

Jackson County School Board

Jackson Alternative School



2022-23 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: 7/1/2015

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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 10/18/2022.

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 operation of the school supporting academics and therapeutic behavior interventions for students.
Bryan, Jenny	School Counselor	School Leadership Team lead, data analysis, School Advisory Council Chair.
Roberts, Bertha	Teacher, K-12	Lead Teacher supporting administration.
Roberts, Preston	Teacher, K-12	Lead Teacher assisting administration.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Not applicable.

Demographic Information**Principal start date**

Wednesday 7/1/2015, Rex Suggs

Total number of students enrolled at the school.

134

Total number of teacher positions allocated to the school.

11

Number of teachers with professional teaching certificates?

13

Number of teachers with temporary teaching certificates?

1

Number of teachers with ESE certification?

8

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

2

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data**Early Warning Systems****2022-23**

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	1	1	2	3	6	10	10	18	17	27	18	9	4	126	
Attendance below 90 percent	1	1	1	1	2	5	5	10	12	11	8	5	3	65	
One or more suspensions	1	0	0	1	0	0	1	3	1	3	2	0	0	12	
Course failure in ELA	0	0	0	1	1	3	1	10	6	6	7	1	1	37	
Course failure in Math	0	0	0	1	1	2	2	5	3	3	2	1	1	21	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	6	5	7	10	8	11	9	2	3	62	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	5	9	10	12	7	14	9	3	3	73	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	1	0	0	0	1	
	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	1	0	0	2	2	6	6	13	8	13	11	3	3	68

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	1	3	4	1	5	2	6	2	2	0	27	
Students retained two or more times	0	0	0	0	3	2	2	7	6	3	5	1	1	30	

Date this data was collected or last updated

Monday 9/19/2022

2021-22 - 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	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 2019 statewide FSA ELA assessment	0	0	0	1	3	2	1	1	6	3	3	0	0	20	
Level 1 on 2019 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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		50%	55%					58%	61%
ELA Learning Gains								54%	59%
ELA Lowest 25th Percentile								47%	54%
Math Achievement		36%	42%					55%	62%
Math Learning Gains								52%	59%
Math Lowest 25th Percentile								46%	52%
Science Achievement		48%	54%					44%	56%
Social Studies Achievement		50%	59%					69%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019	0%	62%	-62%	58%	-58%
Cohort Comparison		0%				
05	2022					
	2019	0%	60%	-60%	56%	-56%
Cohort Comparison		0%				
06	2022					
	2019	46%	55%	-9%	54%	-8%
Cohort Comparison		0%				
07	2022					
	2019	0%	56%	-56%	52%	-52%
Cohort Comparison		-46%				
08	2022					
	2019	8%	57%	-49%	56%	-48%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019	0%	71%	-71%	64%	-64%
Cohort Comparison		0%				
05	2022					
	2019	10%	58%	-48%	60%	-50%
Cohort Comparison		0%				
06	2022					
	2019	8%	56%	-48%	55%	-47%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-10%				
07	2022					
	2019	0%	55%	-55%	54%	-54%
Cohort Comparison		-8%				
08	2022					
	2019	0%	30%	-30%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	0%	52%	-52%	53%	-53%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	7%	28%	-21%	48%	-41%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	23%	61%	-38%	67%	-44%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	71%	-71%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	65%	-65%	70%	-70%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	50%	-50%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	9%	44%	-35%	57%	-48%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	20	45		15	29						
BLK	14	31									
WHT	33	44		24	36						
FRL	30	42		17	35						
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	

ESSA Data Review

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)	CSI
OVERALL Federal Index – All Students	22
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	129
Total Components for the Federal Index	6
Percent Tested	88%
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%	2
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%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	23
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	3
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%	0

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%	0
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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	31
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

Part III: Planning for Improvement

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 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.

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

Each area improved slightly over 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 to support teachers and leaders.

County wide inservices/trainings for teachers throughout the year with different District Employee Content Specialists. BEST Standards training over the summer to staff.

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. 2022 ELA learning gains was 31%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

2023 ELA Learning gains goal is 41%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

State and District 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 core content. Utilization of supplemental programs: Lexia, i-Ready, Open Court.

Person Responsible

Bertha Roberts (bertha.roberts@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.

#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.

2022 Math Learning Gains was 32% a 4% increase.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

2023 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:

Rex Suggs (rex.suggs@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 be 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 newly adopted core program.

Teacher training on new standards.

Utilize supplemental core programs : i-Ready and Imagine Math.

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.

#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.

2022 88% of eligible students were tested. A 6% increase over 2021 and a 2% increase over 2022 test administration.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

2023 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:

Rex Suggs (rex.suggs@jcsb.org)

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 and provide a safe learning environment for students.

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.

Monitor student attendance and utilize School Resource Deputy to pick students up not in attendance. Provide incentives for students during testing days.

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.

#4. Other specifically relating to Schoolwide Program Improvement**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Jackson Alternative is a Title I, Part A Schoolwide Program. Improving student achievement is the

rationale for serving all students to improve the overall performance of the entire school.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Improve performance in all graded areas on the state accountability system in alignment with the Areas of Focus stated within this Schoolwide Improvement Plan.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Principal, School Improvement Chair, School Leadership Team, School Advisory Council and the Director of Federal Programs will monitor implementation of the program and measure its effectiveness through progress monitoring data through FAST and District assessments.

