%	66%	-66%	56%	-56%
	2017	0%	59%	-59%	56%	-56%
Same Grade Comparison		0%				
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	0%	54%	-54%	55%	-55%
	2017	0%	61%	-61%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2018	20%	58%	-38%	52%	-32%
	2017	8%	50%	-42%	52%	-44%
Same Grade Comparison		12%				
Cohort Comparison		20%				
07	2018	0%	45%	-45%	51%	-51%
	2017	20%	51%	-31%	52%	-32%
Same Grade Comparison		-20%				
Cohort Comparison		-8%				
08	2018	0%	59%	-59%	58%	-58%
	2017	18%	53%	-35%	55%	-37%
Same Grade Comparison		-18%				
Cohort Comparison		-20%				
09	2018	10%	50%	-40%	53%	-43%
	2017	29%	51%	-22%	52%	-23%
Same Grade Comparison		-19%				
Cohort Comparison		-8%				
10	2018	0%	55%	-55%	53%	-53%
	2017	27%	51%	-24%	50%	-23%
Same Grade Comparison		-27%				
Cohort Comparison		-29%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	0%	72%	-72%	62%	-62%
	2017	0%	75%	-75%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	0%	72%	-72%	62%	-62%
	2017	0%	73%	-73%	64%	-64%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2018	0%	62%	-62%	61%	-61%
	2017	0%	58%	-58%	57%	-57%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2018	9%	52%	-43%	52%	-43%
	2017	8%	50%	-42%	51%	-43%
Same Grade Comparison		1%				
Cohort Comparison		9%				
07	2018	0%	49%	-49%	54%	-54%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	10%	49%	-39%	53%	-43%
Same Grade Comparison		-10%				
Cohort Comparison		-8%				
08	2018	0%	45%	-45%	45%	-45%
	2017	12%	50%	-38%	46%	-34%
Same Grade Comparison		-12%				
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	0%	54%	-54%	55%	-55%
	2017					
Cohort Comparison						
08	2018	0%	45%	-45%	50%	-50%
	2017					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	82%	-82%	65%	-65%
2017	23%	58%	-35%	63%	-40%
Compare		-23%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	57%	-57%	71%	-71%
2017	21%	62%	-41%	69%	-48%
Compare		-21%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	66%	-66%	68%	-68%
2017	0%	61%	-61%	67%	-67%
Compare		0%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	17%	61%	-44%	62%	-45%
2017	27%	67%	-40%	60%	-33%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		-10%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	57%	-57%	56%	-56%
2017	25%	46%	-21%	53%	-28%
Compare		-25%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	English Language Arts Learning Gains
Rationale	Jackson Alternative School is a rated school, not a graded school. The main area of concern is the ELA/Reading levels of our students, due to our school attaining only 42% of our tested students achieving learning gains. Due to the ever changing population of students, it is difficult to determine if this is a trend or the changing needs of the varying students. The students scores showed limited progress and that they are struggling to achieve on the FSA ELA testing.
Intended Outcome	Jackson Alternative School tested students will improve to 50% of our tested students achieving learning gains on the FSA ELA.
Point Person	Rex Suggs (rex.suggs@jcsb.org)
Action Step	
Description	<ol style="list-style-type: none">1. Jackson Alternative School has started implementing the Accelerated Reader system for all students to try engage and motivate students about reading.2. A reading teacher was hired to serve all middle and high school students, with the exception of Alternate Assessed students, in the area of reading to provide additional instruction for students.3. Use of i-Ready supplemental curriculum, diagnostic assessments and teacher toolbox.4. Use of Lexia Core5 intensive ELA support.5. Use of Open Court supplemental phonics curriculum.6. Access to the Elementary and Secondary ELA Resource Teachers for professional development and classroom modeling.7. Access to Technology Resource Teacher for technology integration into the classroom.
Person Responsible	Rex Suggs (rex.suggs@jcsb.org)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none">1. I-Ready program is used to monitor reading progress with students throughout the school year.2. FSA scores will be used to determine effectiveness of additional reading teacher and AR Program.
Person Responsible	Rex Suggs (rex.suggs@jcsb.org)

Activity #2	
Title	Mathematics Learning Gains
Rationale	Jackson Alternative School is a rated school, not a graded school. The Math levels of our students are concerning due to our school attaining only 38% of our tested students achieving learning gains. Due to the ever changing population of students, it is difficult to determine if this is a trend or the changing needs of the varying students. The students scores showed limited progress and that they are struggling to achieve on the FSA Math testing.
Intended Outcome	Jackson Alternative School tested students will improve to 50% of our tested students achieving learning gains on the FSA Math.
Point Person	Rex Suggs (rex.suggs@jcsb.org)
Action Step	
Description	1. Use of i-Ready supplemental curriculum, diagnostic assessments and teacher toolbox. 2. Access to the Elementary and Secondary Math Resource Teachers for professional development and classroom modeling. 3. Access to Technology Resource Teacher for technology integration into the classroom. 4. Access to Imagine Math supplemental math curriculum and online program.
Person Responsible	Rex Suggs (rex.suggs@jcsb.org)
Plan to Monitor Effectiveness	
Description	1. FSA scores will be used to determine effectiveness of the math program.
Person Responsible	Rex Suggs (rex.suggs@jcsb.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Teachers will meet with parents during school hours, during Open House which will be held prior to the start of the student's school year, and conduct phone conferences when parents are unable to attend the meetings on campus. As an alternative school our situation is unique to the needs of our student population which focuses on parental contact and involvement. During a student's initial staffing interview the best method of contact is established, and then continual updating of contact information along with the Title 1 survey is monitored to insure that parents are involved in meetings concerning the education and welfare of their child while at Jackson Alternative.

