

# 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
Building Grade Span Served with Title I-A Funds:	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-B and Attendance __
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):	Suzanne Pike
Email of Additional Contact Person:	Suzanne.Pike@ops.org
Superintendent Name:	Cheryl Logan
Superintendent Email Address:	Cheryl.Logan@ops.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The Schoolwide Plan is available to the School, Staff, Parents, and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<p align="center"><b><u>Names of Planning Team</u></b>  <i>(include staff, parents &amp; at least one student if Secondary School)</i></p> <p align="center">Cesar Tadeo Ramos  Suzanne Prenger-Hagen  Nichole Johnson  Suzanne Pike  Martha Arroyo  Leyda de Valdespino &amp; Natalie Rios  Delia Alba &amp; Hannah Kreikemeier  Zuleyma Navarro &amp; Nina Sitting Eagle  Karla Pineda &amp; Sarah Franco  Dafne Soto, Jose Moreno and Laura Cruz  Stephen Fitzhenry  Amanda Sisavanh</p> <p align="center">_____  _____</p>	<p align="center"><b><u>Titles of those on Planning Team</u></b></p> <p align="center"><b><u>Parent Administrator</u></b>  Parent</p> <p align="center">Instructional Facilitator  English Learner Teacher  Kindergarten Teachers  1st Grade Teachers  2nd Grade Teachers  3rd Grade Teachers  Gr. 4-6 Teachers  SPED Teacher  School Counselor</p> <p align="center">_____</p>
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<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 258	Average Class Size: 20	Number of Certified Instruction Staff: 19
Race and Ethnicity Percentages		
White: 24 %	Hispanic: 71.3 %	Asian: 0 %
Black/African American: 1.6 %	American Indian/Alaskan Native: 0.4 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 2.7 %
Other Demographics Percentages <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 66.4 %	English Learner: 59 %	Mobility: %

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

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

*Upload PDF documentation in corresponding folder onto NDE “Landing Page” within Microsoft/SharePoint to support the narrative.*

**1. Comprehensive Needs Assessment**

<b>1.1</b>	<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 curriculum, instruction and assessment decisions.</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"> <li>• NSCAS Reading, Math, and Science Results</li> <li>• Snapshot Report – Demographics</li> <li>• NWEA-MAP Growth Results</li> <li>• Spanish Grades</li> <li>• InView Results</li> <li>• ELPA – State English Language Proficiency Assessment</li> <li>• Reading Benchmark and Running Record Data - Amira</li> <li>• Attendance</li> <li>• Suspension Rates / MTSS-B Tier 1 and Tier 2 data</li> <li>• Climate and Parent Voice Surveys</li> <li>• Tier 1 Core Curriculum Fidelity Observation</li> <li>• Intervention progress monitoring data</li> </ul> <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. Parents are invited to give feedback on the plan each year. 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>
<b>1.2</b>	<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, newsletters, posters with QR links around the building, and family events. The survey is offered in English and Spanish. The survey gathers data on the</p>

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 need and celebration. Second, each month parents are invited to offer feedback as one of the agenda items at each Jackson Community Chat. 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, the Parent Teacher Organization (PTO) is invited 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 monthly Jackson Community Chats in the fall and spring.

Across the content areas our school improvement efforts include increasing the use of language learner scaffolds to increase academic conversations 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
- English/Spanish Language Arts – Use core resources to plan and deliver instruction based on state standards; Utilize common assessments and ongoing formative assessments to inform instruction; Provide instructional support to students needing additional assistance with reading to meet the requirements of the Nebraska Reading Improvement Act
- MTSS-B and Social Emotional Learning – Increase consistent use of MTSS-B essential components and effective classroom practices to increase learning time and improve classroom behavior. Implement the RULER approach in classrooms.
- 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, Phonics Mastery Guides, 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. Online tutoring services are available to students in grade 3-6. Additional practice is available through online programs (Lexia, Amira, iRead, SuccessMaker, Zearn, and Paper). 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, Tier 2 Check-In Check-Out plans, or individualized behavior plans to support their social emotional needs in order to increase their academic success. The Positive Action Center Facilitator offers behavioral support. Students at-risk are identified to be paired with a TeamMate Mentor. 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, 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. 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. High quality and ongoing professional development

**3.1**

*Please provide a narrative below describing the professional development and other activities provided to improve instructional 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 Elementary Instructional Leadership Network meetings 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 Academic Data Representative (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, intervention progress monitoring, common assessments, grade level learning goals, student artifacts, or action plans are scheduled every 10 school days. Teachers collaborate with each other, the leadership team, and district supervisors to increase the use of best instructional strategies that fit our students' needs. This includes meetings, observations, co-planning with follow-up coaching, 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 topic choices included book studies, special education, behavioral/sensory needs, equity, early childhood, and social emotional learning.

