

Alachua County Public Schools

# A.Quinn Jones Center



2015-16 School Improvement Plan

## A.Quinn Jones Center

1108 NW 7TH AVE, Gainesville, FL 32601

<http://www.sbac.edu/pages/acps>

### School Demographics

#### School Type

High

#### 2014-15 Title I School

Yes

#### 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

80%

#### Alternative/ESE Center

No

#### Charter School

No

#### 2015-16 Minority Rate (Reported as Non-white on Survey 2)

88%

### School Grades History

#### Year

#### Grade

#### 2014-15

I\*

#### 2013-14

F

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Alachua County School Board on 12/15/2015.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>19</b>
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	21
<b>Appendix 1: Implementation Timeline</b>	<b>26</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>27</b>
Professional Development Opportunities	28
Technical Assistance Items	29
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Priority	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Our mission is to help every child excel academically, behaviorally and socially; creating stepping stones for personal success, career readiness and productive citizenship.

##### **Provide the school's vision statement**

Our team will prepare secondary students with a quality education that enables them to succeed in society. Our daily routine is to inspire and motivate students to become creative thinkers, wherein their outcomes will include successful academic achievement, career readiness, college preparedness, social-emotional stability, and citizenship.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Our school encourages the learning of multi-cultural diversity in an environment that is free of bullying, harassment, and discrimination. We encourage effective and positive relationships with students. Students are assigned an intervention specialist that also serves as a mentor and builds strong relationships with our students. Our school also provides many opportunities for parent involvement throughout the school year. We invite our families to dine with us on a monthly basis during our SAC meetings. It is during these types of activities, that we are able to build strong rapport with our families and their children. Throughout the school year, we also conduct educational meetings with the students and parents to develop the best course of action to take for each child, as it pertains to their education and preparing them for post school opportunities. New families are encouraged to visit and tour the facility prior to committing to attending either one of our programs. Parents are encouraged to actively participate in their student's daily education by volunteering or visiting their child's classroom on a regular basis. We encourage parents to come to school and eat lunch with their student whenever the opportunity presents itself; we maintain an open door policy.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

School safety is very important at our school. We have two deans, two school officers, and eight intervention specialist that assist in helping keep our campus safe. We also have the Positive Behavior Support Program (SwPBS) at our school that helps create an environment that rewards positive behavior and encourages respect for all. Our core values are "Be Respectful, Be Responsible, and Be Ready to Learn." Students are welcomed, on a daily basis, with a smile and a clean slate. Students know that no matter what type of day they may have had one day, the next day is a fresh start, and they are received with an open mind and heart. Students are afforded the opportunity to access our many counseling interns any time they feel the need. The goal being to comfort and support each child with whatever struggle or challenges they may be experiencing.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**



Our entire school utilizes the Great Eight Behavior Phase Level system and School-wide Positive Behavioral Support. It is infused throughout the school, in each and every classroom, and with all staff members enforcing the protocol. Our school three "Rs" Behavioral Matrix ask students to follow three core behaviors: Be Responsible, Be Respectful, and Be Ready to Learn. Teachers are trained in classroom management strategies We ensure that behavioral differentiation of intervention is taking place to meet the needs of all students. We also, make references to behavioral expectations when providing students with positive feedback.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Our student are required to participate in a social-emotional course each day. Students are taught appropriate positive strategies to help them learn and cope with life's difficult challenges. Social-Emotional needs are addressed at the beginning and end of each school day. We also have eight Intervention Specialist, and a School Counselor, that are on hand to provide counseling, mentorship and addition services when needed.

