Jackson Alternative School

2021-22 Ungraded 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: 8/10/2021

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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 Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan was approved by the Jackson County School Board on 10/19/2021.

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

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.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Our population here at Jackson Alternative school is very transient. We have 2 different 90 good day programs on our campus. Students are constantly being staffed in and staffed out. Our staff is accustomed to this. Every time a new student is staffed into a classroom, that classroom teacher goes over all school rules and expectations. This way of doing things allows the students in the class to hear the rules/expectations multiple times throughout his/her stay here. Teachers and paraprofessionals work together closely to ensure all student's needs are met as best as we can. Teachers and administrative staff work closely together with each other and the students to ensure we are meeting the student's needs as best as we can. We are also in close communication with parents to ensure they know what is going on in their child's school life, academically and behaviorally.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position 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 Liz are support members.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date
Tuesday 8/10/2021, Rex Suggs

Number of teachers with professional teaching certificates?
9

Number of teachers with temporary teaching certificates?
1

Total number of teacher positions allocated to the school.
10

Total number of students enrolled at the school.
67

Identify the number of instructional staff who left the school during the 2020-21 school year.
1

Identify the number of instructional staff who joined the school during the 2021-22 school year.
0

Demographic Data

Early Warning Systems

2021-22

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	2	3	2	6	3	9	3	9	13	8	3	2	63
Attendance below 90 percent	0	0	0	0	0	0	3	1	1	2	0	1	0	8
One or more suspensions	0	2	1	0	4	0	1	1	0	2	0	2	2	15
Course failure in ELA	0	0	1	0	2	0	1	0	0	1	0	0	0	5
Course failure in Math	0	0	1	0	2	0	1	0	0	1	0	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	3	2	1	1	6	3	3	0	0	20
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	3	2	1	1	6	3	3	0	0	20
Number of students with a substantial reading deficiency	0	1	2	0	2	0	0	0	1	0	0	1	0	7

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	2	2	0	2	0	0	0	1	1	0	1	0	9

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	2	2	0	4	1	1	1	1	1	0	1	0	14
Students retained two or more times	0	0	2	0	4	0	0	0	2	0	0	1	0	9

Date this data was collected or last updated

Tuesday 10/5/2021

2020-21 - 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	
Number of students enrolled	0	0	3	4	3	3	10	12	9	9	8	4	7	72
Attendance below 90 percent	0	0	0	1	0	1	6	4	2	4	0	0	0	18
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	1	1	0	0	1	4	1	1	2	0	0	11
Course failure in Math	0	0	0	0	0	0	0	4	1	0	2	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	5	5	4	5	6	3	3	31
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	6	6	5	5	6	1	2	32

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	0	0	4	8	5	6	6	1	0	30

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	1	2	2	0	0	3	0	1	1	0	0	10
Students retained two or more times	0	0	1	2	2	0	4	4	2	1	3	1	0	20

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					58%	61%		54%	60%
ELA Learning Gains					54%	59%		53%	57%
ELA Lowest 25th Percentile					47%	54%		47%	52%
Math Achievement					55%	62%		55%	61%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains					52%	59%		52%	58%
Math Lowest 25th Percentile					46%	52%		50%	52%
Science Achievement					44%	56%		47%	57%
Social Studies Achievement					69%	78%		61%	77%

Grade Level Data Review - State Assessments
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	2021					
	2019					
Cohort Comparison						
04	2021					
	2019	0%	62%	-62%	58%	-58%
Cohort Comparison		0%				
05	2021					
	2019	0%	60%	-60%	56%	-56%
Cohort Comparison		0%				
06	2021					
	2019	46%	55%	-9%	54%	-8%
Cohort Comparison		0%				
07	2021					
	2019	0%	56%	-56%	52%	-52%
Cohort Comparison		-46%				
08	2021					
	2019	8%	57%	-49%	56%	-48%
Cohort Comparison		0%				
09	2021					
	2019	31%	59%	-28%	55%	-24%
Cohort Comparison		-8%				
10	2021					
	2019	30%	49%	-19%	53%	-23%
Cohort Comparison		-31%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019	0%	71%	-71%	64%	-64%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	10%	58%	-48%	60%	-50%
Cohort Comparison		0%				
06	2021					
	2019	8%	56%	-48%	55%	-47%
Cohort Comparison		-10%				
07	2021					
	2019	0%	55%	-55%	54%	-54%
Cohort Comparison		-8%				
08	2021					
	2019	0%	30%	-30%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	0%	52%	-52%	53%	-53%
Cohort Comparison						
08	2021					
	2019	7%	28%	-21%	48%	-41%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	23%	61%	-38%	67%	-44%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	71%	-71%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	65%	-65%	70%	-70%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	50%	-50%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	9%	44%	-35%	57%	-48%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	29	31		26	21						
BLK	15	18		8	10						
WHT	31	36		31	36						
FRL	23	24		17	24						
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	27
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	160
Total Components for the Federal Index	6

