

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: JACKSON ALTERNATIVE SCHOOL

District Name: Jackson

Principal: Jefferson Bryant

SAC Chair: Michele Laramore; Richard Wheatley

Superintendent: Lee Miller

Date of School Board Approval:

Last Modified on: 10-29-2009

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VISION and MISSION STATEMENTS

Jackson Alternative School's mission is to provide the resources to help each student develop his/her maximum potential and to become as productive and independent as possible at home, in the community, and during post secondary education and employment.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Jackson Alternative School is located at 2701 Technology Circle, Marianna. We house three unique programs, which include Jackson County's alternative education/drop-out prevention program (ACE), the district program for behaviorally disordered students (CACL), and a Credit Program Recovery (CPR) for students who are currently two years or more behind their correct grade. We can serve up to 152 students from Pre-kindergarten to 12th grade. The purpose of this program is to serve the needs to students, both ESE and General Education, who have been designated as students with behavioral problems, according to the guidelines set forth by Florida Department of Education. This program is necessitated by the fact that less restrictive programs such as school-based classes cannot meet the educational and emotional needs of these children because of the severity of the problems they exhibit, or placement is in lieu of expulsion. Typically, these students have emotional and/or behavioral disorders, which are seriously impairing their education progress, or they are facing expulsion from school. Jackson Alternative School's staff has extensive experience and training in dealing with severe behavior problems and can assist with potentially dangerous situations in an effective and safe manner. In addition, the classrooms are equipped with specialized equipment necessary for this function, i.e., intensive supervision rooms.

Unique School Strengths for Next Year

Jackson Alternative School is entering its second year with a full time administrator. Previously the school shared an administrator with another center school at a different location. Having a full time administrator has allowed staff, students, and parents' needs to be addressed in a more timely manner.

Each program has specific, detailed behavior management guides to address students' needs. Consistency across the programs allows staff to maintain focus on positive behavior development, as well as raising academic performance.

Low student to staff ratio reduces behavioral issues and increases time on task. It also allows for greater small group and individualized instruction.

Unique School Weaknesses for Next Year

Due to the nature of the Jackson Alternative Schools' programs, there is a high turn over rate among students. Each student could potentially complete his/her program and return to the basic campus within 90 days. Many classrooms may start the school year with one group of students and end up with a totally different group. Students who remain longer tend to face greater behavioral and academic challenges.

The lack of a consistent curriculum within Jackson County affects the ability to maintain instruction using the same texts and/or materials used in the home school. Students are referred from 12 outside schools using many different curriculums.

The lack of funding due to lower FTE limits the ability to purchase needed curriculum and supplies. Many of our students are not enrolled during both FTE periods.

Student Demographics

Jackson Alternative School serves students from Pre-K through 12th grade with behavioral problems from the entire Jackson County district. Our school population is currently 150 students with a maximum capacity of 160 students. 67.3% of the students are male and 32.7% are female. The ethnicity of our school population consists of 48% of students are black, 46% of students are white, 1.5% of students are Hispanic, and 4.5% are multi-racial. Economically disadvantaged students make up the majority of the school population with 72% eligible for free lunch, 12% eligible for reduced lunch with the remaining 16% not eligible for either. 54% of the entire population are ESE students with .7% classified as English Language Learners (ELL).

Student Attendance Rates

The attendance rate for Jackson Alternative School from the 2006-07 school year was 85.58%; attendance rate from 2007-08 school year was 85.73%; attendance rate from 2008-09 school year was 87%. There was an increase from 2006-07 to 2007-08 of .15%; and increase from 2007-08 to 2008-09 of 1.27% with an overall increase in attendance from 2006-07 to 2008-09 of 1.42%.

Student Mobility

N/A

Student Suspension Rates

2006-2007: In school – 2 students for a total of 14 days. Out of school – 5 students for a total of 38 days.
2007-2008: In school – 5 students for a total of 35 days. Out of school – 7 students for a total of 66 days.
2008-2009: In school – 1 student for a total of 5 days. Out of school – 14 students for a total of 75 days.
The overall suspension rates have increased over the past three years.

Student Retention Rates

The retention rates of student at Jackson Alternative School increased from 15.3% in 2007-08 to 19.5% in 2008-09. Due to the high mobility percentages at JAS, these rates were determined by students attending school during both FTE counts each year.

Class Size

The ACL program maintains a staff to student ratio of one staff to every three students. The ACE and CPR programs maintain a staff to student ratio of two staff to every fifteen students. A point has been made to maintain small class sizes in all subject areas and across grade levels to reduce discipline problems and strengthen the one-on-one relationship between staff and students, improving academic performance.

Academic Performance of Feeder Pattern

Students are referred to Jackson Alternative School from all schools in the district as a result of behavioral issues. There are fourteen schools in the district with only seven of them being Title I schools. Some of the other schools fall below federal minimum enrollment requirements for evaluation of AYP material. Of the seven Title I schools in the district, six of them were identified for Improvement, which makes up 85.7%.

