

Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education
County District and School Numbers in the table below.

To complete text areas click in grey box and type

District Name:	Omaha Public Schools
County Dist. No.:	28-0001
School Name:	Jackson Elementary
County District School Number:	201
School Grade span:	PK-6
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.	<input checked="" type="checkbox"/> Reading/Language Arts <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Other (Specify)_MTSS__
School Principal Name:	Suzanne Prenger-Hagen
School Principal Email Address:	suzanne.prenger-hagen@ops.org
School Mailing Address:	620 S. 31st St Omaha, NE 68105
School Phone Number:	(531) 299-1620
Additional Authorized Contact Person (Optional):	
Email of Additional Contact Person:	
Superintendent Name:	Cheryl Logan
Superintendent Email Address:	cheryl.logan@ops.org
Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Molly Davies Suzanne Prenger-Hagen Maria Perez-Mozaz Sasha Cervantes Rosa Long Andrea Carlson Heidi Bickwith _____ _____ _____ _____ _____	<u>Parent Administrator</u> Dual Language Supervisor EL/DL Teacher 6th Grade Teacher Literacy Coach After School Program Coordinator _____ _____ _____ _____ _____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 241	Average Class Size: 19	Number of Certified Instruction Staff: 25
Race and Ethnicity Percentages		
White: 13 %	Hispanic: 79 %	Asian: 0 %
Black/African American: 4 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 4 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 89 %	English Learner: 55 %	Mobility: 6 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	
MAP	
ELPA	
InView	

Please write a narrative in each box below to correspond to the Rating Rubric.

Place documentation in corresponding folder on flash drive to support the narrative.

1. Comprehensive Needs Assessment

1.1	<p><i>Please provide a narrative below describing how data was used from a comprehensive needs assessment of the entire school to identify the needs of all children, particularly those who are failing, or are at-risk of failing to meet State academic standards, and how this analysis was used to plan instruction. Provide supporting documentation in the corresponding folder.</i></p> <p>Jackson uses a systematic approach to modify instruction based on data. Multiple points of data are analyzed to develop a plan to improve student achievement and identify students at-risk. Student achievement data is examined from multiple sources. These include fall, winter and spring NWEA-MAP Assessments, NSCAS State Assessments, School Improvement progress monitoring data, classroom observations, and student and parent surveys. Student data is disaggregated by subgroups, analyzed from different angles, and used to make instructional decisions, including strategies for meeting the educational needs of all students. Other data points are also analyzed to support the whole child and set up the learning environment.</p> <p>Some examples of the data analyzed include:</p> <ul style="list-style-type: none"> • NSCAS Reading, Math, and Science Results • Snapshot Report – Demographics • NWEA-MAP Growth Results (English & Spanish) • InView Results • ELPA – State English Language Proficiency Assessment • Reading Benchmark and Running Record Data (F&P) • Attendance • Suspension Rates • Climate and Parent Voice Surveys • Tier 1 Core Curriculum Fidelity Observations <p>Our Continuous School Improvement Plan (SIP/CIP) is a live working document which drives the decision-making and professional development at Jackson. All teachers have input and give feedback on the plan. The staff utilizes multiple data points and assessment results to analyze school strengths and areas of need. During data conversations with teachers, strengths, areas of need, and individual student growth goals are analyzed and an action plan is developed to address needs areas through lesson plan development for whole group, small group, and intervention.</p>
1.2	<p><i>Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school. Provide supporting documentation in the corresponding folder.</i></p> <p>Jackson's parent/community input was gathered to identify the needs of the school through several activities and surveys. Jackson values and welcomes our community to be partners in educating our students. We gather feedback and apply the feedback from families in a variety of ways and throughout the school year. First, families are invited to complete a Parent Voice survey at any time throughout the year. Extra efforts to complete the survey are offered at fall and spring conferences, family nights, and parent meetings. The survey is offered in English and Spanish. The survey gathers data on the following areas: School Climate, School Safety, Communication, Instruction, Support Staff/Services, Equity/Respect for Diversity, Administration, and Parent Involvement. Office staff are also available to translate or help any family to complete the survey. The results of the survey, which can be found in the Jackson Data book or OPS online database, are used to identify areas of</p>

