



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Jackson Alternative School
2701 TECHNOLOGY CIR
Marianna, FL 32448
850-482-9666
<http://jas.jcsb.org>

School Demographics

School Type Combination School	Title I Yes	Free and Reduced Lunch Rate <i>[Data Not Available]</i>
Alternative/ESE Center Yes	Charter School No	Minority Rate <i>[Data Not Available]</i>

School Grades History

SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	13
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	28
Part III: Coordination and Integration	52
Appendix 1: Professional Development Plan to Support Goals	54
Appendix 2: Budget to Support Goals	57

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Jackson Alternative School

Principal

Phyllis Daniels

School Advisory Council chair

Debbie Lollie

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Phyllis Daniels	Principal
Debbie Lollie	SIP Chairperson
Ashley McDonald	Teacher
Brian Bowman	Teacher
Lizabeth Wilson	Teacher
Tammy Yates	Teacher
Rex Suggs	Asst. Principal

District-Level Information

District

Jackson

Superintendent

Mr. Steve R Benton, Sr

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Phyllis Daniels - Principal
 Debbie Lollie - SACS Chair
 Ashley McDonald - Teacher
 Felipe Delgado - Support Staff
 Byron Dickens - Support Staff
 Ed Williams - Community Member
 Rusty Holmes - Community Member
 Clemmie McLeroy - Parent
 Ann Marie Shelton - Parent
 Mary Johnson - Parent

Student- Madison Willis
Student- Kywana Hayes
Student - Kody Gilbert

Involvement of the SAC in the development of the SIP

The School-Based Leadership Team met on August 31, 2013 to compile and complete information and data needed for the 2013-14 School Improvement Plan. The School-based Leadership Team, Faculty, and Staff met on September 5, 2013 to discuss and approve the data and SIP information collected to be submitted to Jackson County District Office.

Activities of the SAC for the upcoming school year

School Improvement/SACS meeting - September 8, 2013
JAS Parent Meet and Greet Night - October 29, 2013
Ben Carson Book Room Dedication - November 19, 2013
Parent Thanksgiving Involvement Day - November 21, 2013
Parent Christmas Involvement Day - December 19, 2013
School Improvement/SACS meeting - January 13, 2014
School Improvement/SACS meeting - May 28, 2014
All activities scheduled for the upcoming year of 2013-2014 as geared toward increasing Parent Involvement in the school.

Projected use of school improvement funds, including the amount allocated to each project

No funds allocated at this time.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Phyllis Daniels		
Principal	Years as Administrator: 4	Years at Current School: 1
Credentials	BS - Sports Medicine ME - Curriculum and Instruction (emphasis: Vocational Education) EdS - Education Leadership Years Teaching Experience: 24 Years as Administrator: 8	
Performance Record	2009-2010 Grand Ridge School AP. C 2010-2011 Grand Ridge School AP. B 2011-2012 Grand Ridge School AP. A	

Rex Suggs		
Asst Principal	Years as Administrator: 4	Years at Current School: 1
Credentials	BA - Interdisciplinary Social Sciences Ed. Master's - Educational Leadership Specialist Degree - Education Administration	
Performance Record	2009 -2011 Marianna High B,B,B 2011-2013 Cottondale High A,B	

Classroom Teachers

# of classroom teachers	15
# receiving effective rating or higher	14, 93%
# Highly Qualified Teachers	60%
# certified in-field	9, 60%
# ESOL endorsed	2, 13%
# reading endorsed	1, 7%
# with advanced degrees	2, 13%
# National Board Certified	1, 7%
# first-year teachers	0, 0%

with 1-5 years of experience

3, 20%

with 6-14 years of experience

7, 47%

with 15 or more years of experience

4, 27%

Education Paraprofessionals**# of paraprofessionals**

23

Highly Qualified

23, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Recruit - The Jackson County School Board is in constant collaboration with Instructors and Administration from Chipola College to recruit recent graduate students majoring in Education. Jackson County also is in partnership with the Panhandle Area Educational Consortium, which advises and notifies through the online website of job availability in the Jackson County area.

Retain -

1. Newly hired teachers are provided Mentor Teachers and district support council through the Beginning Teacher Program.
2. Professional development opportunities are provided by local, state, and federal funds sources to increase teacher effectiveness and retain qualified teachers by providing a conducive environment for improving professional knowledge.
3. Provide resources such as tutoring for subject area exams, reimbursement for reading endorsement, reimbursement for college courses, etc., for teachers to obtain their professional teaching certificate; become highly-qualified in subject areas taught; and renewal of professional certifications for veteran teachers.
4. Support teachers to improve instructional practices through the evaluation process developed through Race to the Top using Marzano Frameworks.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

At the present, we do not have any beginning teachers at Jackson Alternative. When we do have beginning teachers, we provide the beginning teacher with an experienced teacher with relative current teaching assignments. The teachers new to the profession are assigned a mentor teacher who works with them on classroom observations, checklist designated by the district, assistance in lesson planning, coaching, and general support. They work together planning IEP's (when applicable), curriculum, differentiated instruction, and learning strategies for CACL (ESE) and ACE students.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Most students have already been processed through RtI before enrolling in Jackson Alternative. A school-based Student Support Team (SST) has been identified for the purpose of implementing a multi-tiered system (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 problems solving method to design and evaluate intervention plans that are targeted to student needs. Resources and service delivery are allocated according to the level of student need.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Specific SST Roles/functions (one person may share more than one role)

