Jackson Alternative School

2023-24

Schoolwide Improvement Plan (SIP)

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Jackson Alternative School

2701 TECHNOLOGY CIR, Marianna, FL 32448

http://jas.jcsb.org

School Board Approval

This plan was approved by the Jackson County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department 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.

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 higher 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, and display a positive attitude towards students and learning.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the 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	Mr. Suggs is the Principal and oversees the operation of the school supporting academics and therapeutic behavior interventions for students.
Bryan, Jenny	School Counselor	School Advisory Chair
Roberts, Bertha	Teacher, ESE	Lead teacher supporting admininstration.
Roberts, Preston	Teacher, K-12	Teacher assisting administration.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

We will advertise all SAC meetings via our school website, our Facebook page, and letters sent home from the school.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP is regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards. Teachers, RtI specialists, data specialists, lead instructional coaches, administrators, and the SAC chair review data from PM1 and 2 once they are finished; all but the SAC chair also look into classroom assessments and student's grades. When the SAC meets, they discuss the data, what is working, and what isn't, and if there are changes that can be made. The SAC will brainstorm creative ideas for helping students who are not meeting the academic standards and review the budget to determine if there are funds available for tutoring, extra programs, etc. The SIP is revised as necessary to ensure continuous improvement in student achievement and teacher effectiveness. Our ELA curriculum map was rewritten to address standards that were not covered adequately, and resources were added for those gaps in instruction. We also rewrote assessments as needed to better assess the standards. Remediation is held in small-group instruction in the classrooms as well as pull out with response to intervention teachers during the school day. If funding allows, we will have after-school remediation as well.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	52%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: MAINTAINING 2017-18: MAINTAINING

	2016-17: MAINTAINING
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	0	0	0	0	2	2	6	3	0	13
One or more suspensions	0	0	0	0	1	2	9	9	9	30
Course failure in English Language Arts (ELA)	0	0	0	0	0	1	3	10	4	18
Course failure in Math	0	0	0	0	0	0	3	10	4	17
Level 1 on statewide ELA assessment	0	0	0	1	6	5	10	9	9	40
Level 1 on statewide Math assessment	0	0	0	1	5	9	15	11	10	51
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	2	7	3	5	17

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	0	0	1	1	4	4	12	12	10	44

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	2	0	0	0	0	1	6	4	1	14
Students retained two or more times	0	0	0	0	3	2	3	6	8	22

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	1	1	1	1	2	5	5	10	12	65
One or more suspensions	1	0	0	1	0	0	1	3	1	12
Course failure in ELA	0	0	0	1	1	3	1	10	6	37
Course failure in Math	0	0	0	1	1	2	2	5	3	21
Level 1 on statewide ELA assessment	0	0	0	1	6	5	7	10	8	62
Level 1 on statewide Math assessment	0	0	0	1	5	9	10	12	7	73
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	1
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	0	0	2	2	6	6	13	8	68

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	1	1	3	4	1	5	2	27
Students retained two or more times	0	0	0	0	3	2	2	7	6	30

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	1	1	1	1	2	5	5	10	12	38
One or more suspensions	1	0	0	1	0	0	1	3	1	7
Course failure in ELA	0	0	0	1	1	3	1	10	6	22
Course failure in Math	0	0	0	1	1	2	2	5	3	14
Level 1 on statewide ELA assessment	0	0	0	1	6	5	7	10	8	37
Level 1 on statewide Math assessment	0	0	0	1	5	9	10	12	7	44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	1	0	0	2	2	6	6	13	8	38

The number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	0	0	1	1	3	4	1	5	2	17
Students retained two or more times	0	0	0	0	3	2	2	7	6	20

