A.Quinn Jones Center

2016-17 Schoolwide Improvement Plan

A.Quinn Jones Center

1108 NW 7TH AVE, Gainesville, FL 32601

https://www.sbac.edu/aqjones

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	85%

School Grades History

Year	2014-15	2013-14
Grade	F*	F

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 10/18/2016.

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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for A.Quinn Jones Center

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

b. 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 six 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.

c. 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 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. Lottery dollars will be used to fund rewards.

d. 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 of each school day. We also have six 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. In addition, Alachua County System of Care and outside agencies provides services for our students. The Parent Academy will also provide much needed services to our parents and students that are parents.

3. 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).

a. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	2	17	20	0	0	0	0	39
One or more suspensions	0	0	0	0	0	0	2	18	20	0	0	0	0	40
Course failure in ELA or Math	0	0	0	0	0	0	2	10	15	0	0	0	0	27
Level 1 on statewide assessment	0	0	0	0	0	0	2	13	15	0	0	0	0	30

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	2	17	23	0	0	0	0	42

c. 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
Attendance Dean
Graduation Coach

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
Yes

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

2. Description

Upload from DOE

2. 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. We also partner with the University of Florida to provide additional resources for our students.

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Ferguson, Daniel	Principal
Britton, Candace	Other
Zofnas, Scott	Instructional Coach
Johnson, Jacqueline	Dean
Bell, Ricky	Assistant Principal
Leggon, Kenya	Dean
Smith, Sherry	School Counselor
Ellis, Nathaniel	Other
Williams, Douglas	Other

b. Duties

1. 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.

2. 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.
Food-4-Kids backpack program given to families in need of the help.

Adult Education
NA

Career and Technical Education

Job Training

Other
NA

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

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

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

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

b. 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.

c. 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.

2. 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.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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

D. Public and Collaborative Teaching

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

1. 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 common 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 a they pertain to students.

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

2. 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 a 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 to 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Our teachers use the state and district adopted programs for core instruction. All are aligned to Florida 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.

b. Instructional Strategies

1. 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.

Our school uses district data collection tools to provide data for progress monitoring and driving instruction.
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 AIMS, mini-assessments, and benchmark test data to make instructional decisions for and Title I tutoring groups. We use Read 180, and Achieve 3000. 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.

2. 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: 1,390

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.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. 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.

b. College and Career Readiness

1. 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 Leadership Team will have a individual conference with each student upon their arrival to A. Quinn Jones in order to discuss academic and career planning. The Graduation Coach is available for all students to discuss career goals and choices.

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

We partner with Professional Academies at Loften to provide carreer and technical courses to our students.
Our middle and high school students have the opportunity to take elective courses through Alachua E-School, 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.

3. 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. In addition, we offer programs such as Farm to School Program, Robotics, and Career Planning.

4. 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.

Students participate in college tours and monthly assemblies that promote college readiness. Our teachers will teach the Florida Standards and College Readiness which will prepare students for postsecondary course levels.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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

1 = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Improve academic achievement in reading

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Improve academic achievement in reading 1a

🔑 G087010

Targets Supported 1b

Indicator	Annual Target
Certified in Field	100.0
Highly Qualified Teachers	100.0
FSA ELA Achievement	20.0

Targeted Barriers to Achieving the Goal 3

- Some students above age for grade level due to multiple retention years/failure meet satisfactory completion for course credit

- Students do not see the long-term benefits to education

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers and behavior intervention specialists available to assist with behavioral concerns of student; Use of Arise social-emotional life skills curriculum.

- 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 hiring an attendance dean who will notify parents and hold Educational Planning Team meetings

- Utilize district quarterly assessments as progress monitoring tool

- Use district reading and other remediation/intervention materials, including Edmentum, Plato, FLVS, Alachua E-school, iReady Reading, and Achieve 3000 for Title 1 pull-out groups Florida Ready for ELA

- Provide Title 1 Parent Resource Center

- Administration and teachers may conduct home visits and serve as transition specialist/liaison for students preparing to return to zoned schools.

- Partnerships with multiple community agencies

- School wide book study using "Teach Like a Champion 2.0.

Plan to Monitor Progress Toward G1. 8

Data will be collected through state and district assessments along with school attendance and discipline records.