Partnerships and Grants

Jackson Alternative School has many business partners and community organizations that allow our students to become more aware of the resources and services located in Jackson County. Some of these partners include Cypress Pond Farm, Suncoast Horseman's Association, Wal-Mart of Marianna, Town & Country Feed and Seed Co., Motherly Love Child Development Center, Altha Farmer's Co-op and Marianna Animal Hospital. The partnerships with these businesses and community organizations not only include monetary contributions but also volunteer work and educational presentations.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
		Educational			

Principal	Jefferson Bryant	Leadership (all levels), Elementary Education (Grades 1-6), Emotionally Handicapped (K-12), Mentally Handicapped (K-12), Principal (all levels).	16	6	JAS is given a ranking instead of a traditional school grade because we meet the state criteria as an alternative school. In 2007-08 we were ranked Improving in Math and Declining in Reading for an overall ranking of Declining. In 2008-09 we were ranked Improving in Math and Declining in Reading for an overall ranking of Declining.
Assis Principal	Charles Williams	Agriculture 6-12, Educational Leadership (K-12)	1	8	2007-08 Assistant Principal at Marianna High School with a School Grade of C and No AYP. 2008-09 Assistant Principal at Marianna High School with a School Grade D and 82% of AYP Criteria met.

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification (s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
No data submitted					

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Regular meetings of new teachers with Principal	Principal	On-going	
2. Partnering new teachers with a mentor teacher	Assistant Principal	On-going	
3. Partnering teachers who have only two or three years of teaching experience with a "buddy" teacher	Assistant Principal	On-going	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Syntha Alvarez	Professional, ESE K-12	CACL 6th-8th Grade	Syntha is a first year teacher and will take Reading Endorsement classes. She has also taken and passed the Middle School Integrated (5-9) and the Elementary Ed (K-6) Subject Area Exams. She will be assigned a mentor teacher and working to become highly qualified.
Pam Bondurant	Professional, Biology 9-12, Chemistry 9-12, Physics 9-12, Supervision K-12, Reading Endorsement	ACE 9th-12th Grade	Pam currently holds a master's degree and will be working to become highly qualified.
Michele Laramore	Professional, ESE K-12, Middle Grades Integrated 5-9	ACE 9th-12th Grade	Michele will take Reading Endorsement classes and start on a master's degree in counseling and leadership by next school term.
Gary Martin	Temporary, Social Science 6-12, ESE K-12	Credit Program Recovery	Gary Martin is a first year teacher and will be taking remaining classes for his professional certification. He will also be assigned a mentor teacher.
Ashley McDonald	Professional, English 6-12, ESE K-12, PreK-3	CACL 7th-12th Grade	Ashley is currently working on her master's degree for School Psychology and will take Math 6-12 subject area exam in the fall.

Monica Mobley	Professional – Elem Ed K-6, Reading Endorsement	ACE 6th-8th Grade	Monica will schedule to take the Middle School Integrated subject area exam in the fall.
Samantha Siegle	Professional – ESE K-12, Elem Ed K-6, PreK-3	CACL 3rd – 5th Grade	Samantha is currently working on her master's degree in Special Education.
Linda Sims	Temporary, ESE K-12	Pre-Vocational 10th-12th	Linda will take Reading Endorsement classes as well as classes at Chipola College for her professional certification. She will also take the vocational certification test.
Richard Wheatley	Professional – ESE K-12	CACL 9th-12th Grade	Richard is currently working towards a master's degree in Educational Leadership and will be taking three classes during 2009-10.
Lizabeth Wilson	Professional – Elem Ed K-6, Middle Grades Integrated 5-9, ESE K-12	CACL 6th – 8th Grade	Liz is currently working on completing her Reading Endorsement. She has already completed Competency 3 and will be complete Competency 4 & 5 this year.
Tammy Yates	Professional, ESE K-12, Middle Grades Integrated 5-9	Pre-Vocational 6th-9th Grade	Tammy will take Reading Endorsement classes as well as the vocational certification exam.

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
15	13	40	20	20	7	26	13	0	7

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Janice Lanier	Syntha Alvarez	Mrs. Alvarez is a beginning teacher with no classroom experience. Mrs. Lanier is the current guidance counselor and has 25 years of classroom experience.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning as well as reflection, self-assessment, and goal setting activities.
Lane Dykes	Gary Martin	Mr. Martin is a beginning teacher with no classroom experience. Mr. Dykes is currently an ACE high school teacher and has 33 years of classroom experience.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning as well as reflection, self-assessment, and goal setting activities.
Ashley McDonald	Linda Sims	Mrs. Sims is in her second year of teaching. Mrs. McDonald has certification and an ESE background.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning as well as reflection, self-assessment, and goal setting activities. The mentee will attend core

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Instructional Leader/Resource Allocation – (principal) – Jeff Bryant ensures fidelity of the RtI process. Makes decisions on how T2 and T3 services will be delivered to struggling students.