need. Second, each month parents are invited to offer feedback as one of the agenda items at each Principal's Coffee. Third, the Title One Plan is reviewed three times a year, at the annual parent meeting (fall), at the school compact revision meeting (winter), and the Title One Plan review meeting (spring). Parents are invited to help revise the plan or provide feedback on our school plans. Parents are invited to be part of the School Improvement Plan, the MTSS-B, and the Title One committee. Lastly, parents were invited to attend 3 dates in the summer to share concerns or ideas to improve the quality of education for Jackson students or increase parent engagement and volunteer opportunities.

1.3

Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan. Provide supporting documentation in the corresponding folder.

Our Continuous School Improvement Plan is reviewed quarterly and progress monitoring is on-going. Teachers reflect on their intentional efforts to improve instruction, share with colleagues about their successes, analyze common assessment products to monitor student growth on grade level standards, and the leadership teams collect data based on observations and learning walks. Coaching is provided by district supervisors, lead teachers, and administration aligned to the school improvement plan. Data from self-reflections and data walks are analyzed alongside the current MAP Growth data with the whole staff and professional goals are reaffirmed or revised to focus on continual growth. Staff meetings and grade level meetings are dedicated to analyzing and monitoring our progress towards our goals and improving student achievement. Data is also shared with parents during Principal's Coffee in the fall, winter, and spring. Across the content areas our school improvement efforts include increasing the use of academic and positive social emotional language by students and staff. In specific content areas we are strengthening our Tier 1 Core Instruction through the following strategies:

- Math – Engage all students in high quality tasks that promote reasoning and sense-making (productive struggle); Provide opportunities for students to engage in discourse and making connections between mathematical ideas and representations; Utilize common assessments as ongoing formative assessments as part of the instructional process
- Science – Provide opportunities for students to engage in the science and engineering practices to demonstrate understanding of the disciplinary core ideas and cross cutting concepts; Utilize interactive notebooks to demonstrate science learning
- English/Spanish Language Arts – Use core resources to plan and deliver instruction based on state standards; Provide daily guided reading instruction using the Literacy Continuum; Provide instructional support to students needing additional assistance with reading to meet the requirements of the Nebraska Reading Improvement Act
- MTSS-B – Increase consistent use of MTSS-B essential components and effective classroom practices to increase learning time and improve classroom behavior
- Attendance – Increase the students in the non-chronic domain

2. Schoolwide reform strategies

2.1

Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards. Provide supporting documentation in the corresponding folder.

Jackson serves the school community by providing education using the 50/50 dual language instructional model. This model is grounded in research and evidence-based practices. Jackson supports developing native/home language while acquiring a second language. In addition to this instructional model, our teachers differentiate instruction, consistently use language learner strategies, engage students in academic conversations, identify students for language arts and math intervention, as well as provide intervention in the student's native language in the primary grades.

Intervention is provided during and outside of the school day based on English and Spanish assessments results. During the school day, students identified for intervention are taught by certified teachers using Estrellita, SIL, LLI, RTI math, small group instruction, or as part of a Student Assistance Team plan. Student data and progress are compared in both languages. Students not developing in either language are targeted for more intensive intervention. MAP scores, reading benchmark levels, and common assessments are also used to identify students who are at-risk in English and parents are notified if the student is in the at-risk range. Teachers and students engage in goal-setting that focuses on student progress and growth. Before or after school tutoring is provided throughout the year based on areas of student need. Students not meeting standards, receiving Special Education or English Learner services, or have attendance concerns are recommended for summer school. Student performing above level participate in academic competitions and Gifted and Talented Education. Students transitioning to middle school attend a summer school session at their new middle school. Students without opportunities for enrichment and extra-curricular activities are invited to join the free Collective for Youth after school program that brings in community providers, as well as offers academic homework help.