Person Responsible
Daniel Ferguson

Schedule
Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion
Data will be collected through state and district assessments along with school attendance and discipline records.

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. Improve academic achievement in reading 1

🔑 G087010

G1.B4 Students do not see the long-term benefits to education 2

🔑 B231298

G1.B4.S1 Provide high-quality instruction 4

🔑 S244031

Strategy Rationale

Our students are low-performing and they need high-quality instruction to move them towards proficiency

Action Step 1 5

Align instruction with the Florida Standards

Person Responsible

Daniel Ferguson

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson Plans

Action Step 2 5

Improving instructional delivery through Kagan and CRISS

Person Responsible

Scott Zofnas

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Scheduled trainings

Action Step 3 `5`

Common planning for teachers

Person Responsible

Daniel Ferguson

Schedule

Daily, from 8/8/2016 to 6/2/2017

Evidence of Completion

Master Schedule

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Administration will monitor classroom instruction

Person Responsible

Ricky Bell

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson plans, walk-throughs, and observations

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Monitor data indicators, such as district and state assessments, as well as attendance records and discipline incidents

Person Responsible

Daniel Ferguson

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

District and state assessment results

G1.B4.S2 College tours and field trips `4`

`S244032`

Strategy Rationale

To expose our students to post-secondary opportunities

Action Step 1 `5`

Coordinate with university and college recruiters to schedule tours and experience days

Person Responsible

Ricky Bell

Schedule

Triannually, from 7/18/2016 to 6/2/2017

Evidence of Completion

Scheduled tour dates

Plan to Monitor Fidelity of Implementation of G1.B4.S2 `6`

At least three trips will be planned for the school year

Person Responsible

Ricky Bell

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Planned trips and Title 1 proposal

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 `7`

See data indicators such as academic achievement, attendance, and discipline incidents improve

Person Responsible

Ricky Bell

Schedule

Semiannually, from 8/15/2016 to 6/2/2017

Evidence of Completion

State and district assessments, attendance data, and discipline data

G1.B4.S3 School-wide literacy program 4

 S244033

Strategy Rationale

Prioritize reading as a foundation to educational success

Action Step 1 5

Develop a literacy team

Person Responsible

Mary Foti

Schedule

On 6/2/2017

Evidence of Completion

List of team members

Action Step 2 5

Literacy team will meet to implement school-wide literacy strategies

Person Responsible

Mary Foti

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Meeting Agenda

Action Step 3 5

Incorporate school-wide book reading program

Person Responsible

Mary Foti

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G1.B4.S3 `6`

Administration will attend and monitor monthly meetings

Person Responsible

Daniel Ferguson

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Meeting agendas and lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 `7`

Data indicators such as academic achievement, attendance, and discipline incidents should improve

Person Responsible

Ricky Bell

Schedule

Quarterly, from 8/15/2016 to 6/9/2017

Evidence of Completion

State and district assessments, discipline records, and attendance records

G1.B4.S4 Monthly motivational assemblies 4

S244034

Strategy Rationale

Inspire our students to become creative thinkers and further their academic achievement

Action Step 1 5

We will coordinate and schedule monthly career awareness and motivational speakers.

Person Responsible

Kenya Leggon

Schedule

Monthly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Faculty email

Plan to Monitor Fidelity of Implementation of G1.B4.S4 6

Guest speakers are scheduled

Person Responsible

Scott Zofnas

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Faculty Email notifying teachers and staff