Students are provided with counseling whenever they need or express a desire for the service. We also refer students for counseling when the behaviors seem to stem from emotional distress.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The above EWS indicators are inclusive of what we use at our school.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	7	10	27	44
One or more suspensions	5	7	25	37
Course failure in ELA or Math	3	9	21	33
Level 1 on statewide assessment	8	12	35	55

***The number of students identified by the system as exhibiting two or more early warning indicators:***

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	9	14	37	60

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Title I pull-out tutoring  
Small class size  
Very small group instruction  
Paraprofessional in each classroom

Computer technology intervention programs  
Use of research based materials to supplement curriculum  
Title I parent resource center/materials

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

#### **Description**

Upload from DOE

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

A. Quinn Jones is committed to building and sustaining partnerships in our community. We actively recruit community business and service partners, currently having over 12 that support our ongoing efforts. We sustain those partnerships through positive relationships and communication, recognition in our quarterly journal, as well as holding an appreciation dinner and performance, at least once per year. Additionally, we have regular contact with the business partners when we pick up the food rewards they provide for our student incentive program. We send out thank you notes at the end of each school year, as well as personally going to each business partner to discuss continuing our partnership for the upcoming year as well.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership:

Name	Title
Ferguson, Daniel	Principal
Britton, Candace	Other
Zofnas, Scott	Instructional Coach
Ramirez, Robin	Dean
Edwards, Anntwanique	Assistant Principal
Kinsey , Henry	Dean
Taylor, Adrian	Other
Smith, Sherry	Guidance Counselor
Ellis, Nathaniel	Other
Williams, Douglas	Other

### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The Leadership Team is comprised of Guidance Counselor, Deans of Students, School Resource Officers (SRO), Specialists, Academic Coaches, FCIMs Facilitators, and Administrators. Each member of the team is responsible for taking an active role in student achievement. Members will not only monitor students' academic progress, but also the students' behavioral progress. Documentation of individual student intervention will be recorded. The team will monitor student academic progress by reviewing academic and discipline data from.

The team will conduct individual conferences with students who are not showing progress in core areas. Students with D and F grades will be targeted and parent teacher conferences will be conducted as needed.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

A. Quinn Jones school leadership team provide positive research-based interventions to help students succeed. The team will meet every Monday in order to review data which will include academic and behavior data. Based on this information, the team will identify areas where professional development is needed to strengthen the learning environment for all students. The team will track academic achievement of students as well as behavioral and attendance data. The team will then identify students who are not meeting the academic and/or behavioral targets. The identified student will then be referred to the School-wide Positive Behavior Support Tier 2 Team and/or the School-based Leadership Team to determine interventions needed to assist the student. An Intervention Plan will be developed for the student. The Intervention Plan will identify the student's specific areas of deficiencies and provide research based interventions to assist the student in meeting the academic/behavior issue(s) identified. Each student will be assigned an intervention specialist to support the plan and the teacher implementing the plan. The case liaison will report back to the team. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed. Students in need receive intensive reading daily (in addition to their core instruction). Additionally, students have the opportunity to attend the Title I Enrichment Lab. Class size is small in order for all students to receive small group and individualized instruction. Teacher support systems include, but are not limited to the following: Preschool

workshops and Professional Development Days, Faculty meetings, Department meetings, Grade Level meetings, Learning Team meetings, Literacy Leadership Team meetings, Truancy Team meetings, School Based Leadership Team meetings, School-wide Positive Behavior Support Team meetings, Tier 2 School-wide Positive Behavior Support Team meetings, and Collegial Planning and Exposure .

Services are provided to ensure students requiring additional remediation are assisted through after/ before school programs and/or summer school. The district coordinates with Title I and Title II in ensuring staff development needs are provided.

Additionally, assistance is provided in analyzing data from the State Assessment System

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout prevention programs

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students

Title III

NA

Title X- Homeless

District homeless Social Worker provides resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title 1 funds to provide summer school for Level 1 readers

Nutrition Programs

Free and reduced breakfast and lunch programs are provided by the district food service

Adult Education

NA

Career and Technical Education

Job Training

Other

NA

## School Advisory Council (SAC)

### Membership:

Name	Stakeholder Group
Daniel Ferguson	Principal
Linda Highland	Education Support Employee
Paige French	Business/Community
Scott Zofnas	Teacher
Candace Britton	Teacher
Lissa Montmarquette	Education Support Employee

### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***Evaluation of last year's school improvement plan*

Last year's school improvement plan was executed with fidelity.

*Development of this school improvement plan*

The members of the School Advisory Council (SAC) will work to improve the areas most important to A. Quinn Jones. Members of the SAC will be responsible for creating the School Improvement Plan (SIP), which addresses issues relative to budget, training, instructional materials, technology, staffing, student support services, school safety, discipline strategies, student health and fitness, indoor environmental air quality, and matters of resource allocation.