Social emotional needs are also a focus of our efforts. Our school counselor and school social worker support families as well. Students at-risk participate in individual or small group sessions to support their social emotional needs in order to increase their academic success. The Positive Action Center Facilitator offers behavioral support. Staff are partnered with students with attendance concerns through the Mentor Nebraska: Success Mentor Program. Our School Support Liaison leads attendance meetings twice a month with the attendance team, SSL, Counselor, Principal, and Attendance Secretary to intervene early with families and set up recognitions for improved attendance. Students and families are also referred to outside providers such as Project Harmony, GOALS, SAFE, or community counselors to support their social emotional well-being. Families in need are provided resources such as the weekend backpack program, the food and clothing pantry, and community resources to support financial needs. The school also participates in the Fresh Fruit and Vegetable Program two days a week to provide a healthy snack and encourages healthy eating habits. We celebrate positives too during our monthly assembly such as academic growth, attendance, and behavior.

Based on the ongoing data collection (at least quarterly), monitoring, and trends, adjustments are made to the School Improvement Plan to ensure action plans are responsive and at-risk students are moving forward in their learning. Adjustments are made based on student needs and to improve academic success for all students while focusing on achieving school improvement goals.

3. Qualifications of instructional paraprofessionals

3.1	<i>Please provide a narrative below describing the procedure(s) used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.</i>
<p>All Jackson Elementary paraprofessionals meet the ESSA requirements under Rule 10 and are provided introductory and ongoing training specifically designed for paraprofessionals and/or all staff focused on student needs.</p> <p>All paraprofessional must complete a paraprofessional entry test or meet the criteria by providing evidence of additional college credits. Jackson currently has 7 instructional paraprofessionals.</p> <p>When paraprofessionals join the Jackson, they shadow a mentor paraprofessional as part of their onboarding and training. Paraprofessionals self-asses their performance on the HR evaluation twice a year.</p>	

Paraprofessional continue to develop their skills by attending ongoing professional development, 2-3 times a quarter, throughout the year. Choice PD has also been offered that included a book study and social emotional learning. Paraprofessionals also attend district Title One or ESL professional development.

All of the full-time paraprofessionals work individually with students or with small groups in the areas of reading and math. They help the teacher prepare materials, differentiate instruction, and monitor and maintain the Take Home Book Program in their classrooms.

4. High quality and ongoing professional development

4.1

Please provide a narrative below describing the professional development and other activities provided to improve teacher effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.

Jackson Elementary has an ongoing professional development and other activities to improve teachers, paraprofessionals and other school personnel. Professional development is offered throughout the year with a focus on student achievement and language learning. Professional development is provided for the whole staff, grade level specific, or language specific. All are aligned to the district strategic plan and the school improvement plan.

The school leadership team attends monthly district EILN and Dual Language professional development provided by OPS Curriculum Instruction and Support with focus on effective teaching practices, school improvement, coaching teachers, and evidence of student learning as well as monthly ADR meetings provided by OPS Research focused on student achievement data analysis and plans of action.

Certified staff participate in professional development that aligns to the school improvement plan and analyzing progress on the goals. Staff meetings that focus on professional development aligned to school improvement plan are scheduled twice a month. Grade Level Meetings that focus on analyzing multiple forms of formative and summative student data, common assessments, grade level learning goals, student artifacts, or action plans are scheduled every 10 school days. Individual professional goal meetings are scheduled three times a year. Short PD articles or videos are shared two to three times a month that align with the Continuous School Improvement Plan. Teachers collaborate with literacy, math, and science coaches to increase the use of best instructional strategies that fit our students' needs. This includes meetings, observations, co-teaching, side-by-side coaching, and reflective conferences. New teachers are provided additional PD. They participate in monthly district new teacher meetings and one release day for peer observations and in-depth conversations with their mentors. They also visit frequently with their in-building mentor and set and analyze their growth by reflecting on quarterly professional goals.

