

Jackson County School Board

Jackson Alternative School



2019-20 Schoolwide Improvement Plan

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Jackson Alternative School

2701 TECHNOLOGY CIR, Marianna, FL 32448

<http://jas.jcsb.org>

Demographics

Principal: Rex Suggs

Start Date for this Principal: 7/1/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Jackson County School Board on 10/15/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

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

School Grades History

Year

Grade

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<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	Job Duties and Responsibilities
Suggs, Rex	Principal	Rex Suggs is the Principal and oversees the SIP. Jenny Bryan is the Head Leadership Team member. Bertha, Preston, and Chris are support members.
Bryan, Jenny	School Counselor	
Roberts, Bertha	Teacher, K-12	Intensive Reading Teacher
Roberts, Preston	Teacher, K-12	ACE High School Teacher
Truette, Chris	Teacher, ESE	CACL ESE Teacher

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	2	6	1	8	8	14	8	14	7	8	3	79	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	1	1	0	5	1	1	2	0	1	13

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	1	0	0	0	1	0	1	1	0	1	0	0	5	
Students retained two or more times	0	0	2	0	0	2	0	2	1	2	1	0	1	11	

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Wednesday 8/28/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	0	1	1	1	1	1	5	3	2	13	6	2	3	39
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	1	1	5	4	1	5	0	0	0	18
Level 1 on statewide assessment	0	0	1	1	2	5	6	5	3	16	5	3	2	49

The number of students with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	58%	61%	0%	53%	57%
ELA Learning Gains	0%	54%	59%	0%	52%	57%
ELA Lowest 25th Percentile	0%	47%	54%	0%	41%	51%
Math Achievement	0%	55%	62%	0%	55%	58%
Math Learning Gains	0%	52%	59%	0%	54%	56%
Math Lowest 25th Percentile	0%	46%	52%	0%	49%	50%
Science Achievement	0%	44%	56%	0%	51%	53%
Social Studies Achievement	0%	69%	78%	0%	61%	75%

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	
Number of students enrolled	0 (0)	0 (0)	2 (0)	6 (0)	1 (0)	8 (0)	8 (0)	14 (0)	8 (0)	14 (0)	7 (0)	8 (0)	3 (0)	79 (0)
Attendance below 90 percent	0 (0)	0 (1)	0 (1)	0 (0)	0 (3)	0 (2)	0 (5)	0 (3)	0 (2)	0 (13)	0 (6)	0 (2)	0 (3)	0 (41)
One or more suspensions	0 (1)	0 (0)	0 (1)	0 (1)	0 (1)	0 (1)	0 (3)	0 (3)	0 (2)	0 (10)	0 (4)	0 (2)	0 (0)	0 (29)
Course failure in ELA or Math	0 (0)	0 (0)	0 (1)	0 (0)	0 (2)	0 (1)	0 (5)	0 (4)	0 (1)	0 (5)	0 (0)	0 (0)	0 (0)	0 (19)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (1)	0 (1)	0 (3)	0 (2)	0 (6)	0 (5)	0 (3)	0 (16)	0 (5)	0 (3)	0 (2)	0 (47)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018	0%	66%	-66%	57%	-57%
Cohort Comparison						
04	2019	0%	62%	-62%	58%	-58%
	2018	0%	66%	-66%	56%	-56%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019	0%	60%	-60%	56%	-56%
	2018	0%	54%	-54%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2019	46%	55%	-9%	54%	-8%
	2018	20%	58%	-38%	52%	-32%
Same Grade Comparison		26%				
Cohort Comparison		46%				
07	2019	0%	56%	-56%	52%	-52%
	2018	0%	45%	-45%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		-20%				
08	2019	8%	57%	-49%	56%	-48%
	2018	0%	59%	-59%	58%	-58%
Same Grade Comparison		8%				
Cohort Comparison		8%				
09	2019	31%	59%	-28%	55%	-24%
	2018	10%	50%	-40%	53%	-43%
Same Grade Comparison		21%				
Cohort Comparison		31%				
10	2019	30%	49%	-19%	53%	-23%
	2018	0%	55%	-55%	53%	-53%
Same Grade Comparison		30%				
Cohort Comparison		20%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018	0%	72%	-72%	62%	-62%
Cohort Comparison						
04	2019	0%	71%	-71%	64%	-64%
	2018	0%	72%	-72%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019	10%	58%	-48%	60%	-50%
	2018	0%	62%	-62%	61%	-61%
Same Grade Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		10%				
06	2019	8%	56%	-48%	55%	-47%
	2018	9%	52%	-43%	52%	-43%
Same Grade Comparison		-1%				
Cohort Comparison		8%				
07	2019	0%	55%	-55%	54%	-54%
	2018	0%	49%	-49%	54%	-54%
Same Grade Comparison		0%				
Cohort Comparison		-9%				
08	2019	0%	30%	-30%	46%	-46%
	2018	0%	45%	-45%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	0%	52%	-52%	53%	-53%
	2018	0%	54%	-54%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison						
08	2019	7%	28%	-21%	48%	-41%
	2018	0%	45%	-45%	50%	-50%
Same Grade Comparison		7%				
Cohort Comparison		7%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	23%	61%	-38%	67%	-44%
2018	0%	82%	-82%	65%	-65%
Compare		23%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	71%	-71%	71%	-71%
2018	0%	57%	-57%	71%	-71%
Compare		0%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	65%	-65%	70%	-70%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	66%	-66%	68%	-68%
Compare		0%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	50%	-50%	61%	-61%
2018	17%	61%	-44%	62%	-45%
Compare		-17%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	9%	44%	-35%	57%	-48%
2018	0%	57%	-57%	56%	-56%
Compare		9%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	21	46		22	36						
BLK	6	12		7	18						
WHT	35	69		25	40					8	
FRL	22	33		13	25		17			12	
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	20
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	137
Total Components for the Federal Index	7
Percent Tested	82%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	11
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	35
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	20
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Math scores