Parents are encouraged to monitor student progress using the FOCUS online grade book and to contact teachers, guidance, and/or administration with any concerns. During the initial staffing, parents are informed that the school has an open door policy and are invited to visit during school hours to

unobtrusively monitor their child's instruction. Parents are also invited to have lunch with their child and to participate in after school activities and school advisory council meetings.

PFEF Link

The school completes a Parental Involvement Plan (PFEF), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

THE PROGRAM'S EMPHASIS IS ON TEACHING APPROPRIATE SOCIAL BEHAVIOR RATHER THAN PUNISHING INAPPROPRIATE BEHAVIOR. Pro-social skills are taught by use of a scientifically based affective curriculum and may include:

1. Videotaped role playing and discussion of how to act in particular situations;
2. Video and audiotape of inappropriate behavior, with individual review and discussion of why the behaviors were inappropriate, and discussion of what behavioral alternatives would have been better;
3. Providing clear descriptions and role playing by staff, if necessary, of what is defined as appropriate behavior;
4. Both reward for acceptable behaviors by praise and tokens and punishment for unacceptable behavior by not earning points to teach discrimination in behavioral alternatives; or
5. Serious behaviors may be reviewed through the Documentation and Debriefing process and Life-Space Interview.

The school employs an onsite mental health counselor who serves all students but focuses on at-risk students who do not otherwise receive mental health support.

The school has one guidance counselor, based on the school staffing plan, to also assist with the behavioral, academic, and mental health needs of students.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

In the Short Term Alternative (STA) program, staff monitor and check for work completion. Upon completion of a student's stay, he/she composes an essay which outlines the offense which resulted in being sent to the program and how the situation could have been handled better.

Students in the CACL program earn their way through a level program by demonstrating good behavior. Upon completion of the program, an exit staffing is held and transitional information is shared with home school administration and teachers. JAS and home school teachers maintain a collaborative partnership to ensure the student's success upon return whereby home school teachers have an open line of communication with the sending JAS teacher.

Students in the ACE program also earn their way through a similar level system designed to encourage good behavior and academic success. Upon reaching Level 4, the student and teacher develop a contract which includes components to address the behavior which resulted in the student's enrollment in ACE. Upon completion of the program, an exit staffing is held to discuss support strategies to ensure the student's success upon return to the home school.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

A school-based Student Support Team (SST) has been identified for the purpose of implementing a multi-tiered system (MTSS) for students. Universal screening data at the grade level, classroom level

and subgroup level is analyzed to evaluate the effectiveness and needs of core instruction. The SST meets on students identified as needing supplemental instruction beyond core (T2) and those needing more intensive/individualized (T3) instruction. The SST reviews multiple data sources and engages in a 4-step data-based problems solving method to design and evaluate intervention plans that are targeted to student needs. Resources and service delivery are allocated according to the level of student need.

Title I, Part A - Services are provided to ensure students receiving additional remediation are assisted through services such as after-school programs. The district coordinates with Title V, to ensure staff development needs are met.

Title I, Part C- Migrant - Migrant Liaison provides services and support to students and parents. Contact is maintained with Maria Pouncey, Migrant Program Coordinator.

Title I, Part D - Supplemental support is provided for our Teen Parenting Program with the addition of a computer lab and supports Level 1 and Level II middle/high school students with access to after-school tutoring.

Title II - To improve and increase teacher knowledge of academic subjects and enable teachers to become highly qualified. Give teachers and principals the knowledge and skills to help students meet challenging state academic standards. Funds were also used to provide supplemental professional development activities during the summer that assisted teachers and staff with understanding how to use technological tools with their academic subjects.

Title III- English Language Acquisition services through paraprofessionals and summer literacy camp.

Title IX- Homeless - Homeless District Liaison works with schools to provide resources for students who are identified as homeless under the McKinney-Vento Act to eliminate barriers to a free and appropriate education.

Supplemental Academic Instruction (SAI) - Funds are provided to enrich the remediation opportunities for students.

Violence Prevention Programs - The district promotes a safe drug free environment at all schools. Random drug testing for students who are involved in extra-curricular activities.

Nutrition Programs - Our district supports the Jackson County Wellness Policy

Head Start - The school district of Jackson County provides early childhood programs serving children birth to 5 years old. These programs consist of Early Head Start, Head Start, Voluntary PreK, and Exceptional Student Education.

Adult Education - Adult Education offers programs in: Adult Basic Education, High School Credit Completion and GED (General Educational Development) Study.

Career and Technical Education - Career and Technical Education programs integrate essential skills in an applied setting, thus strengthening and supporting a rigorous and relevant curriculum. Jackson County School District further utilizes form JC-346 (Vocational Component of an ESE student's IEP) to coordinate teaching methods between the individual school's ESE department and the Career and Technical Education departments.

Job Training

Other

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

JAS provides career planning classes where students research career options and interests. The students are then given assistance in choosing what courses they need to take for graduation requirements or post-secondary school requirements for their interest. Teachers incorporate job skills and interviewing skills into academic lessons. Also, JAS may offer elective courses based on student interest and academic motivation. Additionally, all ESE students complete the "0-Net" and AIR Inventories to identify career related strengths and interests.

Part V: Budget

Total:

\$21,445.26