ESSA Federal Index	
Percent Tested	82%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	27
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	13
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	34
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	22
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

Our Intensive Reading Teacher (Dr. Roberts) monitored/kept track of students' iReady reading and math scores. She also met with students on an individual basis when necessary. Dr. Roberts also implemented parent conferences when necessary.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

Each area maintained their performance from the previous year.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Our total percent of students tested was 82%. We would like this to be higher. We struggle with this yearly. We do have some parents that report to us that they can't get their child to get up and come to school. This is throughout the year, not just during testing season.

What trends emerge across grade levels, subgroups and core content areas?

We have four subgroups that missed the target last year (white students, african american students, students with disabilities, and economically disadvantaged students).

What strategies need to be implemented in order to accelerate learning?

We do monitor student absences. When a student doesn't show up for school, we call home to find out why. We offer 9 week incentives for perfect attendance. We are diligent about getting students to bring in excuse notes when they are not at school. If the student is not at school, we can't teach them.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

County wide inservices/trainings for teachers throughout the year with different District Employee Content Specialists (ELA Content Specialists, Instructional Tech Specialists, CANVAS Resource Specialist)

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	2021 ELA learning gains was 29%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	2022 ELA Learning gains goal is 41%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress monitoring and classroom assessments.
Person responsible for monitoring outcome:	Bertha Roberts (bertha.roberts@jcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Tracking student data to monitor growth.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Using teacher made assessments, supplemental education programs, and district implemented diagnostic tools will provide the school with the necessary data to potentially help narrow the learning gaps.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Utilization of supplemental programs: Lexia, i-Ready, Open Court.

Person Responsible	[no one identified]
Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	Data chats subgroups not performing above 41% each quarter using progress monitoring data and EWS data. School administrator, guidance counselor, teacher and student will have a data chat.

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	2021 Math learning gains was 28%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	2022 Math learning gains will be 41%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teacher made assessments and district approved diagnostic tools will be used as JAS' progress monitoring tools.
Person responsible for monitoring outcome:	Bertha Roberts (bertha.roberts@jcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Progress monitoring using diagnostic testing and classroom assessments and the data they produce will used to identify student deficiencies, and we will use the prescriptive strategies provided through the diagnostic tests to bridge the learning gaps.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Using teacher made assessments, supplemental education programs, and district implemented diagnostic tools will provide the school with the necessary data to potentially help narrow the learning gaps.

Action Steps to Implement:	
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.	
Utilize supplemental programs: i-Ready and Imagine Learning Math.	
Person Responsible	[no one identified]
Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	Data chats subgroups not performing above 41% each quarter using progress monitoring data and EWS data. School administrator, guidance counselor, teacher and student will have a data chat.

#3. Other specifically relating to Percent Tested	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	2021 86% of eligible students were tested. A 4% increase over previous test administration.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	2022 90% of eligible students will be tested.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Attendance data during testing times will be monitored. Use of the School Resource Deputy to pick kids up for the assessment.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Positive relationship building.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Relationships are proven to increase positive school culture.

Action Steps to Implement:	
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.	
Utilize school resource deputy for attendance.	
Person Responsible	Rex Suggs (rex.suggs@jcsb.org)
Student incentives during testing windows.	
Person Responsible	Rex Suggs (rex.suggs@jcsb.org)
Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	Data chats subgroups not performing above 41% each quarter using progress monitoring data and EWS data. School administrator, guidance counselor, teacher and student will have a data chat.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the 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