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	**District**	**State**	**School**	**District**	**State**	**School**	**District**	**State**
ELA Achievement*	18	49	53	22	50	55	23		
ELA Learning Gains				35			27		
ELA Lowest 25th Percentile									
Math Achievement*	13	50	55	14	36	42	20		
Math Learning Gains				30			24		
Math Lowest 25th Percentile									
Science Achievement*	13	40	52		48	54	30		
Social Studies Achievement*	35	59	68	20	50	59			
Middle School Acceleration		69	70		46	51			
Graduation Rate	40	83	74	8	40	50	36		
College and Career Acceleration		56	53		65	70			
ELP Progress		62	55		63	70			

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	24
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	119
Total Components for the Federal Index	5
Percent Tested	92
Graduation Rate	40

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	22
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	129
Total Components for the Federal Index	6
Percent Tested	88
Graduation Rate	8

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	20	Yes	4	3
ELL				
AMI				
ASN				
BLK	18	Yes	4	4
HSP				
MUL				
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	28	Yes	4	1
FRL	25	Yes	4	4

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	3	2
ELL				
AMI				
ASN				
BLK	23	Yes	3	3
HSP				
MUL				
PAC				
WHT	34	Yes	3	
FRL	31	Yes	3	3

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	18			13			13	35		40		
SWD	18			14			10	36			4	
ELL												
AMI												
ASN												
BLK	17			5			20	20			5	
HSP												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL												
PAC												
WHT	26			22			12	50			4	
FRL	18			13			14	35			5	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	22	35		14	30			20		8		
SWD	20	45		15	29							
ELL												
AMI												
ASN												
BLK	14	31										
HSP												
MUL												
PAC												
WHT	33	44		24	36							
FRL	30	42		17	35							

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	23	27		20	24		30			36		
SWD	29	31		26	21							
ELL												
AMI												
ASN												
BLK	15	18		8	10							
HSP												
MUL												
PAC												
WHT	31	36		31	36							

2020-21 ACCOUNTABILITY 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	ELP Progress
FRL	23	24		17	24							

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	*	49%	*	50%	*
05	2023 - Spring	12%	51%	-39%	54%	-42%
07	2023 - Spring	11%	38%	-27%	47%	-36%
08	2023 - Spring	5%	45%	-40%	47%	-42%
09	2023 - Spring	*	50%	*	48%	*
04	2023 - Spring	*	61%	*	58%	*
06	2023 - Spring	7%	50%	-43%	47%	-40%
03	2023 - Spring	*	58%	*	50%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	7%	50%	-43%	54%	-47%
07	2023 - Spring	6%	53%	-47%	48%	-42%
03	2023 - Spring	*	66%	*	59%	*
04	2023 - Spring	*	64%	*	61%	*
08	2023 - Spring	16%	46%	-30%	55%	-39%
05	2023 - Spring	12%	47%	-35%	55%	-43%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	11%	38%	-27%	44%	-33%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	6%	41%	-35%	51%	-45%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	48%	*	50%	*

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	41%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	47%	*	63%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	13%	59%	-46%	66%	-53%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	27%	60%	-33%	63%	-36%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

Graduation Rate- Jackson Alternative is a last option prior to a student dropping out for adult education, is two or more years behind academically, or an alternate to expulsion. It is our effort to maintain their enrollment to completion, but it is a significant challenge.

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

Graduation Rate- declined 28% from 2021 to 2022. Cohort of students from Hurricane Michael and COVID-19 trauma and barriers.

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

Graduation Rate- as compared to the state average there is a 82% gap. The Alternative setting as compared to the general population and the impacts of Hurricane Michael and COVID-19.

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

English Language Arts learning gains for students with disabilities. New curriculum in Intensive Reading implemented.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Graduation Rate and ESSA subgroup performance.

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

Graduation Rate and improve ESSA subgroup performance.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

2023 School Year Average Daily Attendance was 82%. Attendance during testing window is 87%. The school is CSI supporting improvement for every subgroup of students.

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

Increase average daily attendance to 90% for the 2023-2024 school year. Test 95% of students during state progress monitoring windows.