- Instruction Leader - (Administrator) – Ensures fidelity of the process, sets regularly scheduled time for SST to convene, makes decisions on how T2-T3 services will be delivered.
- Team Leader – Directs team activities, receives referrals for the SST, informs staff/parents, sets mtg times, ensures the proper documentation is maintained, and sets dates/times for follow-up meetings.
- Data Mentor – Assists in collecting, organizing, visually displaying, analyzing and interpreting data.
- Staff Liaison – Key communicator with staff establishes procedures to gain staff input and collaboration with other school initiatives.
- Content Specialist- Assists in making key decisions about instructional needs of struggling students, identifies evidenced-based interventions most likely to be effective in addressing the area of concern, and provides training/consultation as needed.
- Record Keeper – Documents/completes required paperwork in the meetings, serves as timekeeper, and informs team when time is running short.
- Behavior Specialist- Assists in identifying function of problem behaviors and developing Behavior Intervention Plans collaborates and provides training as needed.
- Teacher – of the student whose needs are being addressed.
- Parent/Guardian – of the student whose needs are being addressed.
- Speech/Language Pathologist – as needed- assists in developing interventions for speech/language concerns-provides training as needed to interventionists.

The SST collaborates with other school-based teams such as SAC, literacy leadership teams, grade group teams, the positive behavior support team, and other professional learning teams to analyze strengths and weakness in academic/behavioral domains, and to initiate instructional modifications needed to increase student achievement for all students, and to meet SIP goals.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

- Lesson Plans
- District-wide Intervention Documentation Worksheets-documented by interventionists identifying time, evidenced-based program, and focus skill(s) of students receiving T2 and/or T3 interventions.
- Review of on-going Progress Monitoring Results

- Walkthroughs
- Analyze/review student performance data in Grade Groups

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Core (T1 *monitored 3x yr) Data Sources: * ThinkLink (reading, math, science) Stanford 10 (reading, math, science), FCAT (reading, math, science, writing-as applicable) * Jackson County Writes, *Office Discipline Referrals

Core (T1) Management Systems: Discovery Education, Performance Matters, FOCUS

Supplemental (T2 monitored bimonthly) & Intensive (T3 monitored wkly)

Data Sources: ThinkLink probes (reading, math, science), FAIR (reading), grade level assessments (reading, math, science), STAR (reading), LEXIA (reading), i-ready Math (K-2), Think Through Math (3-12), Office Discipline Referrals

Supplemental & Intensive (T2/T3) Management Systems: Discovery Education, Progress Monitoring and Reporting Network, Performance Matters, FOCUS, Software reports.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The Staff Liaison on the SST will continue to collaborate with grade groups on the MTSS process and new teachers will receive training as needed. Parents are encouraged through parent/teacher conferences, phone calls and written invitations to actively participate in the MTSS process for his/her child. The district wide MTSS coordinator will continue to provide district wide trainings, onsite trainings and consultation as needed throughout the school year.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Summer Program

Minutes added to school year: 5

K-3 Reading Camp for students at-risk of failing reading state academic assessment.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Stanford 10 assessment.

Who is responsible for monitoring implementation of this strategy?

John Ellerbee- Director of Elementary Education

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The focus of reading across the curriculum will be emphasized in a variety of venues to all teachers (faculty meetings, inservice training resources including Common Core Training with Kathy Oropollo and Webinars for implementation of curriculum. Teachers are involved in the Next Generation Content Area Reading Professional Development (NG CAR-PD). All teachers will also be receiving professional development on reading strategies that they can implement in their respective classes.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

N/A

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

JAS offers students classes that integrate curriculum such as, Reading for College Success 1008350, Writing for College Success 1009370, Eng 4: Fla College Prep 1001405, Math for College Success 1200410, Math for College Readiness 1200700, Integrated Math, and Integrated Science.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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 postsecondary school requirements for their interest. Teachers incorporate job skills and interviewing skills into academic lessons. Also, JAS may offer foreign language courses to meet college requirements via on-line courses.

Strategies for improving student readiness for the public postsecondary level

Due to the nature of our special center school, AP courses and dual enrollment opportunities are not available. Jackson Alternative School does provide all courses required for standard diploma and is working to increase those offerings to include courses for Bright Futures Scholarships. For exceptional education students on a special diploma track, we offer pre-vocational courses, which will provide them with pre-requisite work skills. After obtaining specific pre-requisite skills, these ESE students have an opportunity to be placed on Option II diploma track for supported competitive employment.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	29%	8%	No	36%
American Indian				
Asian				
Black/African American	24%	6%	No	32%
Hispanic				
White	35%	6%	No	42%
English language learners				
Students with disabilities	29%	0%	No	36%
Economically disadvantaged	28%	8%	No	36%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	30%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	6%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	33%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	67%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	30	45%	55%
Students in lowest 25% making learning gains (FCAT 2.0)			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5		[data excluded for privacy reasons]	25%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4		[data excluded for privacy reasons]	100%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	22%	15%	No	30%
American Indian				
Asian				
Black/African American	17%	13%	No	25%
Hispanic				
White	30%	17%	No	37%
English language learners				
Students with disabilities	24%	5%	No	32%
Economically disadvantaged	23%	14%	No	31%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		[data excluded for privacy reasons]	25%
Students scoring at or above Achievement Level 4		[data excluded for privacy reasons]	5%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	0%
Students scoring at or above Level 7		[data excluded for privacy reasons]	100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	32	65%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)			