*Preparation of the school's annual budget and plan*

Annual school budget distributed to the school. The budget is shared with and reviewed by the SAC committee.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

School improvement funds will be allocated to instructional material and supplies to enhance academic achievement, update school library materials, materials for technology equipment. Drop out prevention (CROP Program During School (\$2,000) -We offer an in school CROP class for students who are credit deficient.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)****Membership:**

Name	Title
Zofnas, Scott	Teacher, ESE
Ferguson, Daniel	Principal
Britton, Candace	Other
Walker, Mildred	Teacher, ESE
Edwards, Anntwanique	Assistant Principal
Morrison , Cheryl	Teacher, K-12
Scarborough, Gazell	Teacher, K-12
Foti, Mary	Instructional Media

**Duties****Describe how the LLT promotes literacy within the school**

A major initiative of the Literacy Leadership Team is to increase rigorous reading and writing in all content areas. We hosts and participates in a variety of literacy events that highlight fluency in reading, writing, and speaking. 1. WORD of the Week - a literary program to promote literacy in all

content areas, encourages students to build vocabulary. 2. Literacy Week- A week-long, literacy initiative in which students participate and read favorite books in class. 3. Media Center- The celebration of Literacy by the Title 1 promotes reading through the December break by giving away free books and literacy-related materials. 4. Stop, Drop and Read 5. The Literacy team reviews summative and formative assessment data to identify students for accelerated Tier 2 and Tier 3 intervention. 6. Book of the month club. 7. Reading buddies

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

PLCs - The Professional Learning Communities will be a deliberative, structured instructional period that allows teachers to share teaching practices, such as analyzing common assessment data, reviewing successful lesson plans, and collaborating on remedial strategies.

Teachers share the same planning periods to provide for the opportunity to plan as a team.

Teachers are encouraged to strategize with their peers when trying to solve instructional and/or behavior issues as they pertain to students.

CIMS coordinator avails himself to the staff to help in developing strategies and or specific curricular interventions for their students.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

A. Quinn Jones will use the following strategies to recruit and retain highly qualified, certified-in-field, and effective teachers to the school: 1. Attend Job Fairs when available 2. Advertise vacant positions through District web-based personnel system: Administration 3. Provide mentor for each teacher new to the school and offer adequate support 4. Develop school safety plans and enforce discipline code of conduct that establish and maintain order throughout the school building 5. Implement effective classroom management strategies through the School-wide Positive Behavior Support Team in order to minimize student misbehavior: 6. Provide adequate time for team planning and collaboration so teachers have an opportunity to strengthen their expertise and promote a healthy and safe school climate 7. Provide ongoing Professional Development in order improve the job performance for all employees resulting in increased student achievement 8. Encourage all teachers to worked towards receiving their Reading Endorsement and/or ESOL Endorsement by taking the required online courses and to add additional certifications in their field.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

All first year teachers are participating in the Alachua County School Districts Beginning Teacher Program which is the District's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback. The Beginning Teacher Program is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. In this program beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners and begin a process of life long learning and professional growth. School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning and conditions which support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

## Ambitious Instruction and Learning

## Instructional Programs and Strategies

### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Our teachers meets twice a month to unwrap the standards and discuss successful instructional delivery of Florida Standards. This helps ensure cure instruction and materials are aligned to the standards.

### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Teachers provide remediation and enrichment lessons to target the needs for all students. Modified instruction approach such as re-teaching small groups, teacher-centered pairing for one-on-one instruction based on student ability and need. We use and Benchmark test data to make instructional decisions for and Title I tutoring groups. We use Read 180, and Achieve 3000, and PWI Impact for H.S. students. The data ascertained from these instructional tools provides direction for academic intervention, and differentiated instruction. The majority of our students receive small group, direct instruction.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Summer Program

**Minutes added to school year:** 3,840

Intensive interventions in comprehension, phonics, and fluency building.

#### ***Strategy Rationale***

To improve student's reading skills, so that they can improve their scores on all standardized assessments.