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

The Principal, the Guidance Counselor, and our school receptionist will track attendance daily. The School Receptionist calls each absent child's home to check on the student. A report is provided to the Principal. The Principal also works with the School Resource Deputy for those students who approach truant levels. The District's Homeless Liaison assists with attendance issues of identified students.

Person responsible for monitoring outcome:

Rex Suggs (rex.suggs@jcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. A portion of the School Resource Deputy contract is tied to supporting attendance (Homeless ARP).
2. Positive Behavior Intervention Supports. (Activities funded through UniSIG)
3. Increase Parent Engagement Events.(Activities funded through UniSIG)
4. School Recognition of student achievement (Bulletin boards and Announcements). (Supplies funded through UniSIG)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1. Support from the School Resource Deputy for attendance will assist in approving attendance.
2. Provide resources to support PBIS that enhance the educational day and celebrate improved behaviors at a school that supports behavior modifications.
3. Involved and engaged parents support the improvement of school outcomes. A majority of the parents have had negative experiences with schools. At Jackson Alternative, Every Day is a New Day, and we need our parents to understand that we are here for a positive educational experience.
4. Provide resources to celebrate students through posted work, art, and achievements. Provide general supplies to create announcement boards throughout the school.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Continue to work with School Resource Deputy to build relationships with students and work with students who are exhibiting truant behaviors.

Person Responsible: Rex Suggs (rex.suggs@jcsb.org)

By When: Daily attendance will be monitored. Full school review of attendance every 45 days.

Identify weekly supports for students. Create an educational prize box full of school supplies (crayons, colored pencils, mechanical pencils, colored pens, markers, water color paints, multi-select pens, pencils, folding pens, eraser tops, erasers, bookmarks, pencil grips) and behavior modification tools (coloring books, activity books, create your own comic book, writing journals, stress squeezes, sensory fidgets, stretchy fidgets, slap bracelets) to provide students to enhance their educational experience through reinforced positive behavior.

Person Responsible: Jenny Bryan (jenny.bryan@jcsb.org)

By When: Well-stocked box will be completed by October 1, 2023.

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Address the four subgroups (total school makeup) of white students, students with disabilities, black students, and economically disadvantaged students meet the content standards in Florida Assessment of Student Thinking in English Language Arts and Math.

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

The four subgroups (total school makeup) of white students, students with disabilities, black students, and economically disadvantaged students will achieve 41% or higher on the Florida Assessment for Student Thinking on the 2024 assessment.

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

The School Leadership Team along with the Director of Curriculum, Director of ESE, Director of Student Services, Director of Federal Programs, and the Deputy Superintendent will provide data analysis of progress monitoring data and early warning sign data to track the success and growth of students towards the 2024 measurable outcome.

Person responsible for monitoring outcome:

Rex Suggs (rex.suggs@jcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Utilization of IXL with UniSIG funds- Tier II ESSA Moderate Evidence
2. Provide a Summer School Program with UniSIG funds Tier 3- Promising Evidence: Instructional and character education summer programs. 2 hours of reading instruction, 1 hour of math instruction, 1 hour of computer-based learning based on student needs, and 1 hour of character education.
3. Tutoring at home-zoned schools with ESSER funds during the school year.
4. Training on core content programs- Tier 1 Strong Evidence for the Core Programs Utilized as listed in Section V.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The IXL program is supportive of at-home and in-class instruction. The program reteaches a strategy when the student misses a single standard two times through video explanation and step-by-step instructions. The student is reassigned some questions until a passing score is achieved. this score is established by the teacher.

Extended Learning Opportunities provide students the ability to close the achievement gap on standards mastery. Students are provided multiple opportunities to participate in after school tutoring during the school year and during summer. This provides an opportunity to master standards and increase proficiency and learning gains on FAST.