Optional professional development is also offered at the district and school level. Some 2019-20 topic choices included book studies, special education, behavioral/sensory needs, equity, early childhood, and the ESL/MidTESOL conference.

Many of the Jackson staff seek professional development by obtaining advanced degrees in education such as ESL, Bilingual Education, Literacy, Administration, and Math.

Building leadership engage in coaching communications after classroom visits that align to the school improvement plan. Administration also engages teachers in reflective conversations around evidence of student success and engagement during classroom observations and the appraisal process. Some teachers choose to participate in video reflection of their lesson as well.

Paraprofessionals also participate in professional development throughout the year that aligns with the school improvement plan, literacy, math, and social emotional development.

5. Strategies to increase parental and family engagement

5.1	<i>Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed. Provide supporting documentation in the corresponding folder.</i>
<p>Parents and community members at Jackson have on-going opportunities to contribute to the development and implementation and evaluation of the school-parent compact. All family meetings and events are facilitated in English and Spanish to provide all the information in the languages spoken at Jackson</p> <p>The Title One Plan is reviewed three times a year, at the annual parent meeting (fall), at the school compact revision meeting (winter), and the Title One Plan review meeting (spring). Parents are invited to help revise the plan or provide feedback on our school plans.</p> <p>The compact is also included in the Jackson Handbook. The student handbook is distributed to all families at the beginning of the year.</p> <p>The compact is also given to each parent at fall conferences in Spanish and English and will be included in the school agenda for grades 1-6 starting in 2020-21.</p>	
5.2	<i>Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure. Provide supporting documentation in the corresponding folder.</i>
<p>Parents and community members at Jackson have on-going opportunities to contribute to the development and implementation and evaluation of the building Family Engagement policy. All family meetings and events are facilitated in English and Spanish to provide all the information in the languages spoken at Jackson.</p> <p>An annual meeting is held to review Family Engagement Policy and to allow for parent input. Parents were given opportunity to give feedback in person during a Principal’s coffee, by email or online survey via the newsletter and website. Feedback was utilized to make revisions for the 2020-21 school year.</p> <p>The Family Engagement Policy is also included in the Jackson handbook. The student handbook is distributed to all families at the beginning of the year.</p> <p>Communication to families and community is a key element in achieving parental involvement at Jackson. Communication is done bilingually and in many different forms that include:</p> <ul style="list-style-type: none"> • Monthly Jackson Principal Coffee meetings • Monthly school newsletters / classroom calendars • Jackson website • Jackson Family Nights (four per year) • Marquee reminders • Social Media (Twitter & Facebook) • School messenger phone caller and email system & Smartphone application and online communication tools • Annual parent meeting to review Family Engagement Policy • Agendas for home-school communication in grades 1-6 	

5.3	<i>Please provide a narrative below describing how and when the annual Title I parent meeting is/was held informing parents of the school's participation in Title I. Provide supporting documentation in the corresponding folder.</i>
<p>The Annual Title One Meeting was held on December 9, 2019; the School Improvement Plan meeting was held on January 15, 2020; and the Title One Plan Review meeting was to be on March 23, 2020. The Title One Plan was also to be presented to the Parent Teacher Organization on March 19th. Omaha metro schools closed on March 16th due to COVID-19. Parents have been able to attend morning, afternoon, or evening sessions. The meetings were presented bilingually and included the following:</p> <ul style="list-style-type: none"> • What is Title One • Purpose of Title One • How Jackson uses Title One Funds • How does Title One support our Dual Language model of instruction? • Parents Rights to Know / Staff Qualifications • Feedback on Parent-Teacher-Student Compact; 2020-21 Title One Plan, Family Engagement, and Communication <p>Additionally, students and parents are encouraged to remain in good communication with their teachers to ensure they understand their performance at all times. Agendas are sent home daily as a means of two-way communication between teacher and parents. Teachers input grades online for parents to view, send messages through a smartphone app to their grade level parents, or communicate events by sending home a monthly calendar. Teachers review and provide a copy of the Title One School Compact and Parent Policy at fall conferences. It is also located in Jackson's Handbook that are provided to every student when they begin their year at Jackson. Parents sign off that they received and acknowledge the information included in the school handbook. Parents are made aware of the important role all stakeholders (student, school and parent) have to support student success.</p> <p>Jackson sponsors quarterly Family Nights as a way to share ideas and activities parents can do at home to support their child's learning. Sessions are aligned with Jackson's School Improvement Plan providing ideas to support literacy, math, science, behavior, and wellness. They were held on October 3, 2019; November 21, 2019; January 30, 2020, and was to be held on April 30th. Parents also had opportunities to attend the three OPS Math Nights, two PTO family events, and PK-1 Family Nights at The Rose and Omaha Children's Museum. Select families were also invited to be part of the Prime Time Reading program provided by a community partner and staffed by Jackson teachers. However, the 2020 session was canceled due to the COVID-19 restrictions.</p>	