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

ELA scores

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA scores

Which data component showed the most improvement? What new actions did your school take in this area?

Our Science scores were higher this year.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance is a problem we face here at JAS. We are implementing things this year to try and improve our attendance.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. attendance
2. raise test scores in math
3. raise test scores in ELA
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1

Title	ELA Growth
Rationale	Based on the 4 subgroups below the Federal Point Index.
State the measurable outcome the school plans to achieve	We will improve performance to 41%.
Person responsible for monitoring outcome	Rex Suggs (rex.suggs@jcsb.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Intensive Reading Teacher 2. Implementing Accelerated Reader with all grade levels 3. Iready assessment with all students 4. Lexia remediation program with lower quartile 5. Additional instructional minutes in ELA and Reading with 2 classes daily 6. Lower student to teacher ratio than a traditional class setting
Rationale for Evidence-based Strategy	District initiatives, smaller class sizes due to our Program set up, and additional instructional minutes infused throughout our day.
Action Step	
Description	<ol style="list-style-type: none"> 1. Ensure students meet their required minutes for Iready 2. Monitor AR usage 3. Monitor Lexia usage 4. Teacher training for Marzano learning strategies 5. Instructional walk throughs 6. Monitor student attendance to eliminate the barrier to greater student achievement
Person Responsible	Rex Suggs (rex.suggs@jcsb.org)

#2	
Title	Math
Rationale	Based on the Federal Points Index
State the measurable outcome the school plans to achieve	4 subgroups below the 40%
Person responsible for monitoring outcome	Rex Suggs (rex.suggs@jcsb.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Iready Math 2. Think Thru Math 3. Algebra Nation Books 4. Smaller class sizes
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. District Initiatives 2. Think Thru Math 3. Supplemental strategies infused throughout the educational day 4. Iready diagnostic and assessment tool
Action Step	
Description	<ol style="list-style-type: none"> 1. Monitor attendance 2. Instructional walk throughs 3. Monitor Iready usage 4. Monitor Think Thru Math usage 5. Monitor Lesson Plans
Person Responsible	Rex Suggs (rex.suggs@jcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

We will monitor attendance to reduce chronic absenteeism. We make phone calls to parents when students do not show up for school. We are implementing school wide rewards for perfect attendance each semester. We will also implement a reward system for perfect attendance during state testing, as to increase our percent of students tested. We are also implementing weekly rewards for students caught being kind. We are implementing a weekly student of the month award to promote attendance and good behavior.

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 Schoolwide Improvement Plan 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 ensure that parents are involved in meetings concerning the education and welfare of their child while at Jackson Alternative School.

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.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), 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.

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

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 target student needs.

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 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.

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 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.

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.

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

We attend the Career Fair every year it is offered and bring speakers in to talk to the students as much as possible.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ELA Growth	\$0.00
2	III.A.	Areas of Focus: Math	\$0.00
Total:			\$0.00