Professional learning to deepen knowledge and skills in the core content provided improves Tier I Instruction to increase the effectiveness of teaching and learning.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The District conducts a needs assessment for each school site identifying needs for academics, social well-being, and overall campus needs/wish list. Those needs are categorized and funding is identified to address the needs through the grants department and finance department. Special area funding, like UniSIG are used to address unique needs identified in the RFA for the purposes of supplementing the already established resources identified in June/July.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Fifty eight percent of grade 1 students at Jackson Alternative School scored below grade level on PM 3 in 2022-23. After reviewing all data, it has been determined that Word Recognition is the most critical need, as the students were not fluent readers, therefore were unable to read independently. The components of Word Recognition, phonological awareness, decoding, and sight recognition, will be the

focus of instruction. All instructional practices as identified in the K-5 Practice Profile will be addressed, with specific emphasis on Explicit and Systematic instruction.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

One hundred percent of students in grade 5 at Jackson Alternative School scored levels 1 or 2 on PM 3. Data shows that there is a critical need for explicit and systematic instruction in Language Comprehension. This includes background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge.

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Fifty-one percent of grade 1 students at Jackson Alternative School will score at or above the 40th percentile on PM 3 for 2023-24.

Grades 3-5 Measurable Outcomes

Fifty-one percent of grade 5 students at Jackson Alternative School will score a level 3 or higher on F.A.S.T. PM3 for 2023-24.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Explicit and Systematic Instruction in Language Comprehension and Word Recognition will be monitored through weekly, informal walk throughs conducted by the principal and assistant principal at each school. The District Literacy Specialist will conduct monthly observations of focused instruction using the K-5 Walk-Through form that accompanies the K-5 Instructional Practice Profile. All classroom data, progress monitoring data from Star Reading, Star Early Literacy, and iReady will be monitored.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Suggs, Rex, rex.suggs@jcsb.org

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Each of the following programs are included as part of the district's K-12 Reading Plan and are aligned with Florida's B.E.S.T. Standards for ELA:

• HMH Into Reading, Florida- Grades K-2 (Strong- Evidence for ESSA)
• McGraw Hill Reading Wonders- Grades 3-5 (Strong- Evidence for ESSA)
• SRA Open Court Foundational Skills- Grades K-3 (Strong- Evidence for ESSA)
• SRA Reading Mastery- Grade K (Promising- Evidence for ESSA)
• SRA Early Interventions in Reading- Grades 1-2 (Promising- Evidence for ESSA)
• SRA Corrective Reading- Grades 3-5 (Promising- Evidence for ESSA)
• UFLI- Grades K-5 (Promising- Evidence for ESSA)
• FCRR- Grades K-5 (Promising- Evidence for ESSA)
• iReady Toolbox- Grades K-5 (Promising- Evidence for ESSA)
• iReady Lessons- Grades K-5 (Promising- Evidence for ESSA)
• Lexia Core 5- Grades K-5 (Strong- Evidence for ESSA)
• Rewards- Grade 5 (Promising- Evidence for ESSA)
• Wilson Fundations- Grades K-2 (Promising- Evidence for ESSA)

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

• HMH Into Reading, Florida- Grades K-2 (Core)
• McGraw Hill Reading Wonders- Grades 3-5 (Core)
• SRA Open Court Foundational Skills- Grades K-3 (Supplemental)
• SRA Reading Mastery- Grade K (Intervention)
• SRA Early Interventions in Reading- Grades 1-2 (Intervention)
• SRA Corrective Reading- Grades 3-5 (Intervention)
• UFLI- Grades K-5 (Supplemental)
• FCRR- Grades K-5 (Supplemental)
• iReady Toolbox- Grades K-5 (Supplemental)
• iReady Lessons- Grades K-5 (Supplemental)
• Lexia Core 5- Grades K-5 (Intervention)
• Rewards- Grade 5 (Intervention)
• Wilson Fundations- Grades K-2 (Supplemental)