6. Transition Plan

6.1	<i>Please provide a narrative below describing the school's transition plan for incoming students to support, coordinate and integrate services from their previous program or school (i.e. Headstart and/or other Early Childhood Program to Elementary, Elementary to Intermediate, Intermediate to Middle School, Middle School to High School). Provide supporting documentation in the corresponding folder.</i>
<p>The school and district offer our community opportunities to engage in transition activities and visit the new spaces their children will experience the following school year.</p> <p>The Pre-K, kindergarten, and middle school transition plan includes multiple and varied activities for students, parents, and school personnel and is evaluated regularly by affected parents and school staff.</p> <p>Our Pre-K parents are given an opportunity to apply for early childhood programs at the various sites in the Omaha Public schools that are convenient for their schedule, February – March. At these events, interpreters</p>	

are provided, questions are answered, potential students are assessed, and parents are informed of possible early childhood placements. If selected, the Pre-K teacher meets the parent and child on a home visit before school begins. The family is also invited to the classroom to learn about the routines and procedures and get comfortable with Pre-K. Family events are also scheduled throughout the year and parents visit the classroom to engage in Pre-K activities with their child. Pre-K parents/caregivers sign students in and out the classroom each day which allows for frequent communication.

Our incoming kindergarten parents are invited to register their child in January. They can visit the school and our website for information on the program and the selection process if they are not in Jackson’s home attendance area. Interpreters and extra staff are available to answer questions and explain the process or help with the registration process. Parents are also given a packet with information about what to expect and activities to do to get their child ready for kindergarten and the Dual Language program.

Incoming kindergarten parents and their children are invited back in April for a “round-up” event. Parents are informed about what to expect, ideas to help transition their child, health requirements, counseling program, the instructional model, Title One supports, and parent engagement expectations and opportunities. They also meet the teachers. While parents are in the informational session, the children join a kindergarten classroom to experience kindergarten. Teachers begin building relationships with students and learn more about their kindergarten readiness. Teachers use this information to set up an inviting learning environment for the first day of school. Parents are reminded to contact the school with any questions or ask for an additional tour. Parents are invited to a meeting in August as well before they visit the classroom. The DL Leader Teacher and kindergarten teachers share about what to expect in the first days, first weeks, and first quarter of school as their child is transitioning to a Dual Language instructional model. They also share about the routines of a typical kindergarten day. The first three days of school kindergarten parents are invited to eat breakfast with their child and help teach them the cafeteria skills they will need. Pictures of the first day of school are shared on social media.

Students who join Jackson throughout the school year are welcomed and informed of the Dual Language instructional model and ways to help their student transition if they have not had instruction in Spanish in the past. All new students and families meet with office to complete the necessary paperwork and a start date is determined so that the teacher may warmly welcome the student and family. The teacher assigns a student “buddy” for the week. The family is informed of the school’s procedures and routines, provided a copy of the school handbook, communication modes, website, and recent newsletter.