High School Mathematics**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	22%	20%	No	30%
American Indian				
Asian				
Black/African American	17%	13%	No	25%
Hispanic				
White	30%	17%	No	37%
English language learners				
Students with disabilities	24%	5%	No	32%
Economically disadvantaged	23%	14%	No	31%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	50%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	50%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	25%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	5%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	25%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	5%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		25%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		5%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		0
Participation in STEM-related experiences provided for students	0	0%	0%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0	0%	0%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	0%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	0		
Students taking CTE-STEM industry certification exams	0		
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals	5	29%	20%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	21	42%	35%
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals	31	62%	50%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	22	52%	40%
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0	10	40%	30%
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals	24	57%	45%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.		7%	5%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)		30%	40%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.		17%	25%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)		26%	20%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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 the student staffing interview the best method of contact is established at the initial staffing and then continual updating of contact information along with the Title 1 survey is monitored to insure that parents are involved in meetings concerning the education and welfare of their child while at Jackson Alternative.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
The percentage of parents who participated in school activities, duplicated or unduplicated.	64	64%	75%

Goals Summary

- G1.** 100% of students will score at or above Level 4 on Writing FAA.
- G2.** 25% of students will score at or above 3.5 on the FCAT 2.0 Writing.
- G3.** 25% of students will score at Achievement Level 3 on the Algebra 1, Geometry, and/or Biology 1 EOC.
- G4.** 5% of students will score at or above Achievement Level 4 on the Algebra 1, Geometry, and/or Biology 1 EOC.
- G5.** 50% of High School students will score at Levels 4, 5, and 6 on FAA Math Assessment.
- G6.** 50% of High School students will score at or above Level 7 on the Math FAA.
- G7.** 25% of Elementary and Middle School students will achieve Proficiency Level 3 on Math FCAT 2.0.
- G8.** 30% of students will score at Achievement Level 3 on Reading FCAT 2.0.
- G9.** 6% of students will score at or above Achievement Level 4 on Reading FCAT 2.0.
- G10.** 33% of students will score at Levels 4, 5, and 6 on FAA in Reading.
- G11.** 67% of students will score at or above Level 7 on FAA Reading.

Goals Detail

G1. 100% of students will score at or above Level 4 on Writing FAA.

Targets Supported

- Writing

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Truancy

Plan to Monitor Progress Toward the Goal

Students will increase scores on JC Writes

Person or Persons Responsible

teachers

Target Dates or Schedule:

after JC Writes

Evidence of Completion:

JC Writes data

G2. 25% of students will score at or above 3.5 on the FCAT 2.0 Writing.

Targets Supported

- Writing

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Up-to-date available resources

Plan to Monitor Progress Toward the Goal

Students will score at or above 3.5 on the JC Writes

Person or Persons Responsible

teachers

Target Dates or Schedule:

after JC Writes

Evidence of Completion:

JC Writes data

G3. 25% of students will score at Achievement Level 3 on the Algebra 1, Geometry, and/or Biology 1 EOC.

Targets Supported

- Algebra 1 EOC
- Geometry EOC
- Science - Biology 1 EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Not enough instructional time for students to master standards.
- Lack of parental awareness

Plan to Monitor Progress Toward the Goal

Students will score at Achievement Level 3 on ThinkLink Assessment.

Person or Persons Responsible

teachers, principal, guidance counselor

Target Dates or Schedule:

after ThinkLink Assessment

Evidence of Completion:

ThinkLink data

G4. 5% of students will score at or above Achievement Level 4 on the Algebra 1, Geometry, and/or Biology 1 EOC.

Targets Supported

- Algebra 1 EOC
- Geometry EOC
- Science - Biology 1 EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Not enough instructional time for students to master standards.
- Lack of parental awareness

Plan to Monitor Progress Toward the Goal

Students will score at or above Achievement Level 4 on ThinkLink Assessment.

Person or Persons Responsible

teachers, principal, guidance counselor

Target Dates or Schedule:

after ThinkLink Assessment

Evidence of Completion:

ThinkLink data

G5. 50% of High School students will score at Levels 4, 5, and 6 on FAA Math Assessment.

Targets Supported

- Math (High School, High School FAA)

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Lack of student motivation; behaviors that interfere with learning

Plan to Monitor Progress Toward the Goal

Students scoring at Level 4, 5, and 6 on ThinkLink assessment

Person or Persons Responsible

teachers, principal, guidance counselor

Target Dates or Schedule:

after ThinkLink Assessment

Evidence of Completion:

ThinkLink data

G6. 50% of High School students will score at or above Level 7 on the Math FAA.