RtI Team Leader – Janice Lanier directs the activities of the team. She receives referrals to the RtI team from staff or parents, sets meeting times, and ensures that the proper documentation and data collection (including progress monitoring information) are maintained, and sets dates/times for timely follow ups.

Data Mentor – Jane Creamer (technology coordinator) – is the person with expertise in collecting, organizing, displaying, analyzing, and interpreting data. This person should not be the sole person who works with the data, but rather should assist all in understanding and using data. The data mentor should have the necessary skills to present data in easily understandable visual displays.

Content Specialist – Pam Bondurant assists in making key decisions such as: What does our assessment data tell us about students' instructional needs? What elements need to be included in an effective core instructional program? Which instructional interventions are most effective to address the area of concern? This person also assists in training the interventionist in using curricular materials/interventions when necessary.

Staff Liaison – Ashley McDonald is the key communicator with staff who are not members of the RtI school based team. This person should be able to establish procedures to gain staff input and communicate with staff members.

Record Keeper – Jessica Hasty documents and completes all paperwork required in the meetings. The record keeper also serves as a timekeeper. She announces agreed upon time periods for discussion and other activities, and informs the team when time is running short.

Behavior Specialist – Jeff Bryant and Lane Dykes will assist in identifying function of inappropriate behaviors and in designing Behavior Intervention Plans when necessary. This person may also assist in training the interventionist on behavioral strategies when necessary.

In addition to the core RtI team, the following individuals should be invited to the meetings: Teacher of the student whose needs are being addressed, Parent/Guardian of the students whose needs are being addressed, Speech/Language Pathologist as needed, and ESE teacher as needed (if not already included in the core team).

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The RtI team uses data-based methods of student performance such as universal screening results, standardized test scores, diagnostic assessment scores, and ongoing progress monitoring reports to determine the percentage of students whose needs are being met in core instruction and to identify those "at risk" in academics and/or behavioral domains, or are not.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The school based RtI team makes data-based decisions for students who are struggling in academic and/or behavioral domains through an effective problem-solving method. Once "specific" academic and/or behavioral deficits have been identified, the team develops an intervention plan matched to student deficits, and determines how student progress will be monitored throughout the intervention period. Teachers/Interventionists implementing T1, T2, and T3 will be provided support and resources needed to implement the interventions.

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Florida Assessment for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), and Thinklink.
 Progress Monitoring: PMRN, FAIR, FCAT, ThinkLink and District Developed Assessment.
 Midyear: FAIR, ThinkLink.
 End of year: FAIR, FCAT, ThinkLink.
 Frequency of Data Days: twice a month for data analysis.

Describe the plan to train staff on RtI.

The RtI team leader, Janice Lanier, will attend on-going state RtI trainings and return with RtI information to share with staff. There will be RtI trainings to ensure that the entire school faculty has an overall awareness of the RtI process. The school will also have RtI trainings for the RtI team only. These trainings will occur on an as needed basis with a minimum of twice a year.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Strengths: The percentage of students tested below grade level in Math has decreased. In grade 9, average scores in the content area of Data Analysis increased by 14%. Overall, the scores in Math content area of Algebraic Reasoning increased by 3.5%. The greatest content area overall in Reading is Word Phrases. There was an increase of 3.3% overall in the Reading

content area of Main Ideas.

Weaknesses: Across all grade levels, the lowest content area overall in Math is Measurement. The lowest content area in Reading is References. The References content area of Reading decreased 5.3% overall.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The IFC will be updated yearly as determined by disaggregated data results from the September Pre-test and results from the December Mid-term test using ThinkLink for Reading and Math and Florida Writes for Writing.

The 2009 FCAT results will be utilized to develop the IFCs. Data results from the September Pre-test and December Mid-term test will also be utilized.

Teachers will be responsible for determining the instructional focus of whole group lessons, and small group/differentiated instruction.

Benchmarks will be selected as indicated by students' strengths and weaknesses, which will be measured by progress on class work assignments, assessments, and data results.

The duration of instruction for each Benchmark will be determined by the amount of time allotted in the IFC to ensure that students are exposed to all Benchmarks prior to FCAT testing. Within the amount of time allotted in the IFC, teacher will provide instruction of each Benchmark, allow the students an opportunity to practice, assess students' knowledge, and then re-teach the Benchmark as indicated by student progress, either in a whole group or small group setting.

Administration will implement a continuous cycle of making classroom visitations, evaluating lesson plans, monitoring teacher data, and conducting meetings with teachers to ensure that the IFC will be utilized and implemented effectively.

Teachers who are struggling with implementing IFC will be provided additional opportunities to attend professional development sessions, have a mentor assigned to them, and participate in the process of observing other teachers who are successful. The teacher will participate in Professional Learning Communities and utilize the support of their colleagues when needed.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading: Reference was the least proficient strand and will be given priority focus.