At the beginning of each school year, parents are invited to family events right away. Meet the Teacher Night is held the two or three days prior to the first day of school. Teachers and families are introduced to each other and first connections, procedures, and expectations are set. Open House Night is held in September. The classroom teachers provide several sessions to share important information such as curriculum, classroom expectations, homework expectations, and parent involvement. The Dual Language Lead Teacher also shares a program overview, instructional model, research, typical transitions, and expectations.

6.2

Please provide a narrative below describing the school’s transition plan for outgoing students as they move onto their next school / program / career. (i.e. Elementary to Intermediate, Intermediate to Middle School, Middle School to High School, High School to Post Secondary Schooling or Career). Provide supporting documentation in the corresponding folder.

Students transitioning to middle school are invited to numerous middle school informational open houses and visitation events starting in December before school selection begins. Students are able to visit school staff and learn about the programs offered at each middle school. After selection and students are placed in middle schools, students and parents are invited to the school to register for classes and tour the building. Registration is offered on a variety of days and time to accommodate parents. School counselors also visit the school to talk

with students about the transition and what to expect. The Jackson school counselor also delivers lessons about middle school transition. Past students are invited to serve on a panel to share their experiences in middle school. Sixth grade students participate in a recognition event with their parents during their last week at Jackson.

Information has been sent to principals, counselors, and secretaries in regards to academic information forms and registration lists that will be inputted on a custom tab on Infinite Campus. The teachers will input the student information that will be used to assist in the placement of students in classes. The EL Teacher also submits transition information to the EL office in preparation for middle school EL programming.

Students are able to attend "Transition for Success" Summer School which is an opportunity for students to get familiar with middle school expectations while providing orientation and remedial needs.

Dual Language/ESL Lead teachers assist dual language students and parents with dual language school selection process. They make phone contacts with parents not completing the process and answer and parent questions about transition to middle school.

At the end of each year, current PK-5 teachers identify important information about their students that should be shared with the next set of teachers to ensure a smooth transition. Current teachers also give input about classroom dynamics and class configuration for the next year.

7. Strategies to address areas of need

7.1

Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day. Provide supporting documentation in the corresponding folder.

The Title One school-wide plan and the Continuous School Improvement Plan supports increase quality of learning time within and beyond the instructional day. Title One Plan provides oppoortunities for:

- instructional materials for intervention (LLI, SIL, Math RTI, Do the Math, Estrellita, leveled book room)
- a part-time certified staff member to reduce teacher-student ratio and provide more targeted instruction
- a full-time pre-k paraprofessional
- professional development resources and training for staff (professional books, PD)
- before and after school tutoring by certified teachers and after school program (CFY)
- work-study students from Creighton University tutor students
- NCAA Readers are Leaders program
- book Clubs
- home libraries through Book Trust and book give aways at each family event
- summer school (also, Collective for Youth after school and July programs)
- technology resources to enhance and target instruction

8. Coordination & integration of Federal, State and local services & programs

8.1

Please provide a narrative below describing how available Federal, State and local funds are coordinated and integrated to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder.

The Title One Plan integrates federal, state, and local funds to support student achievement in all academic areas and for all students.

Based on the general budget, state & local funds, federal, and the Title One funds, Jackson allots funds to maximize the resources to support our students and provide high quality instructional materials and opportunities. Title One funds provide instructional materials, technology, professional development, tutoring, and staff to ensure we are providing the best resources to increase student achievement and equity. Our Title One funds fill the gaps for our students and open up opportunities to engage families. General, grants, and Title One funds support our summer school program, technology, parent resources, and home libraries. General budget, local funds and donations provide students with daily operational general, supplemental and enrichment opportunities and materials to support academic needs in all areas. Some examples include Dancing Classrooms, field trips, outreach programs, parent programs, \$7 of free books each month for K-3 students through Book Trust, and before and after school care. Our community partners provide assistance for our families to include medical, dental work, dental sealants, vision care, clothing, food, and therapy/counseling services. All of the funds allow our school the personnel and the resources to improve student outcomes and engage families. The budget plan correlates with the resources Jackson needs to maximize student potential and accomplish our goals.