Targets Supported

- Math (High School, High School FAA)

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Lack of student motivation; behaviors that interfere with learning

Plan to Monitor Progress Toward the Goal

Students scoring at or above Level 7 on ThinkLink assessment

Person or Persons Responsible

teachers, principal, guidance counselor

Target Dates or Schedule:

after ThinkLink Assessment

Evidence of Completion:

ThinkLink data

G7. 25% of Elementary and Middle School students will achieve Proficiency Level 3 on Math FCAT 2.0.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Lack of student motivation; behaviors that interfere with learning

Plan to Monitor Progress Toward the Goal

Students will score at Proficiency Level 3 on Math ThinkLink Assessment

Person or Persons Responsible

teachers, principal, guidance counselor

Target Dates or Schedule:

after ThinkLink Assessment

Evidence of Completion:

ThinkLink data

G8. 30% of students will score at Achievement Level 3 on Reading FCAT 2.0.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Lack of student motivation; behaviors that interfere with learning
- Inadequate planning time for number of courses taught.

Plan to Monitor Progress Toward the Goal

Students will score at Achievement Level 3 on Reading ThinkLink Assessment.

Person or Persons Responsible

teachers, principal, guidance counselor

Target Dates or Schedule:

after ThinkLink Assessment

Evidence of Completion:

ThinkLink data

G9. 6% of students will score at or above Achievement Level 4 on Reading FCAT 2.0.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Limited technology and access to resources
- Lack of student motivation; behaviors that interfere with learning
- Inadequate planning time for number of courses taught.

Plan to Monitor Progress Toward the Goal

Students will score at or above Achievement Level 4 on Reading ThinkLink Assessment.

Person or Persons Responsible

teachers, principal, guidance counselor

Target Dates or Schedule:

after ThinkLink Assessment

Evidence of Completion:

ThinkLink data

G10. 33% of students will score at Levels 4, 5, and 6 on FAA in Reading.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Lack of student motivation; behaviors that interfere with learning
- Inadequate planning time for number of courses taught.

Plan to Monitor Progress Toward the Goal

Students will score at Levels 4, 5, and 6 on Reading ThinkLink Assessment.

Person or Persons Responsible

teachers, principal, guidance counselor

Target Dates or Schedule:

after ThinkLink Assessment

Evidence of Completion:

ThinkLink data

G11. 67% of students will score at or above Level 7 on FAA Reading.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Lack of student motivation; behaviors that interfere with learning
- Inadequate planning time for number of courses taught.

Plan to Monitor Progress Toward the Goal

Students will score at or above Level 7 on Reading ThinkLink Assessment.

Person or Persons Responsible

teachers, principal, guidance counselor

Target Dates or Schedule:

after ThinkLink Assessment

Evidence of Completion:

ThinkLink data

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. 100% of students will score at or above Level 4 on Writing FAA.

G1.B1 Truancy

G1.B1.S1 Report students to the proper authorities

Action Step 1

Encourage students to attend regularly in order to learn crucial skills.

Person or Persons Responsible

teachers, principal, SRO

Target Dates or Schedule

continually

Evidence of Completion

attendance

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Ensure students that are truant are reported to the proper authorities

Person or Persons Responsible

principal, assistant principal

Target Dates or Schedule

as needed

Evidence of Completion

court docket

Plan to Monitor Effectiveness of G1.B1.S1

Improved student attendance

Person or Persons Responsible

teacher, principal, assistant principal

Target Dates or Schedule

daily

Evidence of Completion

Daily Attendance (Focus)

G2. 25% of students will score at or above 3.5 on the FCAT 2.0 Writing.

G2.B1 Up-to-date available resources

G2.B1.S1 Update materials through textbooks and/or technology

Action Step 1

Six Traits of Writing

Person or Persons Responsible

K-12 teachers

Target Dates or Schedule

ongoing training

Evidence of Completion

Teachers scoring JC Writes

Facilitator:

Principal

Participants:

School writing chairman

Action Step 2

JC Writes

Person or Persons Responsible

K-12 teachers

Target Dates or Schedule

At least 3x a year

Evidence of Completion

JC Writes data

Facilitator:

Superintendent

Participants:

K-12

Action Step 3

Update writing technology resources

Person or Persons Responsible

administrators, teachers

Target Dates or Schedule

beginning of school year

Evidence of Completion

up-to-date writing resources

Action Step 4

Update writing textbooks

Person or Persons Responsible

principal, assistant principal

Target Dates or Schedule

beginning of school year

Evidence of Completion

new, up-to-date textbooks

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Updated textbooks and/or technology utilized in classrooms

Person or Persons Responsible

administrators, teachers

Target Dates or Schedule

beginning of school year

Evidence of Completion

lesson plans, examples of student work

Plan to Monitor Effectiveness of G2.B1.S1

Compare data scores from previous years to current

Person or Persons Responsible

teacher, Principal

Target Dates or Schedule

end of school year

Evidence of Completion

FCAT scores, JC Writes

G3. 25% of students will score at Achievement Level 3 on the Algebra 1, Geometry, and/or Biology 1 EOC.

G3.B1 Not enough instructional time for students to master standards.

G3.B1.S1 Schedule more time for core instruction and computer-assisted instruction

Action Step 1

Reports from computer based math programs

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Student's data reports

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Compiling Benchmark reports from ThinkLink

Person or Persons Responsible

Teacher

Target Dates or Schedule

3 times per year following each assessment

Evidence of Completion

Benchmark reports showing gains

Plan to Monitor Effectiveness of G3.B1.S1

Increased scores on ThinkLink Assessment

Person or Persons Responsible

teachers, principal, guidance counselor

Target Dates or Schedule

after ThinkLink Assessment

Evidence of Completion

ThinkLink data

G3.B2 Lack of parental awareness

G3.B2.S1 Inform parents of importance of EOC & testing dates; provide practice work that can be completed at home.