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
The Literacy Leadership Team at each school will assist in providing training in Explicit and Systematic Instruction as defined by the K-5 Instructional Practice Profile. The LLT will provide both examples and non-examples for teachers. The school-level LLT will meet monthly to plan lessons that are standards-based and provide explicit and systematic instruction.	Suggs, Rex, rex.suggs@jcsb.org
Literacy Coaching- The District Literacy Specialist will meet with teachers monthly to plan lessons, provide professional development, model lessons, and provide feedback.	King, Stephanie, stephanie.king@jcsb.org
Assessment- Teachers in each grade will analyze all items on classroom assessments before and after testing. Items on classroom assessments that are not fully aligned to grade level benchmarks, will be replaced with created questions and tasks that are aligned using each grade level's Achievement Level Descriptor, as well as Standards-Based Question Stems. Teachers will meet with the school's Literacy Leadership Team, as well as the District Literacy Specialist to analyze data from all classroom assessments. All assessment data from Star Reading, Star Early Literacy, and iReady will also be analyzed to drive instruction.	Suggs, Rex, rex.suggs@jcsb.org
Professional Learning- Each school's Literacy Leadership Team, along with the District Literacy Specialist will use all available data to determine the most appropriate professional learning. The LLT at each school will be provided with training on Explicit and Systematic Instruction.	Suggs, Rex, rex.suggs@jcsb.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The School Advisory Council discusses and supports the development of the Schoolwide Plan and School Improvement Plan (parallel documents). The plan is placed on the Board Document site at https://jackson.ic-board.com/ where the Board and Community are able to review and provide feedback in a public forum. After Board approval the plan is approved in the CIMS platform and a link posted to the District Webpage and linked to school page, https://www.jcsb.org/apps/pages/index.jsp?uREC_ID=1214135&type=d&pREC_ID=2495654. After Board approval Facebook and ParentSquare posts will be made with the links to access the plan.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The District and School Parent and Family Engagement Plans are provided at https://www.jcsb.org/apps/pages/index.jsp?uREC_ID=1214135&type=d&pREC_ID=2495654. The school pages are linked to the District page to access the Parent and Family Engagement Plans. Utilization of Facebook and ParentSquare provide links to parents and the community to stay informed on the improvement process with the School. Each school holds a quarterly meeting with the School Advisory Council. The District Parent Advisory Council will hold three meeting and the District will hold two parent trainings in addition to the school-level trainings and cultural events.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