Writing: Supporting Details was the least proficient strand and will be given priority focus.

Mathematics: Number Sense was the strand with greatest decline in proficiency and will be given priority focus.

Science: Scientific Thinking was the least proficient strand and will be given priority focus.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

The student Individual Education Plan (IEP) and Academic Improvement Plan (AIP) will ensure that instruction is based on individual student needs.

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

The school offers students elective courses in art appreciation, music appreciation, computing for college and career, technology, and career exploration. The PE teacher also teaches career exploration and planning. These courses prepare the student for post high school activities.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

The school offers students elective courses in art appreciation, music appreciation, computing for college and career, technology, and career exploration. These courses prepare the student for post high school activities. The counselor meets with the students eligible for electives and gives the student the opportunity to decide what electives will be taken.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Classroom teachers will meet weekly with paraprofessionals to discuss academic and behavioral achievements and progress. Recognizing the students' strengths and weaknesses allows staff to develop high quality lesson plans that include differentiated instruction, which will include all levels of mastery for students.

How are instructional focus lessons developed and delivered?

Instructional focus lessons will be developed for each subject area based on individual student needs. Lessons will be designed to cover the Sunshine State Standards and benchmarks needed to pass the state assessment, FCAT. Focus lessons will be taught by the classroom teacher, with assistance from paraprofessionals, in small and/or whole group settings. Student groups will be developed based on students current functioning levels.

How will instructional focus lessons be revised and monitored?

Daily class work and weekly assessments on focus lessons will determine the need for revision or remediation.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Teacher constructed assessments will be administered to determine comprehension of focus lessons. Writing assessments from the "JC Writing Skills Curriculum Map" will be administered at least once a month. ThinkLink will be administered three times a year. FAIR assessments will be administered three times a year.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Classworks and FCAT Explorer will be used to determine mastery of benchmarks which is set at 70% to determine proficiency. "JC Writes" scores will be used to scaffold writing skills. ThinkLink assessment results will be used to re-teach the questions missed most frequently. FAIR results show Reading weaknesses and sub-areas of where to focus.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Learning communities currently meet as needed. One member records notes from the meetings and submits to the principal.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

The entire faculty will participate in the monitoring process through collaborative discussions on assessment results and student progress. ThinkLink probes will be developed by each teacher for each student to provide intensive instruction for benchmarks that have not been mastered.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The principal and leadership team will meet as a group or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans and samples of student work will be utilized to provide evidence of instruction and assessment then differentiate to address individual student needs.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Writing: Core: Six Traits of Writing, Writing Curriculum Mapping Guide. Supplemental: Practice Jackson County Writes, outside essay contests, and class work.

Reading: Core: Scholastic XL, Language!, Adventures in Reading. Supplemental: ThinkLink, FCAT Explorer. Intensive: SRA Corrective Reading, FCAT, Crunchtime Reading and Jamestown Signature Reading.

Math: Core: Scott Foresman, AGS Pearson, McDougal Littell/Houghton Mifflin. Supplemental: ThinkLink, FCAT Explorer. Intensive: FCAT, Crunchtime Math, Orange County Math and Study Island.

Science: Core: Scott Foresman, AGS Pearson, McDougal Littell/Houghton Mifflin.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Resources from the state adopted textbooks which are designed for intensive instruction will be utilized. Computerized programs or instructional software (e.g. FCAT Testmaker) in addition to Internet instructional Web sites such as FCAT Explorer, ThinkLink, and Study Island will be utilized. Teachers will utilize instructional strategies or best practices discussed in Professional Learning Communities to provide different methods of providing instruction to students in non-mastered areas. Resources and strategies provided at professional development workshops will also be utilized. Students consistently demonstrating non-mastery will be given intensive instruction through one-on-one and/or small group instruction during regular class periods.

How does the school identify staff's professional development needs to improve their instructional strategies?

Teachers' evaluations, student performance, and teacher surveys will provide common areas of concern for instructional delivery. Professional development opportunities will be focused on the identified concerns.

Which students will be targeted for supplemental and intensive instruction/interventions?

Students will be identified through ThinkLink, previous FCAT results and teacher observations. Students will receive intensive/supplemental instruction as needed through small group and/or one-on-one instruction during the regular school day.

How will the effectiveness of the interventions be measured throughout the year?

ThinkLink, FCAT Explorer, teacher-made tests and teacher observation will be used to monitor progress. Any factors that may hinder learning, such as attendance or behavior, will be addressed as they occur. Instructions will be modified as dictated by assessment.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Students who typically exceed mastery will be allowed to pursue independent/small group research and enrichment activities.

Describe how students are identified for enrichment strategies.

