

Jackson County School Board

Riverside Elementary School



2019-20 Schoolwide Improvement Plan

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Riverside Elementary School

2958 CHEROKEE ST, Marianna, FL 32446

<http://res.jcsb.org>

Demographics

Principal: Chris Franklin

Start Date for this Principal: 7/30/2019

2019-20 Status (per MSID File)	Closed: 2020-06-30
School Type and Grades Served (per MSID File)	Elementary School 3-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: C (52%) 2017-18: C (53%) 2016-17: B (60%) 2015-16: C (49%) 2014-15: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&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)
Elementary School 3-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	B	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The purpose of Riverside Elementary School is to prepare all our students for success as educated and caring citizens by inspiring and building good character and a passion for lifelong learning.

Provide the school's vision statement.

"Positive Attitude + Hard Work = Success." We believe that if we can instill a positive attitude in all of our students and encourage them to work hard and do their best, then they will become successful students, learners, and citizens.

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
Franklin, Chris	Principal	Principal, Riverside Elementary School
Johnson, Ashley	Instructional Media	Media Specialist; SAC, SIP Chair
Glover, Elizabeth	School Counselor	Guidance Counselor, MTSS
Tharp, Sue Ann	Assistant Principal	Assistant Principal; Data
Mercer, Olivia	Teacher, K-12	Curriculum for fifth grade; view and disaggregate student data
Hunter, Keith	Teacher, K-12	Curriculum for fifth grade; view and disaggregate student data
Wade, Rosie	Teacher, K-12	Curriculum for third grade; view and disaggregate student data
Smith, Jordan	Teacher, K-12	Curriculum for fourth grade; view and disaggregate student data
Perkins, Heidi	Teacher, K-12	Curriculum for fourth grade; view and disaggregate student data
Brogdon, Mark	Teacher, K-12	Curriculum for fourth grade; view and disaggregate student data
Davis, Emelda	Teacher, ESE	Curriculum for ESE, all grades; view and disaggregate student data
Watkins, Martha	Teacher, K-12	Curriculum for third grade; view and disaggregate student data

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	0	201	208	217	0	0	0	0	0	0	0	626
Attendance below 90 percent	0	0	0	27	37	38	0	0	0	0	0	0	0	102
One or more suspensions	0	0	0	23	20	20	0	0	0	0	0	0	0	63
Course failure in ELA or Math	0	0	0	16	28	34	0	0	0	0	0	0	0	78
Level 1 on statewide assessment	0	0	0	13	42	52	0	0	0	0	0	0	0	107

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	18	32	43	0	0	0	0	0	0	0	93

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	15	6	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	18	17	12	0	0	0	0	0	0	0	47

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

41

Date this data was collected or last updated

Tuesday 8/27/2019

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	0	0	53	35	33	0	0	0	0	0	0	0	121
One or more suspensions	0	0	0	29	3	8	0	0	0	0	0	0	0	40
Course failure in ELA or Math	0	0	0	19	6	6	0	0	0	0	0	0	0	31
Level 1 on statewide assessment	0	0	0	47	46	52	0	0	0	0	0	0	0	145

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	32	16	20	0	0	0	0	0	0	0	68

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	0	0	53	35	33	0	0	0	0	0	0	0	121
One or more suspensions	0	0	0	29	3	8	0	0	0	0	0	0	0	40
Course failure in ELA or Math	0	0	0	19	6	6	0	0	0	0	0	0	0	31
Level 1 on statewide assessment	0	0	0	47	46	52	0	0	0	0	0	0	0	145

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	32	16	20	0	0	0	0	0	0	0	68

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	56%	63%	57%	60%	65%	55%
ELA Learning Gains	52%	58%	58%	62%	63%	57%
ELA Lowest 25th Percentile	40%	49%	53%	62%	58%	52%
Math Achievement	65%	66%	63%	68%	71%	61%
Math Learning Gains	54%	58%	62%	66%	65%	61%
Math Lowest 25th Percentile	41%	45%	51%	48%	53%	51%
Science Achievement	54%	54%	53%	54%	61%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	3	4	5	
Number of students enrolled	201 (0)	208 (0)	217 (0)	626 (0)
Attendance below 90 percent	27 (53)	37 (35)	38 (33)	102 (121)
One or more suspensions	23 (29)	20 (3)	20 (8)	63 (40)
Course failure in ELA or Math	16 (19)	28 (6)	34 (6)	78 (31)
Level 1 on statewide assessment	13 (47)	42 (46)	52 (52)	107 (145)