Plan to Monitor Effectiveness of Implementation of G1.B4.S4 `7`

Informal student feedback

Person Responsible

Kenya Leggon

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Agenda from faculty meeting

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M327670	Data will be collected through state and district assessments along with school attendance and...	Ferguson, Daniel	8/15/2016	Data will be collected through state and district assessments along with school attendance and discipline records.	6/2/2017 quarterly
G1.B4.S1.MA1 M327662	Monitor data indicators, such as district and state assessments, as well as attendance records and...	Ferguson, Daniel	8/15/2016	District and state assessment results	6/2/2017 quarterly
G1.B4.S1.MA1 M327663	Administration will monitor classroom instruction	Bell, Ricky	8/22/2016	Lesson plans, walk-throughs, and observations	6/2/2017 weekly
G1.B4.S1.A1 A315935	Align instruction with the Florida Standards	Ferguson, Daniel	8/15/2016	Lesson Plans	6/2/2017 monthly
G1.B4.S1.A2 A315936	Improving instructional delivery through Kagan and CRISS	Zofnas, Scott	8/15/2016	Scheduled trainings	6/2/2017 quarterly
G1.B4.S1.A3 A315937	Common planning for teachers	Ferguson, Daniel	8/8/2016	Master Schedule	6/2/2017 daily
G1.B4.S2.MA1 M327664	See data indicators such as academic achievement, attendance, and discipline incidents improve	Bell, Ricky	8/15/2016	State and district assessments, attendance data, and discipline data	6/2/2017 semiannually
G1.B4.S2.MA1 M327665	At least three trips will be planned for the school year	Bell, Ricky	8/15/2016	Planned trips and Title 1 proposal	6/2/2017 quarterly
G1.B4.S2.A1 A315938	Coordinate with university and college recruiters to schedule tours and experience days	Bell, Ricky	7/18/2016	Scheduled tour dates	6/2/2017 triannually
G1.B4.S3.MA1 M327667	Administration will attend and monitor monthly meetings	Ferguson, Daniel	8/15/2016	Meeting agendas and lesson plans	6/2/2017 monthly
G1.B4.S3.A1 A315939	Develop a literacy team	Foti, Mary	8/8/2016	List of team members	6/2/2017 one-time
G1.B4.S3.A2 A315940	Literacy team will meet to implement school-wide literacy strategies	Foti, Mary	8/15/2016	Meeting Agenda	6/2/2017 monthly
G1.B4.S3.A3 A315941	Incorporate school-wide book reading program	Foti, Mary	8/15/2016	Lesson plans	6/2/2017 daily
G1.B4.S4.MA1 M327668	Informal student feedback	Leggon, Kenya	8/15/2016	Agenda from faculty meeting	6/2/2017 monthly
G1.B4.S4.MA1 M327669	Guest speakers are scheduled	Zofnas, Scott	8/15/2016	Faculty Email notifying teachers and staff	6/2/2017 monthly
G1.B4.S4.A1 A315942	We will coordinate and schedule monthly career awareness and motivational speakers.	Leggon, Kenya	8/8/2016	Faculty email	6/2/2017 monthly
G1.B4.S3.MA1 M327666	Data indicators such as academic achievement, attendance, and discipline incidents should improve	Bell, Ricky	8/15/2016	State and district assessments, discipline records, and attendance records	6/9/2017 quarterly

V. Professional Development Opportunities

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

G1. Improve academic achievement in reading

G1.B4 Students do not see the long-term benefits to education

G1.B4.S1 Provide high-quality instruction

PD Opportunity 1

Align instruction with the Florida Standards

Facilitator

Staff Development

Participants

A. Quinn Jones Faculty

Schedule

Monthly, from 8/15/2016 to 6/2/2017

PD Opportunity 2

Improving instructional delivery through Kagan and CRISS

Facilitator

Staff Development

Participants

A. Quinn Jones Faculty

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

PD Opportunity 3

Common planning for teachers

Facilitator

Peer Teacher Observations & Lesson Study Collaboration

Participants

Teachers

Schedule

Daily, from 8/8/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B4.S1.A1	Align instruction with the Florida Standards				$0.00
2	G1.B4.S1.A2	Improving instructional delivery through Kagan and CRISS				$0.00
3	G1.B4.S1.A3	Common planning for teachers				$0.00
4	G1.B4.S2.A1	Coordinate with university and college recruiters to schedule tours and experience days				$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3240	239-Other	0052 - A.Quinn Jones Center	Other		$5,000.00
5	G1.B4.S3.A1	Develop a literacy team				$0.00
6	G1.B4.S3.A2	Literacy team will meet to implement school-wide literacy strategies				$0.00
7	G1.B4.S3.A3	Incorporate school-wide book reading program				$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3240	341039-SUPPLIES - EDUCATIONAL	0052 - A.Quinn Jones Center	Title I, Part A		$1,200.00
8	G1.B4.S4.A1	We will coordinate and schedule monthly career awareness and motivational speakers.				$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3240	310-Professional and Technical Services	0052 - A.Quinn Jones Center	Title I, Part A		$3,000.00
					Total:	$9,200.00