FCAT results, ThinkLink, and FCAT Explorer, along with teacher recommendations, will be used to identify students eligible for enrichment activities. Parents will be kept apprised of students' eligibility and progress with their enrichment activities.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
ACE Teachers	Pam Bondurant	Monthly	During common planning time	Discuss student progress and achievement in core content areas as well as behavior modification program. Read and discuss current educational research.
CACL Teachers	Richard Wheatley	Monthly	During common planning time	Discuss student progress and achievement in core content areas as well as behavior modification program. Read and discuss current educational research.
Credit Program Recovery Committee	Janice Lanier	Monthly	During common planning time	Discuss the progress and achievement of students in the Credit Program Recovery. Analyze students' pace of progress to make decisions on placement.
Elementary Education Teachers	Debbie Lollie and Samantha Seigle	Monthly	During common planning time	Collaborate on current issues in elementary education as well as share ideas and techniques for teaching elementary students.

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
[No Attached Notification of \(School in Need of Improvement\) SINI Status](#)
- Public School Choice with Transportation (CWT) Notification
[No Attached Public School Choice with Transportation \(CWT\) Notification](#)
- Notification of (School in Need of Improvement) SINI Status
[No Attached Supplemental Educational Services \(SES\) Notification](#)

Pre-School Transition

At Jackson Alternative School, incoming Kindergarten students are assessed prior to or upon entering Kindergarten, at their basic schools. This process determines individual needs and assist in the development of instructional/intervention programs. In addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development, in which all will be applied to an IEP for each specific child. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills will be reinforced daily through the use of common language, re-teaching, and positive reinforcement of pro-social behavior, provided in a specialized level-based operations manual/system used at JAS. Screening tools will be re-administered mid-year and at the end of the school year to determine student learning gains and the need for changes to the instruction/intervention programs.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

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 a standard diploma and is working to increase those offerings to include courses required 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.

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
20.2% of students achieved mastery on the 2009 administration of the FCAT Reading Test		72% of students will achieve mastery for reading on the 2010 FCAT Reading test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. The school will implement the new FAIR assessments to monitor student progress	1. Principal and Guidance Counselor	1. Review FAIR data reports to ensure teachers are assessing students according to created schedule	1. Printout of FAIR assessments
2	2. Include higher order questions in delivery of lessons	2. Principal and Assistant Principal	2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted to Principal weekly	2. Classroom walkthrough logs
3	3. Develop an Instructional Focus Calendar for Reading classes	3. Guidance Counselor and Teacher	3. Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	3. Success will be determined through FAIR assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
20.9% of economically disadvantaged students achieved mastery on the 2009 administration of the FCAT Reading Test		Economically disadvantaged students who score at or above grade level on FCAT Reading will increase 10%		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Jackson Alternative School will implement reading intervention instruction for at least 90 uninterrupted minutes per day	1. Principal, Guidance Counselor and Teacher	1. Lesson plans will be reviewed during classroom walkthroughs and will be submitted to Principal weekly	1. Teacher lesson plans and student schedules.
2	2. Students will participate in three school wide practice sessions using Thinklink that imitate the reading portion of FCAT	2. Technology Coordinator and Teacher	2. Review of ThinkLink assessment reports by teachers to monitor and record student progress.	2. ThinkLink assessment reports
3	3. Jamestown Signature Reading, a new Reading program has been incorporated into the intensive reading classes	3. Guidance Counselor and Teacher	3. Lesson plans incorporating Jamestown Signature Reading will be reviewed during classroom walkthroughs and will be submitted to Principal weekly	3. Classroom walkthrough logs

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		

11.7% of students with disabilities achieved mastery on the 2009 administration of the FCAT Reading Test		The percentage of students with disabilities who score at or above grade level on FCAT Reading will increase by 7% each year until they are on track with the targeted reading proficiency for AYP		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Jackson Alternative School will implement the following RTI process: Tiered Interventions Tier I – Effective Core Curriculum -implemented for all students, effective for 75-80% of students	1. RtI Team and ESE Teachers	1. Student progress is assessed using FAIR ongoing process monitoring (OPM) every 20 days. Percent of students making adequate progress toward benchmark is calculated	1. FAIR OPM data will be used to determine progress from one benchmark to another
2	2. Tier II – Supplemental Tier – “at risk” students (10-15%) evidenced based interventions determined in CST to be given in addition to core curriculum	2. RtI Team and ESE Teachers	2. Student progress is assessed using FAIR OPM every 20 days for all students receiving Tier II Supplemental Instruction. Percent of students making adequate progress toward benchmark is calculated	2. FAIR OPM data will be used to determine progress from one benchmark to another
3	3. Tier III – Most intensive tier (1-5% of students) – additionally, more intensive interventions given in addition to Tier I and Tier II in a much smaller group	3. RtI Team and ESE Teachers	3. Student progress is assessed using FAIR OPM every 20 days for all students receiving Tier III targeted intervention. Percent of students making adequate progress toward benchmark is calculated	3. FAIR OPM data will be used to determine progress from one benchmark to another