Action Step 1

provide practice work that can be completed at home

Person or Persons Responsible

teachers

Target Dates or Schedule

weekly

Evidence of Completion

homework

Action Step 2

Inform parents of importance of EOC and testing dates

Person or Persons Responsible

guidance, principal

Target Dates or Schedule

beginning of the school year

Evidence of Completion

information sent to parents

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Parental contact and input

Person or Persons Responsible

teachers, principal, guidance counselor

Target Dates or Schedule

as needed

Evidence of Completion

parental contact log and feedback

Plan to Monitor Effectiveness of G3.B2.S1

Increased scores on ThinkLink assessment

Person or Persons Responsible

teachers

Target Dates or Schedule

after ThinkLink Assessment

Evidence of Completion

ThinkLink data

G4. 5% of students will score at or above Achievement Level 4 on the Algebra 1, Geometry, and/or Biology 1 EOC.

G4.B1 Not enough instructional time for students to master standards.

G4.B1.S1 Schedule more time for core instruction and computer-assisted instruction

Action Step 1

Reports from Computer based Math programs

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

student reports

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Compiling Benchmark reports from ThinkLink

Person or Persons Responsible

Teacher

Target Dates or Schedule

3 times a year following assessment

Evidence of Completion

Benchmark reports showing gains

Plan to Monitor Effectiveness of G4.B1.S1

Increased scores on ThinkLink Assessment

Person or Persons Responsible

teachers, principal, guidance counselor

Target Dates or Schedule

after ThinkLink Assessment

Evidence of Completion

ThinkLink data

G4.B2 Lack of parental awareness

G4.B2.S1 Inform parents of importance of EOC & testing dates; provide practice work that can be completed at home.

Action Step 1

provide practice work that can be completed at home

Person or Persons Responsible

teachers

Target Dates or Schedule

weekly

Evidence of Completion

homework

Action Step 2

Inform parents of importance of EOC and testing dates

Person or Persons Responsible

guidance, principal

Target Dates or Schedule

beginning of the school year

Evidence of Completion

information sent to parents

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Parental contact and input

Person or Persons Responsible

teachers, principal, guidance counselor

Target Dates or Schedule

as needed

Evidence of Completion

parental contact log and feedback

Plan to Monitor Effectiveness of G4.B2.S1

Increased scores on ThinkLink assessment

Person or Persons Responsible

teachers

Target Dates or Schedule

after ThinkLink Assessment

Evidence of Completion

ThinkLink data

G5. 50% of High School students will score at Levels 4, 5, and 6 on FAA Math Assessment.

G5.B1 Lack of student motivation; behaviors that interfere with learning

G5.B1.S1 Arrange supplemental instruction/intervention for students not responding to core instruction.

Action Step 1

Students will participate in technology based remediation activities

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and data reports from any of the following: Think Through Math, Algebra Nation, Discovery Education

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Response to supplemental instruction/intervention

Person or Persons Responsible

teacher

Target Dates or Schedule

after ThinkLink Assessment

Evidence of Completion

ThinkLink data

Plan to Monitor Effectiveness of G5.B1.S1

Increased scores on assessments

Person or Persons Responsible

teachers

Target Dates or Schedule

after ThinkLink Assessment

Evidence of Completion

ThinkLink data

G6. 50% of High School students will score at or above Level 7 on the Math FAA.

G6.B1 Lack of student motivation; behaviors that interfere with learning

G6.B1.S1 Arrange supplemental instruction/intervention for students not responding to core instruction.

Action Step 1

Students will participate in technology based remediation activities

Person or Persons Responsible

Teacher

Target Dates or Schedule

weekly

Evidence of Completion

Data reports from any of the following: ThinkLink, Think Through Math, Algebra Nation,

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Response to supplemental instruction/intervention

Person or Persons Responsible

teacher

Target Dates or Schedule

after ThinkLink Assessment

Evidence of Completion

ThinkLink data

Plan to Monitor Effectiveness of G6.B1.S1

Increased scores on assessments

Person or Persons Responsible

teachers

Target Dates or Schedule

after ThinkLink Assessment

Evidence of Completion

ThinkLink data

G7. 25% of Elementary and Middle School students will achieve Proficiency Level 3 on Math FCAT 2.0.

G7.B1 Lack of student motivation; behaviors that interfere with learning

G7.B1.S1 Use county-wide adopted materials

Action Step 1

Handle With Care

Person or Persons Responsible

Principal, HWC Instructor

Target Dates or Schedule

Annually

Evidence of Completion

Correct usage of HWC

Facilitator:

Ashley McDonald, Handle With Care Instructor

Participants:

All staff

Action Step 2

Think Through Math

Person or Persons Responsible

computer-based program

Target Dates or Schedule

daily

Evidence of Completion

ThinkLink data

Action Step 3

Common Core Math Professional Development

Person or Persons Responsible

Principal

Target Dates or Schedule

At least 3 meetings

Evidence of Completion

classroom visits

Facilitator:

Linda Walker

Participants:

Math teachers

Action Step 4

Use county-wide adopted materials

Person or Persons Responsible

Principal, math teacher, guidance counselor

Target Dates or Schedule

Beginning of the 2013-14 school year

Evidence of Completion

Success determined through teacher observations and ThinkLink data.