#### ***Strategy Purpose(s)***

- Core Academic Instruction
- Teacher collaboration, planning and professional development

#### ***Person(s) responsible for monitoring implementation of the strategy***

Zofnas, Scott, zofnassi@gm.sbac.edu

#### ***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Weekly probes and tests.



**Strategy: Before School Program**

**Minutes added to school year: 6,500**

Before School Program

**Strategy Rationale**

To give students extra help in core academic areas.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Zofnas, Scott, zofnassi@gm.sbac.edu

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Students will be given a pretest when they begin attending tutorial services in order to determine the areas they are struggling in. Teachers will provide the students with additional support in those areas in order to remediate. Students will be given mini-assessments through Performance Matters in order to track their progress in all subject areas. At the end of the year students will be given a post test in order to determine their overall growth.

**Strategy: Extended School Year**

**Minutes added to school year: 3,840**

Credit retrieval for core academics courses for middle and high school students.

**Strategy Rationale**

Students need the credits to graduate from middle school to high school; and students need specific credits to graduate high school.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Britton, Candace , brittocj@gm.sbac.edu

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Completion of credits to be applied toward graduation and/or promotion to high school..

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**



Our school support students by giving them the necessary social/emotional tools to prepare them to transition back to their home-zoned school.

### College and Career Readiness

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

A. Quinn Jones will offer two college and career days, inviting students to a college(s) tour and inviting college representatives from various locations to give students options and ideas for career path choices. The School Counselor will have a individual conference with each student upon their arrival to A. Quinn Jones in order to discuss academic and career planning. The School Counselor is available for all students to discuss career goals and choices.

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

Our middle and high school students have the opportunity to take elective courses through Edgenuity and Florida Virtual School that are of interest to them and can help prepare them for the future. Teachers are required to submit lesson plans that include real world applications and connections. Industry Certification can be obtained by passing required assessments.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

We offer courses such as personal, career, and social/emotional, and critical thinking. We have an annual Science Fair (STEM), We offer courses through our Edgenuity and Florida Virtual School Lab.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

Our teachers will teach the Florida Standards and College Readiness which will prepare students for postsecondary course levels.

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### **Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

**G1.**      Employ the best teachers and build instructional capacity to improve classroom instruction.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1. Employ the best teachers and build instructional capacity to improve classroom instruction.** 1a

G073574

**Targets Supported** 1b

Indicator	Annual Target
Teacher attendance rate	95.0
Certified in Field	98.0
Highly Qualified Teachers	100.0

**Resources Available to Support the Goal** 2

- Behavior Intervention Specialists available to assist with behavioral concerns of student; Using of Arise social-emotional life skills curriculum and Reichert House Great Eight Model.
- Updated school-wide discipline plan
- Positive Behavior Support (PBS) Program targeting behaviors from students that support being respectful, responsible and ready to learn
- Sharing an Instructional Framework that provides common language for teachers and administration
- Prioritizing truancy reduction by sending parent notification and holding Educational Planning Team meetings
- Adopting ELA/Math curriculum; utilize district quarterly assessments as progress monitoring tool
- Use district reading probes and other remediation/intervention materials, including Achieve 3000 for Title 1 pull-out groups
- Provide Title 1 Parent Resource Center
- Intervention Specialists' Manager may conduct home visits and serve as transition specialist/ liaison for students preparing to return to zoned schools.
- Partnerships with multiple community agencies

**Targeted Barriers to Achieving the Goal** 3

- Challenging behaviors of student population has negative impact on hiring, recruitment, regular attendance of employees, and uninterrupted instruction.

**Plan to Monitor Progress Toward G1.** 8

Training feedback from teachers and climate surveys from teachers.

**Person Responsible**

Daniel Ferguson

**Schedule**

Every 2 Months, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Information collected on feedback forms, data and information shared by teachers during informal meetings.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       **S123456** = Quick Key

**G1.** Employ the best teachers and build instructional capacity to improve classroom instruction. **1**

 **G073574**

**G1.B1** Challenging behaviors of student population has negative impact on hiring, recruitment, regular attendance of employees, and uninterrupted instruction. **2**

 **B192157**

**G1.B1.S3** Provide team building opportunities for faculty members. **4**

 **S203592**

### Strategy Rationale

Create opportunities for a family environment among staff. Allow staff to work together promotes collegiality and encourages teamwork when problem-solving. Promotes tolerance for difference and reduces feelings of isolation, frustration, and fatigue.