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
72% of students will achieve mastery for reading on 2010 FCAT Reading test	Effective Implementation of the Instructional Focus Calendar	Guidance Counselor, Teachers	On-going	Lesson Plans, Classroom visits	Principal or Assistant Principal
Economically disadvantaged students who score at grade level on FCAT Reading will increase by 10%.	Reading teachers will receive training on Jamestown Signature Reading.	Principal, Guidance Counselor, and Reading Endorsed Teachers	On-going	Focused walkthroughs with principal to observe the frequency and effectiveness of instruction.	Principal or Assistant Principal
The percentage of SWD who score at or above grade level on FCAT Reading will increase by 7% each year until they are on track with the targeted reading proficiency for AYP.	All teachers will receive training on using results from ThinkLink Predictive Assessment, Snapshot, and FAIR.	Technology Coordinator	On-going	Classroom visits	Principal or Assistant Principal

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

Instructional Focus Calendars will be used that will be aligned with the reading instructional focus. The school will participate in a comprehensive reading block where every teacher will use the Jamestown Signature Reading Navigator Series.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Jamestown Signature Reading	9508-Remediation Funds	\$3,500.00
Textbooks	District	\$4,500.00
		Total: \$8,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Headspout	Title VI	\$600.00

ThinkLink	Title VI	\$584.00
		Total: \$1,184.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Reading Consultant	Title VI	\$1,500.00
Larry Bell	Title VI	\$213.33
		Total: \$1,713.33
Other		
Description of Resources	Funding Source	Available Amount
Gang Awareness, Classroom management, Beginning teacher	School Improvement	\$1,000.00
		Total: \$1,000.00
		Final Total: \$11,897.33

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
23% of students achieved mastery on the 2009 administration of the FCAT Mathematics Test		74% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Identify students in intensive math needing intervention and enrichment.	1. Principal, Guidance	1. Review students' grouping charts frequently and ensure groups are redesigned to target the need of students based on assessment, review of ThinkLink scores	1. ThinkLink, FCAT scores

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
23% of Students with Disabilities achieved mastery on the 2009 administration of the FCAT Mathematics Test		74% of Students with Disabilities will achieve mastery on the 2010 administration of the FCAT Mathematics Test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Increase the use of manipulatives and hands-on activities to reinforce math concepts.	1. Principal, teachers	1. Teachers will collaborate on the creation of centers and stations, and administration will ensure activities are implemented	1. Progress of students on assessments.
2	2. Identify and closely monitor the progress of the lowest 25 percentile consistently; revise instruction and intervention groups as indicated by student progress	2. Principal, teachers	2. Maintain a record of strategies and interventions utilized with the lowest 25 percentile.	2. Increased achievement between assessments.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
74% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test	Effective use of manipulatives and hands-on activities	Guidance, math teachers	On-going	Observation of center use and documentation in lesson plans	Principal
74% of Students with Disabilities will achieve mastery on the 2010 administration of the FCAT Mathematics Test	Effective use of manipulatives and hands-on activities	Guidance, math teachers	On-going	Observation of center use and documentation in lesson plans	Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Textbooks	District	\$4,500.00
		Total: \$4,500.00
Technology		
Description of Resources	Funding Source	Available Amount
ThinkLink	Title VI	\$584.00
Study Island	1/2 cent sales tax	\$2,000.00
		Total: \$2,584.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Larry Bell	Title VI	\$213.33
		Total: \$213.33
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$7,297.33

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Science data, 4.7% of students achieved Level 3 and above		Given instruction based on Sunshine State Standards, 20% of students will score Level 3 or above on the 2010 FCAT Science Test		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1. Utilize current technology within our school to produce Project Based Science Learning	1. Teacher	1. Complete one Project Based Science Learning activity per semester	1. Teacher made rubric	
2. All Science teachers will focus on vocabulary building. Specific vocabulary strategies will include examining words parts such as prefixes and suffixes	2. Teacher	2. Vocabulary review of Science words used in SSS Benchmarks	2. Teacher made written assessment	

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction based on Sunshine State Standards, 20% of students will score Level 3 or above on the 2010 FCAT Science Test	FCAT Explorer and Snapshot training in Science	Technology Coordinator	On-going	Technology Coordinator will give remediation when needed	Technology Coordinator

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Textbooks	District	\$2,338.61
		Total: \$2,338.61
Technology		
Description of Resources	Funding Source	Available Amount
ThinkLink	Title VI	\$584.00
		Total: \$584.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Larry Bell	District	\$213.33
Technology / Photography Workshop	District	\$320.00
		Total: \$533.33
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$3,455.94

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 administration of the FCAT Writing Test, 0% of 4th grade, 33% of 8th grade and 28% of 10th grade students scored level 4.0 or above.		On the 2010 administration of the FCAT Writing Test, 51% of 4th, 8th and 10th grade students will achieve a 4.0 or above.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1. Students will use the writing process daily; all writing will be dated and recorded in a journal, notebook or work folder for monitoring of growth across time.	1.Principal Teacher	1. All teachers will read a minimum of three writing samples a week for every student to provide a school wide consistent method of monitoring student work.	1. Ongoing progress will be demonstrated.	
2. Students will submit a "JC Writes" timed writing at least three times a year.	2.Principal Teacher	2. Every student's "JC Writes" timed writing sample will be scored by two teachers.	2. Scored "JC Writes" writing samples will be used to determine progress between each timed writing.	
3. Student writing instruction will follow the "Jackson County Writing Skills Curriculum Map" for the appropriate grade level.	3.Principal Teacher	3. Student instruction plans will be reviewed by the principal weekly.	3. Progression through the "JC Writing Skills Curriculum Map" will be monitored each month.	