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	50%	58%	-8%	58%	-8%
	2018	59%	66%	-7%	57%	2%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2019	59%	62%	-3%	58%	1%
	2018	63%	66%	-3%	56%	7%
Same Grade Comparison		-4%				
Cohort Comparison		0%				
05	2019	57%	60%	-3%	56%	1%
	2018	47%	54%	-7%	55%	-8%
Same Grade Comparison		10%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	63%	70%	-7%	62%	1%
	2018	67%	72%	-5%	62%	5%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	68%	71%	-3%	64%	4%
	2018	70%	72%	-2%	62%	8%
Same Grade Comparison		-2%				
Cohort Comparison		1%				
05	2019	58%	58%	0%	60%	-2%
	2018	57%	62%	-5%	61%	-4%
Same Grade Comparison		1%				
Cohort Comparison		-12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	53%	52%	1%	53%	0%
	2018	50%	54%	-4%	55%	-5%
Same Grade Comparison		3%				
Cohort Comparison						

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	40	40	26	49	49	41	35				
ELL	40	38		68	65						
BLK	41	47	37	49	49	36	26				
HSP	50	44		61	57		69				
MUL	68	50		68	53		43				
WHT	68	58	46	77	59	48	73				
FRL	49	48	41	59	52	41	46				
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
SWD	42	50	32	50	52	28	43				
ELL	57	70		79	82						
BLK	41	48	53	51	49	36	33				
HSP	74	53		77	68		58				
MUL	59	51		63	40		44				
WHT	70	56	33	79	62	38	68				
FRL	52	52	53	61	53	35	49				
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
SWD	41	53	54	53	56	22	31				
ELL	62			85							
BLK	37	49	51	50	57	40	23				
HSP	68	70		79	75						
MUL	59	69		61	64		47				
WHT	74	69	74	79	70	55	75				
FRL	51	59	60	60	63	48	44				

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)	TS&I
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	429

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
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	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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.

Our lowest 25% in ELA. Our students just don't seem to be reading anymore, and this trend has been occurring for the past couple of years. There isn't enough time, and the students are just uninterested in reading. Also, missing so much school from Hurricane Michael is a contributing factor, although it is one we could not control.

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

ELA Lowest 25% decreased 8% from the prior year. As I said before, we are struggling to get students to read. Missing so much school, and instructional time, due to Hurricane Michael also caused students to backslide in their reading.

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.

Third grade ELA was 8% lower than the state average. We are seeing a problem with our third graders lacking basic phonics skills, and are therefore unable to sound out words and end up guessing, incorrectly, a lot of the time when reading. If they do try to sound out words, their fluency suffers. The factors mentioned above in a. and b. also contribute to this gap.

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

Our L25% math students showed the most improvement. After talking with our leadership team, we found that the only action we felt caused this increase was the use of the website Prodigy. The students who use Prodigy said it better prepared them for the FSA than iReady math. We also had math remediation during wheel last year.

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

From our EWS data, we have recognized that attendance is an issue, as well as course failures and level 1s on the FSA.

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

1. Students with disabilities
2. L25% ELA (40% achievement for SWD, only 26% making learning goals for SWD)
3. L25% Math (49% achievement for SWD, only 41% making learning goals for SWD)
4. Attendance
5. Behavior

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Students with disabilities
Rationale	These students struggle every year, and we feel that we need to focus more on helping them feel more successful. According to the Federal Points Index, the subgroup Students with Disabilities fell under 41%, so we must work to improve their achievement, especially in ELA (40%) and Science (35%).
State the measurable outcome the school plans to achieve	We would like for the students with disabilities to increase their achievement in ELA from 40% to 48%, and increase Math achievement from 49% to 52%.
Person responsible for monitoring outcome	Chris Franklin (chris.franklin@jcsb.org)
Evidence-based Strategy	We have added ESE teachers this school year, which we feel will be helpful specifically for these students. We now have separate ESE teachers for third grade, fourth grade, and fifth grade students with disabilities, instead of one classroom for all of them as we had last year. In addition, we have two ESE teachers working with the students in their classrooms and in the lab. We also have remediation labs offered during the students' wheel times.
Rationale for Evidence-based Strategy	Our students with disabilities have been struggling with us only have one classroom for all students in third through fifth grades. We are hoping that by having more ESE classroom teachers, as well as the pull-out/visiting ESE teachers, these students will receive more in-depth, small group instruction.
Action Step	
Description	<ol style="list-style-type: none"> 1. Complete paperwork and placement of students with disabilities 2. Take iReady and STAR diagnostics 3. Identify specific needs to help with growth (phonics, fluency, etc.) 4. Direct instruction, small group instruction, and remediation addressing skills needed 5. Track and monitor progress, adjust as needed
Person Responsible	Chris Franklin (chris.franklin@jcsb.org)