### Action Step 1 **5**

Build cultural awareness among staff and promote appreciation for diversity with the school and community.

### Person Responsible

Daniel Ferguson

### Schedule

Every 2 Months, from 8/24/2015 to 6/3/2016

### Evidence of Completion

Provide team building trainings and other supportive in-service trainings for staff periodically throughout the school year.

### Action Step 2 5

Train support staff (intervention specialists) to help mentor students and teach appropriate social skills while fostering positive relationships with families.

**Person Responsible**

Adrian Taylor

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

Documented use of Arise life skills curriculum, training outlines and sign-in sheets, and data reports reflecting how often teachers request support from intervention specialists.

### Action Step 3 5

Offer classroom management training for teachers.

**Person Responsible**

Anntwanique Edwards

**Schedule**

Semiannually, from 1/11/2016 to 6/3/2016

***Evidence of Completion***

Professional Development schedule for faculty.

### Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Instructional observations and feedback (classroom snapshot and observations)

**Person Responsible**

Daniel Ferguson

**Schedule**

Biweekly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

ACIIS reports

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Development of appropriate lesson plans.

**Person Responsible**

Daniel Ferguson

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

On-line lesson submissions via PCG or email.

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Implementation of Positive Behavior Support (PBS)

**Person Responsible**

Anntwanique Edwards

**Schedule**

Daily, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

Documented school-wide expectations and use of rewards for appropriate behaviors.

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Providing accommodations for students with disabilities and appropriately scheduling students in courses that prepare them for promotion.

**Person Responsible**

Sherry Smith

**Schedule**

On 6/3/2016

***Evidence of Completion***

IEP and 504 documentation, academic grades and transcripts.

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Providing appropriate interventions for at-risk youth.

**Person Responsible**

Adrian Taylor

**Schedule**

Daily, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

Weekly reports by intervention specialists and reduction in discipline referral rate.

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Schedule non-instructional staff get-togethers

**Person Responsible**

Scott Zofnas

**Schedule**

Every 2 Months, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

Scheduled on school Google calendar.

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Provide students with additional opportunities to achieve academic success by offering remediation chances with online courses.

**Person Responsible**

Sherry Smith

**Schedule**

On 6/3/2016

***Evidence of Completion***

Student schedules/transcripts show enrollment in courses previously failed or needed to earn credit.



**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

Teacher surveys.

**Person Responsible**

Daniel Ferguson

**Schedule**

Semiannually, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

Data collected from teacher survey instrument.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

Increase student academic achievement

**Person Responsible**

Anntwanique Edwards

**Schedule**

Quarterly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

increase of number of students passing courses at each grading period.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

Implementation of point sheets to be used to help modify student behavior and lessen instructional disruptions.

**Person Responsible**

Anntwanique Edwards

**Schedule**

Monthly, from 1/25/2016 to 6/3/2016

***Evidence of Completion***

Reduction in disciplinary referral rate after inception of point sheet use as reflected on PCG reports.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

Instructional domain summaries of snapshots (recorded in ACIIS) and data presented from other progress monitoring tools.