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
On the 2010 administration of the FCAT Writing Test, 51% of students will achieve a 4.0 or above.	Teachers will be trained in the "Six Traits of Writing" program.	District Director of Professional Development	On-going	Consistent scoring of "JC Writes" timed writing sample by two teachers.	Principal School Writing Chairman

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Six Traits of Writing, Writing Curriculum, Mapping Guide	District	\$1,000.00
		Total: \$1,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Materials and Supplies	5555	\$500.00
		Total: \$500.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Final Total: \$1,500.00		

End of Science Goal

Parent Involvement Goal

- Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:
- Were parent involvement activities and strategies targeted to areas of academic need?
 - Based on information from surveys, evaluations, agendas, or sign-ins:
 - Was the percent of parent participation in school activities maintained or increased from the prior year?
 - Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on previous staff anecdotal information, teachers verbally communicated with 10% of parents once every nine weeks.		Teachers will increase communication with parents to 80% every nine weeks.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Create communication log for teacher to complete.	1. Principal	1. Check communication log.	1. Communication log
2	2. Create survey for teachers and parents to complete.	2. Principal and teachers	2. Feedback from surveys of teachers and parents.	2. Teacher and parent surveys

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on previous anecdotal data parents of ESE students have a low attendance rates to meetings and/or conferences.		To increase parental attendance at meetings and conferences.		

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Written and verbal contact will start two weeks prior to the meeting and continue to the day of the meeting.	1. Guidance	1. Review contact log	1. Guidance completes contact logs.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
The school achieved 22% mastery on the 2009 administration of FCAT Reading test.		72% of students will achieve mastery on the 2010 administration of the FCAT Reading test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Every teacher contacts parents of each student within the first two weeks of school to discuss student performance in class to prepare for the FCAT Reading test.	1. Teacher	1. Administration will review parent communication logs.	1. Review of communication logs will show percentage of contacts.
2	2. Every student will be evaluated by ThinkLink Assessment tests.	2. Technology coordinator	2. ThinkLink assessment data will be used to modify instruction.	2. Student FCAT scores will increase.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Teachers will increase communication with parents to 80% every nine weeks.	Effective two-way communication	Principal and Guidance Counselor	On-going	Follow-up surveys will be administered to parents to provide level of parent satisfaction and communication logs will be reviewed.	Parents, teachers, principal and guidance counselor.
To increase parental attendance at meetings and conferences	Increasing communication and involvement of parents	Guidance and teachers	On-going	Follow-up surveys will be administered to parents to provide level of parent satisfaction and review of contact logs.	Parents, teachers, principal and guidance counselor.
72% of students will achieve mastery on the 2010 administration of the FCAT Reading test.	Effective ways to teach reading and remediation skills.	District Reading Coach and Reading Endorsed Teachers	On-going	Teacher monitors students' progress in reading and principal performs observations during reading classes.	Teachers and principal.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Materials and Supplies	5555	\$1,000.00
		Total: \$1,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Final Total: \$1,000.00		

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Jamestown Signature Reading	9508-Remediation Funds	\$3,500.00
Reading	Textbooks	District	\$4,500.00
Mathematics	Textbooks	District	\$4,500.00
Writing	Six Traits of Writing, Writing Curriculum, Mapping Guide	District	\$1,000.00
Science	Textbooks	District	\$2,338.61
Parental Involvement	Materials and Supplies	5555	\$1,000.00
			Total: \$16,838.61
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Headsprout	Title VI	\$600.00
Reading	ThinkLink	Title VI	\$584.00
Mathematics	ThinkLink	Title VI	\$584.00
Mathematics	Study Island	1/2 cent sales tax	\$2,000.00
Science	ThinkLink	Title VI	\$584.00
			Total: \$4,352.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Reading Consultant	Title VI	\$1,500.00
Reading	Larry Bell	Title VI	\$213.33
Mathematics	Larry Bell	Title VI	\$213.33
Writing	Materials and Supplies	5555	\$500.00
Science	Larry Bell	District	\$213.33
Science	Technology / Photography Workshop	District	\$320.00
			Total: \$2,959.99
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Gang Awareness, Classroom management, Beginning teacher	School Improvement	\$1,000.00
			Total: \$1,000.00
			Final Total: \$25,150.60

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

[Show Attached school's Differentiated Accountability Checklist of Compliance \(Uploaded on 9/25/2009 12:14:05 PM\)](#)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
No Funds Available	0

Describe the Activities of the School Advisory Council for the Upcoming Year

Give advice to school staff on how practices can best be applied at our school given our knowledge of the community and our students.