Many of the Jackson staff seek professional development by obtaining advanced degrees in education such as ESL, Spanish, Bilingual Education, Literacy, Administration, and Math. Paraprofessionals can also join the Para to Teacher Career Ladder Program to obtain a teaching degree.

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.

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

#### 4. Strategies to increase parent and family engagement

4.1

*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.*

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

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.

The compact is also included in the Jackson Handbook and the monthly newsletter. The student handbook is distributed to all families at the beginning of the year and is electronically available on their students iPad.

The compact is also given to each family in August and again in September in Spanish and English.

**4.2**

*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.*

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.

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 Jackson Community Chat, by email or online survey via the newsletter and website. Feedback was utilized to make revisions.

The Family Engagement Policy is also included in the Jackson handbook and monthly newsletters. The student handbook is distributed to all families at the beginning of the year and available on their child's iPad.

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:

- Monthly Jackson Community Chat meetings
- Monthly school newsletters / classroom calendars
- Jackson website
- Jackson Family Nights (four per year)
- Jackson Grade Level Family Days (families invited during the school day once per quarter)
- Guest Readers - Family members invited to read to the class in home language in grades EC-2
- Marquee reminders
- Social Media (Twitter & Facebook)
- School messenger phone caller, text and email system
- Annual parent meeting to review Family Engagement Policy
- Agendas and Take-Home Folders for home-school communication
- DIBS Take Home book program and folders - titles in English and Spanish
- Book-Giveaways and School Supply Give-aways - titles in English and Spanish

**4.3**

*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.*

The Annual Title One Meeting was held on September 12 and October 7; the School Improvement Plan meeting was held on October 7 and November 3; and the Title One Plan Review meeting March 2. The Title One Plan was also to be presented to the Parent Teacher Organization on March 23. The meetings were presented bilingually and included the following:

- 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; Title One Plan, Family Engagement, and Communication

Additionally, students and parents are encouraged to remain in good communication with their teachers. Teachers input grades online for parents to view, send regular emails, or communicate events by sending home communications in Take-Home folders that families check each night. Teachers review and provide a copy of the Title One School Compact and Parent Policy at Meet the Teacher Night and Open House. It is also located in Jackson’s Handbook that are provided to every student when they begin their year at Jackson, on the child’s iPad, and in the monthly newsletters. 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.

Incoming Kindergarten families are also informed of Title One at the Kindergarten Registration and Round-Up events prior to students starting at Jackson.

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, social emotional learning, and wellness. They were held on September 29, November 18; January 19, and April 28. Parents also had opportunities to attend the OPS Family Nights, PTO family events, and PK-1 Family Nights at 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. Families were also invited to participate in the Disney Musical during the 22-23 school year.

## 5. Transition Plan

<b>5.1</b>	<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).</i>
<p>Incoming to Elementary:</p> <ol style="list-style-type: none"> <li>1) Kindergarten Registration and Informational Meeting - January – Students and parent/guardian attend a session to learn about kindergarten and what to expect. Learn about the Dual Language Program. Parents/guardians complete paperwork. Interpreters and staff available to support registration.</li> <li>2) Welcome packet mailed to incoming families - March - Invitation to class visit and parent meeting and overview of the DL program</li> <li>3) Kindergarten Tour and Parent Meeting - April – Students visit the school, classrooms, and meet classmates and teachers. Parents meeting about what to expect, meet staff, child goals before the school year starts, importance of literacy and reading to child, parent engagement opportunities, and Dual Lanugage program. Students do an activity in the English classroom and the Spanish classroom to get a feel for the DL immersion program. Families visit with child after the experience to learn about their feelings and encourage them. Each family takes home 1-2 bilingual books. A Spanish parent resource book is also given to motivate learning a 2nd language.</li> <li>4) Counselor Welcome Lesson - August – Elementary school counselor teaches a lesson about the role of the counselor and what things they do to help students.</li> <li>5) Counselor One-on-One Check-In – Beginning of Year - Elementary school counselor briefly meets individually with every student to ask questions and determine if there is a need for further proactive or reactive supports.</li> </ol> <p>Incoming to Middle from Elementary:</p> <ol style="list-style-type: none"> <li>1) Evening/Weekend Event - Middle Schools host evening/weekend event(s) for students and families to come and see the school, meet staff, pick classes</li> <li>2) Transition Lesson 1 – Elementary school counselors teach “Middle School Expectations: Understanding the Change”</li> </ol>	