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Teacher observations and evaluations

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Ongoing and end of School Year

Evidence of Completion

Lesson plans, observation logs, and annual evaluation

Plan to Monitor Effectiveness of G7.B1.S1

Teacher evaluations and observations

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

ongoing and end of the School Year

Evidence of Completion

lesson plans, observation logs, and annual evaluation summary

G8. 30% of students will score at Achievement Level 3 on Reading FCAT 2.0.

G8.B2 Lack of student motivation; behaviors that interfere with learning

G8.B2.S1 Include higher order thinking questions in delivery of lessons

Action Step 1

Common Core Reading Professional Development

Person or Persons Responsible

teachers

Target Dates or Schedule

at least 3 meetings

Evidence of Completion

classroom visits

Facilitator:

Kathy Oropollo

Participants:

teachers

Action Step 2

Submit lesson plans to the principal

Person or Persons Responsible

teachers

Target Dates or Schedule

weekly

Evidence of Completion

submitted lesson plans

Plan to Monitor Fidelity of Implementation of G8.B2.S1

Lesson Plans will be reviewed during classroom walkthroughs and will be submitted to principal weekly

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom walkthrough logs and submitted lesson plans

Plan to Monitor Effectiveness of G8.B2.S1

Increase in accuracy of student answers on higher order thinking questions

Person or Persons Responsible

teacher

Target Dates or Schedule

after ThinkLink Assessment

Evidence of Completion

ThinkLink assessment data

G8.B3 Inadequate planning time for number of courses taught.

G8.B3.S1 Reducing the number of subject areas to allow more time for planning and use of resources to achieve higher results.

Action Step 1

Assigning two core subject areas to Middle and High School teachers.

Person or Persons Responsible

Guidance and Administration

Target Dates or Schedule

Beginning of 2013-14 School year.

Evidence of Completion

Course schedules

Plan to Monitor Fidelity of Implementation of G8.B3.S1

Ensure that students are scheduled appropriately

Person or Persons Responsible

Principal

Target Dates or Schedule

Registration and intake staffings

Evidence of Completion

Students schedules

Plan to Monitor Effectiveness of G8.B3.S1

Student's will take ThinkLink and FAIR assessments

Person or Persons Responsible

Teacher, Guidance, Intensive Reading Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

FCAT, ThinkLink, and FAIR data reports

G9. 6% of students will score at or above Achievement Level 4 on Reading FCAT 2.0.

G9.B1 Limited technology and access to resources

G9.B1.S1 Implement FAIR, ThinkLink, and Lexia to monitor student progress.

Action Step 1

Implement Lexia Reading to students

Person or Persons Responsible

Principal, Guidance, and Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Data from Lexia Reading Program

Action Step 2

Implement ThinkLink to students

Person or Persons Responsible

Principal, Guidance, and Teacher

Target Dates or Schedule

3 times a year

Evidence of Completion

Scores from ThinkLink

Action Step 3

Implement FAIR to students

Person or Persons Responsible

Principal, Guidance, and Teacher

Target Dates or Schedule

3 times a year

Evidence of Completion

Scores from FAIR Assessment

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Review data reports to ensure teachers are assessing students according to district schedule

Person or Persons Responsible

Principal, Guidance, and Teachers

Target Dates or Schedule

After assessments

Evidence of Completion

Data scores from Assessments

Plan to Monitor Effectiveness of G9.B1.S1

6 % of students will score at or above Achievement Level 4 on Reading FCAT 2.0

Person or Persons Responsible

Principal, Guidance, and Teacher

Target Dates or Schedule

After assessments

Evidence of Completion

Assessment results and progress monitoring test data

G9.B2 Lack of student motivation; behaviors that interfere with learning

G9.B2.S1 Include higher order thinking questions in delivery of lessons

Action Step 1

Submit lesson plans to the principal

Person or Persons Responsible

teachers

Target Dates or Schedule

weekly

Evidence of Completion

submitted lesson plans

Plan to Monitor Fidelity of Implementation of G9.B2.S1

Lesson Plans will be reviewed during classroom walkthroughs and will be submitted to principal weekly

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom walkthrough logs and submitted lesson plans

Plan to Monitor Effectiveness of G9.B2.S1

Increase in accuracy of student answers on higher order thinking questions

Person or Persons Responsible

teacher

Target Dates or Schedule

after ThinkLink Assessment

Evidence of Completion

ThinkLink assessment data

G9.B3 Inadequate planning time for number of courses taught.

G9.B3.S1 Reducing the number of subject areas to allow more time for planning and use of resources to achieve higher results.

Action Step 1

Common Core Institute

Person or Persons Responsible

K-12

Target Dates or Schedule

Evidence of Completion

common core implementation

Facilitator:

Common Core Institute

Participants:

K-12 Teachers

Action Step 2

Assigning two core subject areas to Middle and High School teachers.

Person or Persons Responsible

Guidance and Administration

Target Dates or Schedule

Beginning of 2013-14 School year.