**Person Responsible**

Daniel Ferguson

**Schedule**

Monthly, from 10/12/2015 to 6/3/2016

**Evidence of Completion**

increased number of observations recorded in instructional domains that foster support of student gains in content areas.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S3.A1	Build cultural awareness among staff and promote appreciation for diversity with the school and community.	Ferguson, Daniel	8/24/2015	Provide team building trainings and other supportive in-service trainings for staff periodically throughout the school year.	6/3/2016 every-2-months
G1.B1.S3.A2	Train support staff (intervention specialists) to help mentor students and teach appropriate social skills while fostering positive relationships with families.	Taylor, Adrian	8/24/2015	Documented use of Arise life skills curriculum, training outlines and sign-in sheets, and data reports reflecting how often teachers request support from intervention specialists.	6/3/2016 monthly
G1.B1.S3.A3	Offer classroom management training for teachers.	Edwards, Anntwanique	1/11/2016	Professional Development schedule for faculty.	6/3/2016 semiannually
G1.MA1	Training feedback from teachers and climate surveys from teachers.	Ferguson, Daniel	8/24/2015	Information collected on feedback forms, data and information shared by teachers during informal meetings.	6/3/2016 every-2-months
G1.B1.S3.MA1	Teacher surveys.	Ferguson, Daniel	8/24/2015	Data collected from teacher survey instrument.	6/3/2016 semiannually
G1.B1.S3.MA9	Increase student academic achievement	Edwards, Anntwanique	8/24/2015	increase of number of students passing courses at each grading period.	6/3/2016 quarterly
G1.B1.S3.MA10	Implementation of point sheets to be used to help modify student behavior and lessen instructional disruptions.	Edwards, Anntwanique	1/25/2016	Reduction in disciplinary referral rate after inception of point sheet use as reflected on PCG reports.	6/3/2016 monthly
G1.B1.S3.MA11	Instructional domain summaries of snapshots (recorded in ACIIS) and data presented from other progress monitoring tools.	Ferguson, Daniel	10/12/2015	increased number of observations recorded in instructional domains that foster support of student gains in content areas.	6/3/2016 monthly
G1.B1.S3.MA1	Instructional observations and feedback (classroom snapshot and observations)	Ferguson, Daniel	8/24/2015	ACIIS reports	6/3/2016 biweekly
G1.B1.S3.MA2	Development of appropriate lesson plans.	Ferguson, Daniel	8/24/2015	On-line lesson submissions via PCG or email.	6/3/2016 monthly
G1.B1.S3.MA3	Implementation of Positive Behavior Support (PBS)	Edwards, Anntwanique	8/24/2015	Documented school-wide expectations and use of rewards for appropriate behaviors.	6/3/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S3.MA4	Providing accommodations for students with disabilities and appropriately scheduling students in courses that prepare them for promotion.	Smith, Sherry	8/24/2015	IEP and 504 documentation, academic grades and transcripts.	6/3/2016 one-time
G1.B1.S3.MA5	Providing appropriate interventions for at-risk youth.	Taylor, Adrian	8/24/2015	Weekly reports by intervention specialists and reduction in discipline referral rate.	6/3/2016 daily
G1.B1.S3.MA6	Schedule non-instructional staff get-togethers	Zofnas, Scott	8/24/2015	Scheduled on school Google calendar.	6/3/2016 every-2-months
G1.B1.S3.MA7	Provide students with additional opportunities to achieve academic success by offering remediation chances with online courses.	Smith, Sherry	8/24/2015	Student schedules/transcripts show enrollment in courses previously failed or needed to earn credit.	6/3/2016 one-time

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** Employ the best teachers and build instructional capacity to improve classroom instruction.

**G1.B1** Challenging behaviors of student population has negative impact on hiring, recruitment, regular attendance of employees, and uninterrupted instruction.

**G1.B1.S3** Provide team building opportunities for faculty members.

### PD Opportunity 1

Build cultural awareness among staff and promote appreciation for diversity with the school and community.

#### Facilitator

River Phoenix for Peacebuliding, SEDNET, and SBAC guidance supervising office.

#### Participants

Faculty and staff members.

#### Schedule

Every 2 Months, from 8/24/2015 to 6/3/2016

### PD Opportunity 2

Train support staff (intervention specialists) to help mentor students and teach appropriate social skills while fostering positive relationships with families.

#### Facilitator

Reichert House, SBAC Departments as requested, and school administrators.

#### Participants

Intervention specialists and other staff as requested by school principal

#### Schedule

Monthly, from 8/24/2015 to 6/3/2016

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

1	G1.B1.S3.A1	Build cultural awareness among staff and promote appreciation for diversity with the school and community.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0052 - A.Quinn Jones Center	Title I Part A		\$500.00
2	G1.B1.S3.A2	Train support staff (intervention specialists) to help mentor students and teach appropriate social skills while fostering positive relationships with families.				\$0.00
3	G1.B1.S3.A3	Offer classroom management training for teachers.				\$0.00
Total:						\$500.00