#2	
Title	Lowest 25% in both ELA and Math
Rationale	Our lowest 25% usually perform better than they did last year. We want these students to make learning gains and feel successful.
State the measurable outcome the school plans to achieve	Lowest 25% learning gains for ELA will improve from 26% to 40% or more, and the learning gains for the lowest 25% in math will increase from 41% to 45%.
Person responsible for monitoring outcome	Chris Franklin (chris.franklin@jcsb.org)
Evidence-based Strategy	Our lowest 25% will be mentored by a faculty or staff member on campus to help make them feel welcome and successful. In addition, they will receive remediation during their wheel time as well as small group time within the classroom. Many of our teachers are going to group their students by skill so that they can work more specifically on the students need to improve their scores.
Rationale for Evidence-based Strategy	By identifying and mentoring the lowest 25%, we are letting them know that we believe in them and support them. This goes beyond learning - so many of these students have already given up, and we want them to know that we believe they can learn and be successful. Remediation during wheel time and small group instruction have both proven to be successful. Skill grouping is new to us, but other schools have used that method with success, and we wanted to put it into our plans for this year.
Action Step	
Description	<ol style="list-style-type: none"> 1. Identify lowest 25% in ELA and Math; have faculty and staff choose students to mentor 2. Use iReady and STAR diagnostics for more information/baseline for 2019-2020 2. Enroll students in remediation for ELA or Math during wheel 3. Small group instruction within the classroom, specific to skills and weaknesses 4. Tracking and monitoring these students with fidelity; data chats with Mr. Franklin 6. Use iReady, Prodigy, Read Theory, and other sites/resources as needed, as well as resources from Stephanie King and/or other teachers and/or schools
Person Responsible	Chris Franklin (chris.franklin@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).

Attendance is a school-wide improvement priority for 2019-2020. We have started a PANDA Award this year (Perfect Attendance No Days Absent). If a class has no absences for a week, they will receive a PANDA Award to hang on their door. When they receive 4 PANDA Awards, the class will get a pizza party.

Behavior is another on-going area of focus for us. We are reading the book "Wonder" again this year, because we noticed an improvement in the students when we read it 2 years ago. At the end of the semester, students who haven't received a referral will get to see the movie. At the end of the year, all

students who haven't received a referral will watch the BMX bikers perform at the school. We had them last year, and our students enjoyed it thoroughly.

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.

We had Open House before school so that parents/guardians could meet their children's teachers before school started. We will also host Doughnuts with Dudes and some type of Muffins with Moms (reword to include others, as we have students without moms) this year. We have PTO meetings every month, and SAC meetings four times per year. We are looking at hosting a Parent Night on campus this year as well. We have a few different music performances, a Book Fair, and Thanksgiving and Christmas lunch parents/guardians are invited to attend. We have a lunch table out in the hallway this year for parents to eat lunch with their children. Many of our teachers use the Remind app, and they have weekly folders that go home to promote communication. Teachers are encouraged to have conferences or at least phone calls with their parents every nine weeks.

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.

We offer school visits for the second graders coming from Golson to Riverside and for our fifth graders going to Marianna Middle School. The students are shown around campus and introduced to faculty and staff members. At the beginning of the school year, our third grade teachers once again show the students around the school, and the wheel teachers offer orientation to every group of students to teach them the guidelines, rules, and procedures.

In fifth grade, the students have three teachers. This allows the students to familiarize themselves with the idea of switching classes, having different teachers for different subjects throughout the day, and the concept of organization and keeping up with their supplies as they transition from one classroom to another.

Riverside Elementary teachers are consistently following curriculum maps to ensure that our students are prepared for Marianna Middle 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 of supports (MTSS) for all 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 regularly 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 problem 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 II-

To improve and increase teachers' 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;

Title X 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 for a free and appropriate education.

Violence Prevention Programs- The district promotes a Safe Drug Free Environment at all schools. Our District supports the Jackson County Wellness Policy.

Head Start- The School District of Jackson County provides various 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.

Early Head Start serves children from birth to 3 years old who meet eligibility requirements mandated by federal regulations. Early Head Start in Jackson County grants priority and ensures services to children of mothers who participate in the district's Teenage Parenting Program.

The Jackson County School District's prekindergarten program serves children who meet eligibility requirements for Head Start, Voluntary PreK and Exceptional Student Education programs at six different sites.

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.

N/A

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

We have a career fair for our fifth grade students toward the end of the year.

Part V: Budget

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

1	III.A.	Areas of Focus: Students with disabilities	\$0.00
2	III.A.	Areas of Focus: Lowest 25% in both ELA and Math	\$0.00
Total:			\$0.00