Evidence of Completion

Course schedules

Plan to Monitor Fidelity of Implementation of G9.B3.S1

Ensure that student are sceduled appropriately

Person or Persons Responsible

Principal

Target Dates or Schedule

registration and intake staffing

Evidence of Completion

Student schedules

Plan to Monitor Effectiveness of G9.B3.S1

Students will take ThinkLink and FAIR assessments throughout the year

Person or Persons Responsible

Teacher

Target Dates or Schedule

3 times a year

Evidence of Completion

Benchmark reports from ThinkLink and FAIR

G10. 33% of students will score at Levels 4, 5, and 6 on FAA in Reading.

G10.B2 Lack of student motivation; behaviors that interfere with learning

G10.B2.S1 Include higher order thinking questions in delivery of lessons

Action Step 1

Submit lesson plans to the principal

Person or Persons Responsible

teachers

Target Dates or Schedule

weekly

Evidence of Completion

submitted lesson plans

Plan to Monitor Fidelity of Implementation of G10.B2.S1

Lesson Plans will be reviewed during classroom walkthroughs and will be submitted to principal weekly

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom walkthrough logs and submitted lesson plans

Plan to Monitor Effectiveness of G10.B2.S1

Increase in accuracy of student answers on higher order thinking questions

Person or Persons Responsible

teacher

Target Dates or Schedule

after ThinkLink Assessment

Evidence of Completion

ThinkLink assessment data

G10.B3 Inadequate planning time for number of courses taught.

G10.B3.S1 Reducing the number of subject areas to allow more time for planning and use of resources to achieve higher results.

Action Step 1

Assigning two core subject areas to Middle and High School teachers.

Person or Persons Responsible

Guidance and Administration

Target Dates or Schedule

Beginning of 2013-14 School year.

Evidence of Completion

Course schedules

Plan to Monitor Fidelity of Implementation of G10.B3.S1

Ensure that students are scheduled accordingly to subject areas

Person or Persons Responsible

Guidance and Principal

Target Dates or Schedule

registration and intake staffing

Evidence of Completion

student schedules

Plan to Monitor Effectiveness of G10.B3.S1

Student's will take ThinkLink and FAIR assessment

Person or Persons Responsible

Teacher, Guidance, and Intensive Reading Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT, ThinkLink, and FAIR data report

G11. 67% of students will score at or above Level 7 on FAA Reading.

G11.B2 Lack of student motivation; behaviors that interfere with learning

G11.B2.S1 Include higher order thinking questions in delivery of lessons

Action Step 1

Submit lesson plans to the principal

Person or Persons Responsible

teachers

Target Dates or Schedule

weekly

Evidence of Completion

submitted lesson plans

Plan to Monitor Fidelity of Implementation of G11.B2.S1

Lesson Plans will be reviewed during classroom walkthroughs and will be submitted to principal weekly

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom walkthrough logs and submitted lesson plans

Plan to Monitor Effectiveness of G11.B2.S1

Increase in accuracy of student answers on higher order thinking questions

Person or Persons Responsible

teacher

Target Dates or Schedule

after ThinkLink Assessment

Evidence of Completion

ThinkLink assessment data

G11.B3 Inadequate planning time for number of courses taught.

G11.B3.S1 Reducing the number of subject areas to allow more time for planning and use of resources to achieve higher results.

Action Step 1

Assigning two core subject areas to Middle and High School teachers.

Person or Persons Responsible

Guidance and Administration

Target Dates or Schedule

Beginning of 2013-14 School year.

Evidence of Completion

Course schedules

Plan to Monitor Fidelity of Implementation of G11.B3.S1

Ensure that students are scheduled accordingly to subject area

Person or Persons Responsible

Guidance and Principal

Target Dates or Schedule

Registration and intake staffing

Evidence of Completion

Student Schedules

Plan to Monitor Effectiveness of G11.B3.S1

Student's will take ThinkLink and FAIR assessment

Person or Persons Responsible

Teacher

Target Dates or Schedule

3 times per year

Evidence of Completion

FCAT, ThinkLink, and FAIR data reports

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A - Services are provided to ensure students receiving additional remediation are assisted through services such as after-school program. The district coordinates with Title II, Title VI, and School Improvement Initiative to ensure staff development needs are provided. Title I, Part C- Migrant - Migrant Liaison provides services and support to students and parents. Contact is maintained with Maria Pouncey, Migrant Program Coordinator.

Established collaboration includes but is not limited to: a) supplemental educational materials for teachers serving migrant students. Migrant staff will monitor grades, attendance and confer, as needed, with teachers and parents regarding academic progress. Supplementary tutorials are offered to students on a regular basis during the school year, all other migrant students will receive tutorial services as needed. Home visits are conducted as needed based on grades and attendance, and to offer health education and assistance to meet social service needs. In home tutorials with highly qualified personnel are offered during the summer for migrant eligible students. The curriculum is designed to improve reading comprehension, language expression, and writing.

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 ClassWorks and after-school tutoring.

Title II - To improve and increase teacher' knowledge of academic subjects and enable teachers to become highly qualified.

Give teachers and principals the knowledge and skills to help students meet challenging State academic standards.

Improve classroom management skills by:

Making sure the in-services or trainings are sustained, intensive and classroom-focused and are not one-day or short-term workshops.

To provide incentives for teachers to add reading endorsement to their certificates. Funds were used to pay the salaries for extra teachers to help reduce the teacher student ratio and

6 teachers received \$2400.00 as a one-time bonus for adding reading endorsement to their certificate.

Funds were also used to provide supplemental professional development activities during the summer that assisted teachers and staff with understanding how to use technological tools with their academic subjects.