- 3) Transition Lesson 2 – Elementary school counselors teach “Middle School Expectations: Setting Yourself for Academic Success”
- 4) Transition Lesson 3 – Elementary school counselors teach “Middle School Expectations: Social Success”
- 5) School Day Transition Event - Middle school counselors (+ other staff if necessary) go to elementary schools to register students who did not attend evening/weekend event
- 6) Middle School Orientation - Elementary school counselors complete Middle School Orientation lesson
- 7) Counselor Welcome Lesson – Middle school counselor teaches a lesson about the role of the counselor and what things they do to help students.
- 8) Counselor One-on-One Check-In – Middle school counselor briefly meets individually with every student to ask questions and determine if there is a need for further proactive or reactive supports.
- 9) Academic Information Form – Data from grades, testing, and teacher input is compiled to help family and student determine which classes may be the best fit.

**5.2**

*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).*

Outgoing from Elementary to Middle (Gr. 6 to 7) :

- 1) Evening/Weekend Event - Middle Schools host evening/weekend event(s) for students and families to come and see the school, meet staff, pick classes
- 2) Transition Lesson 1 – Elementary school counselors teach “Middle School Expectations: Understanding the Change”
- 3) Transition Lesson 2 – Elementary school counselors teach “Middle School Expectations: Setting Yourself for Academic Success”
- 4) Transition Lesson 3 – Elementary school counselors teach “Middle School Expectations: Social Success”
- 5) School Day Transition Event - Middle school counselors (+ other staff if necessary) go to elementary schools to register students who did not attend evening/weekend event
- 6) Middle School Orientation - Elementary school counselors complete Middle School Orientation lesson
- 7) Middle School Summer Program - Students invited to summer camp to support transition, learn building, and meet staff, meet new classmates
- 8) EL Teacher recommends reading classes for students receiving EL services and submits a writing sample
- 9) Dual Language Intent Letter sent to families to agree to continue the DL program in middle school

## 6. Strategies to address areas of need

**6.1**

*Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.*

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 opportunities for:

- instructional materials for intervention (LLI, SIL, Math RTI, Phonics Mastery Guides, Repeated Reading Protocol, Estrellita, leveled book room)
- a full-time early childhood paraprofessional
- professional development resources and training for staff (professional books, PD)
- before and after school tutoring by certified teachers and after school program (CFY)
- Success Mentors program to increase attendance
- online tutoring for grade 3-6 and online programs for additional targeted practice
- work-study students from Creighton University tutor students
- NCAA Readers are Leaders program for grade 3
- field trips and outreach programs with community partners
- Prime Time bilingual family reading program

- district summer reading challenge
- book clubs with community volunteers
- home libraries through book give aways at each family event
- take-home book program through non-profit DIBS program
- summer reading pack of 4-6 books and reading journal
- summer school program
- Spanish Club during lunch to promote Spanish language while playing games
- partnerships with community outreach programs for field trips and assemblies
- Collective for Youth after school program with academic support and enrichment activities
- focus on staff retention and balance of teaching experience through grade levels
- Addition of Social Emotional Learning using RULER during class meetings and as needed throughout the school day. Parents informed about SEL during Jackson Community Chat and monthly newsletters
- technology resources to enhance and target instruction

**7. Optional: Consolidation OR Coordination and Integration of Federal, State or local Funds**

<p><b>7.1</b></p>	<p><i>Please provide a narrative below describing the option to Consolidate available Federal, State, and local funds in order to upgrade the entire educational program of a school; OR describe coordination and integration of funds to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder. (If you choose not to consolidate, N/A is acceptable.)</i></p>
<p>The Title One Plan integrates federal, state, and local funds to support student achievement in all academic areas and for all students.</p> <p>Based on the general budget, state &amp; 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 funds, 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, Disney Musical, field trips, outreach programs, parent programs, and before and after school care. Our community partners aid our families with medical needs, dental work, dental sealants, vision care, clothing, food, and therapy/counseling services. All the funds allow our school the personnel and 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.</p>	