Person responsible for monitoring outcome:

Rex Suggs (rex.suggs@jcsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Strategies for improvement are identified in the other Areas of Focus within the School Improvement Plan and in the action steps below for the major activities of federally funded education programs.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The rationale for all strategies chosen are to improve student achievement. More detail is provided for each strategy in the Area of Focus above.

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.

CNA and SWP Development- The Principal and Director of Federal Programs conduct a comprehensive needs assessment interview during the Spring prior to the current school year to gauge the needs of the school based on current available data. This document is provided to the SIP Chair that provides it to the School Advisory Council to review in May. This serves as a draft form of the Schoolwide Program Plan. This document is then used to develop the Schoolwide Improvement Plan in floridacims.org using the State Template.

Person Responsible

Rex Suggs (rex.suggs@jcsb.org)

Extended Learning Opportunities: the District provides access to extended learning opportunities through Title V, ESSER II, and ARP funds. After-school tutoring and summer school programs are available to all students

Person Responsible

Rex Suggs (rex.suggs@jcsb.org)

Enriched and Accelerated Curriculum- Schools utilize their core curriculum content, supplemental curriculums, and computer assisted instructional models to develop an enriched curriculum that is rigorous and relevant to the needs of the student to improve academic achievement. These programs are blended with state, local, and federal funds.

Person Responsible

Rex Suggs (rex.suggs@jcsb.org)

5th grade students enter the second semester we begin prepping them to transition to middle school by implementing the district wide school dress code: polo shirts, khaki pants, belts, and requiring the shirts to be tucked into their pants. We also prohibit second semester 5th graders from carrying book bags. This prepares the students and their parents for the expectations of middle school. We meet with our 8th grade students to discuss the importance of obtaining credits and maintaining a 2.0 GPA.

We partner with Vocational Rehabilitation to assist our Seniors in transitioning to the work force or post high school education. Documented in conference notes. This allows our teachers and the students' parents to provide input and see the hard work they have invested being used.

Person Responsible

Jenny Bryan (jenny.bryan@jcsb.org)

Professional Learning- utilization of Title I, Part A, Title II, Part A, ARP funding sources, and general fund sources to provide professional learning on standards, utilization of purchased computer assisted instructional models, ESOL endorsements, Reading endorsements, and instructional practices.

Person Responsible

Rex Suggs (rex.suggs@jcsb.org)

Title I, Part C- The Panhandle Area Educational Consortium (PAEC) Migrant Education Program has staff members that work as links between the district and the migrant families to identify and document the migrant eligibility of migrant youth, provide the data to the district data personnel and help to ensure that eligible migrant youth receive supplemental services that they may need beyond what the district can provide. In cases where students are no longer migrant-eligible, they may be able to receive continuation of services provided that they were enrolled in at least the 9th grade at the time their migrant eligibility expired.

Person Responsible

Rex Suggs (rex.suggs@jcsb.org)

Title I, Part D- provides supports to high school students at-risk of not graduating due to not passing 10th grade ELA or Algebra 1 EOC by providing concordant testing opportunities at no cost for the ACT and SAT exams.

Person Responsible

Rex Suggs (rex.suggs@jcsb.org)

Title II, Part A- provides 3-year VAM bonus for highly effective teachers, Beginning Teacher Program Support, professional learning support for teachers earning their Reading and/or ESOL Endorsements.

Person Responsible

Rex Suggs (rex.suggs@jcsb.org)

Homeless Education support the unique needs of students experiencing homelessness with resources for educational needs, emergency housing, mental health supports, and attendance supports. Funds support the homeless liaison. Title IX, Homeless ARP funds, and donated funds support these activities.

Person Responsible

Rex Suggs (rex.suggs@jcsb.org)

IDEA- The District utilizes funds for support staff to assist schools with process and procedures and additional staff to support ESE students.

Person Responsible

Rex Suggs (rex.suggs@jcsb.org)

Food Service- Community Eligibility Provision for 100% free breakfast and lunch. Participation in snack program.

Person Responsible

Rex Suggs (rex.suggs@jcsb.org)

State and Local Resources- The District allocates funds from state and local resources on a comparable basis utilizing per pupil calculations. Staffing is conducted using a formula utilized through Cognia Accreditation for equality and comparable staffing across the school types.

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.

District and School monitor student achievement through progress monitoring and analyze state academic assessments to determine the progress made on all students and student subgroups.

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Student Attendance

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Attendance is taken daily. Elementary teachers only take attendance once a day while middle and high schools take attendance every period. Focus alerts us as to how many teachers have not taken attendance each day. We also can run a specific report to verify. Ms. Kathy calls parents daily of students who do not show up for school. Students with perfect attendance each 9 weeks will receive incentives.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

We will announce progress towards our goal on our school website as well as school letters that will go home to parents.

Describe how implementation will be progress monitored.

Mr. Suggs and Ms. Bryan will monitor the implementation and progress.

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.

Action Step	Person Responsible for Monitoring
We will implement a school wide attendance initiative. Students with perfect attendance each 9 weeks will receive a reward. Students receiving perfect all attendance all year will receive a cash and/or gift card as a reward.	Bryan, Jenny, jenny.bryan@jcsb.org