The District provides 1,950 minutes of additional instruction annually through regular scheduling. Summer school is offered for K-5 18-20 days for 240 minutes per day. Credit Recovery is offered for grades 6-12 for 40 days for 240 minutes per day. Supplements to the curriculum provide opportunities for enrichment, acceleration, and remediation. After-school tutoring is provided to class achievement gaps of struggling students.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The District coordinates with all ESSA programs to enhance and provide supplemental services to improve the overall educational and well-being of students, staff, and parents. Title I Part A and Part D support graduation rates. Title I Part A and Title II improve teacher effectiveness. Title I Part A and Title III provide services for ELL students. Title IV and Title V provide extended learning programs. Title I Part A and IDEA support ESE services. Title I Part A, Mental Health and SRD support attendance and Homeless Students. Nutrition Programs support Head Start snacks and after-school tutoring snacks.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Jackson County School District employs twelve district school mental health counselors and one mental health administrator. Upon a student self-reporting, parental report, or referral by Jackson County School District faculty or staff, individual screening services and mental health services will be provided by the district employed School Mental Health Counselors, once parental consent is obtained for services, within fifteen days of the referral being received by the Jackson County School Mental Health Administrator. Screening will then take place to assess the students' mental health status and present mental health needs of each referred student. If the assessment/screening reflects a need for services beyond the counseling services provided within the educational setting, a referral will be made to a local collaborating mental health agency /service provider/primary care provider chosen by the parent/ guardian in a collaborative effort to address the mental health needs of the student. The local collaborating mental health agency/service provider/primary care provider will be responsible for insurance billing for mental health services provided to assess, diagnose, and provide treatment/ recovery services. The local collaborating mental health agency/service provider will initiate services within thirty days of receipt of the referral. Jackson County School District presently has a total of fifteen Memorandum's of Understanding with local providers to assist our district in providing expeditious, individualized care to meet the needs of our students. The MOU's ensure our district's ability to collaborate the care of our students and outcomes for the individual. Jackson County School District collaborates with Life Management Center through a referral process for students to receive services from the Mobile Response Team or Community Action Team to assist the students and parents in dealing with emotional and behavioral needs that will include family and student mental health services, health care, psychiatric evaluation, medication management (if necessary), case management services, and any other additional services necessary, as determined by service providers. Additionally, Jackson County School District collaborates with Northwest Florida Health Network, formerly Big Bend Community Based Care, to provide the opportunity for telehealth services for students through the usage of the Let's Talk Interactive technology at local school sites. The telehealth services platform is HIPAA compliant and has the capability to expand mental health and medical services available within the schools. Additionally, trauma informed care counseling group sessions are offered and conducted by the school mental health counselors that are trained in Bounce Back and Cognitive Behavioral Intervention for Trauma in Schools (CBITS), with consent granted by parents/guardians, for students that have experienced various forms of trauma.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Students have access to dual enrollment, advanced placement courses, and career and technical education programs to improve opportunities for postsecondary success and career preparation. Juniors and Seniors attend the regional career fair. Each high school holds a parent engagement night for college and career preparation.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Schoolwide behavior systems are used in conjunction with the 3-tier model used for Problem-Solving/ Multi-tiered Systems of Support – Response to Intervention (PS/MTSS-RtI) used for academic and behavioral needs. Tier 1 is schoolwide expectations and systems based on the theory of positive behavioral systems. Students needing extra support are moved to Tier 2 or 3 depending on the level of need. Need would be based on data including classroom infractions, bus referrals, other office referral documentation, and observations. The school-based PS/MTSS team reviews behavioral data and initiates interventions based on individual student need. Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) are completed to identify the problem-behavior and interventions/skill

needed to initiate positive behavioral results. As needed, students with behavioral problems that are not responding to the BIP and recommended interventions, will be referred to Student Services for a more comprehensive evaluation for possible services under IDEA.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The District utilizes local and federal resources to support beginning teachers, provide mentors to struggling teachers, provide consultants to support classroom management and instructional best practices. The District supports school Professional Learning Communities that are focused on Marzano Learning Strategies or Standards-based Instruction. The District utilizes Title I Part A, Title II, and ESSER funds to support curriculum resource teachers, technology integration resources, and data analysis. To recruit and retain teachers, the District provides VAM bonuses for high-impact teachers, provide Teacher Leadership Program, and supplements for mentoring new teachers.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Pre-K students at each school take a trip to kindergarten classrooms at their next school. They have an orientation to the classroom setting and tour of the school.

Parents of pre-k students receive orientation letters. There is articulation between staff at both campuses.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0212 - Jackson Alternative School	UniSIG	0.0	$2,000.00
			Notes: School supplies for the PBIS toolbox- (coloring books, activity books, create your own comic book, writing journals, stress squeezes, sensory fidgets, stretchy fidgets, slap bracelets) (crayons, colored pencils, mechanical pencils, colored pens, markers, water color paints, multi-select pens, pencils, folding pens, eraser tops, erasers, bookmarks, pencil grips)			
	5100	590	0212 - Jackson Alternative School	UniSIG	0.0	$1,000.00
			Notes: Behavior support tools for PBIS implementation. This is a behavior program school and behavior modification tools are essential to providing improved classroom behaviors that positively impacts student achievement.			
2	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				$68,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	369	0212 - Jackson Alternative School	UniSIG	0.0	$4,200.00