Fundraising to enhance school life for our students.

Communication to all parents regarding School Advisory Council news and activities.

Working with school administration in the development and implementation of the school plan for continuous improvement.

SAC Members

Members

- 1) Jefferson Bryant, Principal
- 2) Michele Laramore, SAC Chair
- 3) Richard Wheatley, SAC Chair
- 4) Craig Myrick, Student
- 5) Skylar Ranew, Student
- 6) Janice Lanier, Teacher
- 7) Monica Mobley, Teacher
- 8) Daryle Walker, Business Member
- 9) Dean Eddy, Business Member
- 10) Rodell Pete, Parent
- 11) Ed Williams, Community Member
- 12) L. Dean Nichols, Community Member
- 13) Vickie Bell, School Support Personnel
- 14) Lois Pelt, School Support Personnel
- 15) Charles Williams, Assistant Principal

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Jackson JACKSON ALTERNATIVE SCHOOL 0212																	
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 99 Math: 99		2008-2009 School Grade ¹ :		Did the School make Adequate Yearly Progress?		NO											
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.											
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL ⁴	94	N	94	N	21	N	22	N	54	57	Y				NA	74	79	NA	81	78	NA	27	NA	20	NA					
WHITE	92	N	91	N		NA		NA			NA				NA			NA			NA									
BLACK	96	Y	96	Y	20	N	17	N			NA				NA	81	80	NA	84	83	NA	20	NA	12	NA					
HISPANIC		NA		NA		NA		NA			NA				NA			NA			NA									
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA									
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA									
ECONOMICALLY DISADVANTAGED	94	N	95	Y	22	N	24	N			NA				NA	72	78	NA	77	76	NA	25	NA	19	NA					
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA				NA			NA			NA									
STUDENTS WITH DISABILITIES	95	Y	95	Y	22	N	13	N			NA				NA	73	78	NA	84	87	NA	27	NA	12	NA					

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Jackson JACKSON ALTERNATIVE SCHOOL 0212																	
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 83 Math: 83		2007-2008 School Grade ¹ :		Did the School make Adequate Yearly Progress?		NO											
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.											
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	95	Y	94	N	26	N	19	N	50	54	Y				NA	71	74	NA	77	81	NA	28	NA	42	NA					
WHITE	94	N	92	N		NA		NA			NA				NA			NA			NA									
BLACK	96	Y	96	Y	19	N	16	N			NA				NA		81	NA		84	NA	20	NA	43	NA					
HISPANIC		NA		NA		NA		NA			NA				NA			NA			NA									
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA									
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA									
ECONOMICALLY DISADVANTAGED	95	Y	95	Y	28	N	23	N			NA				NA	78	72	NA	80	77	NA	30	NA	39	NA					
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA				NA			NA			NA									
STUDENTS WITH DISABILITIES	97	Y	96	Y	27	N	16	N			NA				NA	72	73	NA	85	84	NA	30	NA	35	NA					

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Jackson JACKSON ALTERNATIVE SCHOOL 0212																	
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 90 Math: 90		2006-2007 School Grade ¹ :		Did the School make Adequate Yearly Progress?		NO											
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.											
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL ⁴	96	Y	93	N	29	N	23	N			NA				NA	69	NA		77	NA	41	NA	53	NA						
WHITE	94	N	90	N	34	N	25	N			NA				NA	66	NA		75	NA	39	NA	52	NA						
BLACK	97	Y	97	Y		NA		NA			NA				NA			NA			NA									
HISPANIC		NA		NA		NA		NA			NA				NA			NA			NA									
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA									
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA									
ECONOMICALLY DISADVANTAGED	96	Y	93	N	22	N	20	N			NA				NA	76	NA		80	NA	39	NA	52	NA						
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA				NA			NA			NA									
STUDENTS WITH DISABILITIES	97	Y	94	N	28	N	15	N			NA				NA	70	NA		85	NA	40	NA	45	NA						

SCHOOL GRADE DATA

School District						
2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%		Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
						3 ways to make gains:

% of Students Making Learning Gains	0%	0%					<ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	% (0)	% (0)				0	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	%	%					If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned						0	
Percent Tested = 0%							Percent of eligible students tested
School Grade							Grade based on total points, adequate progress, and % of students tested

School District							
2007-2008							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%			Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	0%	0%					3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	% (0)	% (0)				0	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	%	%					If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned						0	
Percent Tested = 0%							Percent of eligible students tested
School Grade							Grade based on total points, adequate progress, and % of students tested

School District							
2006-2007							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%			Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	0%	0%					3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	% (0)	% (0)				0	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	%	%					If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned						0	
Percent Tested = 0%							Percent of eligible students tested
School Grade							Grade based on total points, adequate progress, and % of students tested