Title III

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.

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

Violence Prevention Programs - The district promotes a Safe Drug Free Environment at all schools.

Random drug testing for students involved in extra-curricular activities.

Nutrition Programs - Our district supports the Jackson County Wellness Policy

Housing Programs

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

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 Cottony School District prekindergarten program serves children who meet eligibility requirements for Head Start, Voluntary PreK and Exceptional Student Education programs at six different sites. Although funded separately, all preschool programs complement one another in many ways and are integrated to provide the most developmentally appropriate environment for three and four year old children. These programs share staff implement a common curriculum and follow the same daily schedule of activities both indoors and outdoors within their individual school sites. Comprehensive health and family services are provided to all families, although only required for Head Start. This collaboration makes available many inclusion opportunities for children with disabilities simultaneously meeting Head Start federal regulations for enrollment opportunities.

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. 25% of students will score at or above 3.5 on the FCAT 2.0 Writing.

G2.B1 Up-to-date available resources

G2.B1.S1 Update materials through textbooks and/or technology

PD Opportunity 1

Six Traits of Writing

Facilitator

Principal

Participants

School writing chairman

Target Dates or Schedule

ongoing training

Evidence of Completion

Teachers scoring JC Writes

PD Opportunity 2

JC Writes

Facilitator

Superintendent

Participants

K-12

Target Dates or Schedule

At least 3x a year

Evidence of Completion

JC Writes data

G7. 25% of Elementary and Middle School students will achieve Proficiency Level 3 on Math FCAT 2.0.

G7.B1 Lack of student motivation; behaviors that interfere with learning

G7.B1.S1 Use county-wide adopted materials

PD Opportunity 1

Handle With Care

Facilitator

Ashley McDonald, Handle With Care Instructor

Participants

All staff

Target Dates or Schedule

Annually

Evidence of Completion

Correct usage of HWC

PD Opportunity 2

Common Core Math Professional Development

Facilitator

Linda Walker

Participants

Math teachers

Target Dates or Schedule

At least 3 meetings

Evidence of Completion

classroom visits

G8. 30% of students will score at Achievement Level 3 on Reading FCAT 2.0.

G8.B2 Lack of student motivation; behaviors that interfere with learning

G8.B2.S1 Include higher order thinking questions in delivery of lessons

PD Opportunity 1

Common Core Reading Professional Development

Facilitator

Kathy Oropollo

Participants

teachers

Target Dates or Schedule

at least 3 meetings

Evidence of Completion

classroom visits

G9. 6% of students will score at or above Achievement Level 4 on Reading FCAT 2.0.

G9.B3 Inadequate planning time for number of courses taught.

G9.B3.S1 Reducing the number of subject areas to allow more time for planning and use of resources to achieve higher results.

PD Opportunity 1

Common Core Institute

Facilitator

Common Core Institute

Participants

K-12 Teachers

Target Dates or Schedule

Evidence of Completion

common core implementation

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G7.	25% of Elementary and Middle School students will achieve Proficiency Level 3 on Math FCAT 2.0.	\$4,550
G8.	30% of students will score at Achievement Level 3 on Reading FCAT 2.0.	\$4,500
G9.	6% of students will score at or above Achievement Level 4 on Reading FCAT 2.0.	\$4,500
Total		\$13,550

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Professional Development	Total
Title I A and ID and IDEA for ESE	\$3,750	\$0	\$3,750
Title I	\$0	\$7,800	\$7,800
Race to the Top	\$0	\$2,000	\$2,000
Total	\$3,750	\$9,800	\$13,550

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G7. 25% of Elementary and Middle School students will achieve Proficiency Level 3 on Math FCAT 2.0.

G7.B1 Lack of student motivation; behaviors that interfere with learning

G7.B1.S1 Use county-wide adopted materials

Action Step 2

Think Through Math

Resource Type

Evidence-Based Program

Resource

computer-based

Funding Source

Title I A and ID and IDEA for ESE

Amount Needed

\$1,250

Action Step 3

Common Core Math Professional Development

Resource Type

Professional Development

Resource

Common Core Training/Inservice

Funding Source

Title I

Amount Needed

\$3,300

G8. 30% of students will score at Achievement Level 3 on Reading FCAT 2.0.

G8.B2 Lack of student motivation; behaviors that interfere with learning

G8.B2.S1 Include higher order thinking questions in delivery of lessons

Action Step 1

Common Core Reading Professional Development

Resource Type

Professional Development

Resource

Training/Inservice

Funding Source

Title I

Amount Needed

\$4,500

G9. 6% of students will score at or above Achievement Level 4 on Reading FCAT 2.0.

G9.B1 Limited technology and access to resources

G9.B1.S1 Implement FAIR, ThinkLink, and Lexia to monitor student progress.

Action Step 1

Implement Lexia Reading to students

Resource Type

Evidence-Based Program

Resource

computer-based remediation program

Funding Source

Title I A and ID and IDEA for ESE

Amount Needed

\$2,500

G9.B3 Inadequate planning time for number of courses taught.

G9.B3.S1 Reducing the number of subject areas to allow more time for planning and use of resources to achieve higher results.

Action Step 1

Common Core Institute

Resource Type

Professional Development

Resource

Training/Inservice

Funding Source

Race to the Top

Amount Needed

\$2,000