			Notes: IXL Learning Program for reading, math, science, and social studies. Supports 150 students.			
	6400	310	0212 - Jackson Alternative School	UniSIG	0.0	$844.73
			Notes: Training fees for curriculum content providers and textbook companies to provide intensive professional learning to improve teacher effectiveness in standards-based instruction.			
	5900	120	0212 - Jackson Alternative School	UniSIG	0.4	$21,000.00
			Notes: 10 teachers at 5 hours per day for 12 days for a total of 600 hours at $35/hour for Instructional and character education summer programs. 2 hours of reading instruction, 1 hour of math instruction, 1 hour of computer-based learning based on student needs, and 1 hour of character education.			
	5900	150	0212 - Jackson Alternative School	UniSIG	0.9	$10,800.00
			Notes: 10 paraprofessionals at 5 hours per day for 12 days for a total of 600 hours. Support teachers in implementing- Instructional and character education summer programs. 2 hours of reading instruction, 1 hour of math instruction, 1 hour of computer-based learning based on student needs, and 1 hour of character education.			
	5900	750	0212 - Jackson Alternative School	UniSIG	0.4	$9,000.00
			Notes: 10 Student Workers at 5 hours per day for 12 days for a total of 600 hours at $15/hour to Support teachers and paraprofessionals in implementing- Instructional and character education summer programs. 2 hours of reading instruction, 1 hour of math instruction, 1 hour of computer-based learning based on student needs, and 1 hour of character education.			
	7900	160	0212 - Jackson Alternative School	UniSIG	0.04	$1,200.00
			Notes: Custodian to clean during the summer program 5 hours per day for 12 days for a total of 60 hours at $20/hour. This is an ESE Center school with high needs students that will require custodial services above what is normally provided during summer months.			
	6130	160	0212 - Jackson Alternative School	UniSIG	0.04	$1,320.00
			Notes: Nurse for 5 hours per day for 12 days for a total of 60 hours at $22/hour. This is an ESE Center with medically fragile students requiring the need for health services during the summer program.			
	7800	160	0212 - Jackson Alternative School	UniSIG	0.16	$3,888.00
			Notes: 6 bus drivers for 3 hours per day for 12 days for a total of 216 hours at $18/hour.			
	5900	210	0212 - Jackson Alternative School	UniSIG	0.0	$4,315.26
			Notes: Retirement at 13.57% for teachers and paraprofessionals			
	7900	210	0212 - Jackson Alternative School	UniSIG	0.0	$162.84
			Notes: Retirement at 13.57% for custodian			
	6130	210	0212 - Jackson Alternative School	UniSIG	0.0	$179.13
			Notes: Retirement at 13.57% for nurse.			
	7800	210	0212 - Jackson Alternative School	UniSIG	0.0	$527.60
			Notes: Retirement at 13.57% for bus drivers.			

	5900	220		0212 - Jackson Alternative School	UniSIG	0.0	$3,121.20
			Notes: FICA at 7.65% for teachers, paraprofessionals, and student workers.				
	7900	160		0212 - Jackson Alternative School	UniSIG	0.0	$91.80
			Notes: FICA at 7,65% for custodian.				
	6130	220		0212 - Jackson Alternative School	UniSIG	0.0	$100.98
			Notes: FICA at 7,65% for nurse.				
	7800	160		0212 - Jackson Alternative School	UniSIG	0.0	$297.43
			Notes: FICA at 7.65% for bus drivers.				
	5900	240		0212 - Jackson Alternative School	UniSIG	0.0	$254.22
			Notes: Worker's Compensation at .00378% for teachers, paraprofessionals, and student workers.				
	7900	240		0212 - Jackson Alternative School	UniSIG	0.0	$39.22
			Notes: Worker's Compensation at 3.268% for custodian.				
	6130	240		0212 - Jackson Alternative School	UniSIG	0.0	$4.99
			Notes: Worker's Compensation at .00378% for nurse.				
	7800	240		0212 - Jackson Alternative School	UniSIG	0.0	$137.60
			Notes: Worker's Compensation at 3.539% for bus drivers.				
	7800	330		0212 - Jackson Alternative School	UniSIG	0.0	$6,765.00
			Notes: Mileage for buses at $1.50/mile for 4510 miles.				
						Total:	**$71,250.00**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No