

Alachua County Public Schools

A.Quinn Jones Center



2017-18 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)	2016-17 Title I School	2016-17 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	88%

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 10/17/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	29
Appendix 2: Professional Development and Technical Assistance Outlines	31
Professional Development Opportunities	31
Technical Assistance Items	33
Appendix 3: Budget to Support Goals	33

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 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. We will cultivate creative thinkers, competent communicators and career-focused students. We seek to establish equity for all student learners, where each child feels valued and respected. Our school environment embraces uniqueness and creativity, fostering support for student enrichment. 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. Families, communities and educators will come together to establish the building blocks for overall excellence.

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. 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 campus prior to committing to attending our program. 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 resource officers, and six intervention specialist that assist in keeping our campus safe. We also have the Positive Behavior Support Program (SwPBS) at A. Quinn Jones that helps create an environment that rewards positive behavior and encourages respect for all. Our A. Quinn Jones expectations 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 today, 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 our school-wide expectations: 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 students 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	3	15	18	9	7	5	5	62
Course failure in ELA or Math	0	0	0	0	0	0	0	5	10	3	1	2	1	22
Level 1 on statewide assessment	0	0	0	0	0	0	1	15	15	12	8	2	6	59

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	3	18	18	16	10	4	5	74	

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 Coach
Graduation Coach

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/430139>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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 twelve local businesses 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

1. School Leadership Team

a. Membership

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

Name	Title
Jones, Darin	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 provides 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 breakfast and lunch are provided for all A. Quinn Jones students.

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
Darin Jones	Principal
Linda Highland	Education Support Employee
Paige French	Business/Community
Scott Zofnas	Teacher
Candace Britton	Teacher
Lissa Montmarquette	Teacher
John MontMarquette	Business/Community
Ross Jelgerheis	Business/Community
Robert Highland	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The school improvement plan is evaluated throughout the school year by the School Advisory Committee (SAC) through the monthly SAC meetings. The SAC committee must also approve the the new School Improvement Plan.

b. Development of this school improvement plan

The members of the School Advisory Council (SAC) will work to achieve the school goals. 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
Jones, Darin	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 Day - 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-encourages students to pair up and read.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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.

Professional Development is based on the needs of the school.

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.

Learning Walks

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. 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 participate 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 curriculum 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 core 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. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 providing them the necessary social/emotional tools to prepare them to transition back to their home-zoned school. Behavioral strategies are discussed with students at length in their social/emotional class and students are encouraged to use these strategies to deal with everyday issues.

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.

A. Quinn Jones is also exploring the start of a career explorations class for middle and high school

students. We are seeking opportunities to partner with businesses to give students an opportunity to gain job experiences which will make them employment ready.

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

We are starting a career technical education program which will allow students to gain industry certification in ServSafe which will make these student immediately employable when . We are seeking to add additional industry certifications as well. A. Quinn Jones has also partnered with Dignity Project to give students Career Based Training.

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 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 post-secondary course levels.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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" 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. Improve FSA ELA Achievement

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 FSA ELA Achievement 1a

G095677

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	35.0
Highly Qualified Teachers	100.0

Targeted Barriers to Achieving the Goal 3

- Limited parent involvement
- Many students have poor school attendance rates
- 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 students
- 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, "Other People's Children: Cultural Conflict in the Classroom."
- Faculty Learning Walks

Plan to Monitor Progress Toward G1. 8

Parent surveys

Person Responsible

Darin Jones

Schedule

On 6/1/2018

Evidence of Completion

Results of parent surveys

Plan to Monitor Progress Toward G1. 8

Attendance records

Person Responsible

Scott Zofnas

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Review of attendance records

Plan to Monitor Progress Toward G1. 8

AIMS Assessment Data

Person Responsible

Scott Zofnas

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Review of data from quarterly results of AIMS ELA Assesments

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 FSA ELA Achievement **1**

 **G095677**

G1.B1 Limited parent involvement **2**

 **B257615**

G1.B1.S1 Increase parent involvement at school **4**

 **S272592**

Strategy Rationale

Increased parent involvement will lead to student success

Action Step 1 **5**

Provide school events which provide opportunities for parents and students to participate

Person Responsible

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Parent surveys

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Weekly leadership meetings

Person Responsible

Candace Britton

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Notes from leadership meetings

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Review of parental involvement at School Advisory Committee meetings

Person Responsible

Darin Jones

Schedule

Monthly, from 9/21/2017 to 5/24/2018


Evidence of Completion

School Advisory Meeting notes

G1.B2 Many students have poor school attendance rates **2**

 B257616

G1.B2.S1 A. Quinn Jones attendance officer will work with the data base clerk and District to call parents and make home visits to encourage students to attend school on a regular basis. Attendance data will be reviewed on a weekly basis. **4**

 S272593

Strategy Rationale

Students who attend school on a regular basis do better in school.

Action Step 1 **5**

A. Quinn Jones will conduct weekly attendance checks.

Person Responsible

Scott Zofnas

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Attendance Records

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Mr. Jones will meet with Mr. Zofnas on a weekly basis to discuss attendance data.

Person Responsible

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Attendance records

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Weekly Meetings

Person Responsible

Darin Jones

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Monthly Attendance Data

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

 B257618

G1.B4.S1 Provide high-quality instruction with researched based learning strategies which meet the needs of all learners. **4**

 S272595

Strategy Rationale

High quality instruction will lead to students being more interested in their education.

Action Step 1 **5**

Align instruction with the Florida Standards

Person Responsible

Ricky Bell

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson Plans

Action Step 2 **5**

Improving instructional delivery through Kagan and CRISS Strategies.

Person Responsible

Scott Zofnas

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Scheduled trainings

Action Step 3 5

Common planning for teachers

Person Responsible

Ricky Bell

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Master Schedule

Action Step 4 5

ELA team will use AIMS ELA data to make instructional decisions

Person Responsible

Ricky Bell

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

Administration will monitor classroom instruction

Person Responsible

Darin Jones

Schedule

Weekly, from 8/14/2017 to 6/1/2018

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

Darin Jones

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

District and state assessment results

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

 S272596

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 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

Evidence of Completion

Planned trips and Title 1 proposal

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

Improve student academic achievement, attendance, and discipline incidents.

Person Responsible

Darin Jones

Schedule

Semiannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

State and district assessments, attendance data, and discipline data

G1.B4.S3 School-wide literacy program 4

S272597

Strategy Rationale

Prioritize reading as a foundation to educational success

Action Step 1 5

Literacy team will meet to implement school-wide literacy strategies

Person Responsible

Mary Foti

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Meeting Agenda

Action Step 2 5

Incorporate school-wide book reading program

Person Responsible

Mary Foti

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson plans

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

Administration will attend and monitor monthly literacy meetings

Person Responsible

Darin Jones

Schedule

Monthly, from 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018


Evidence of Completion

State and district assessments, discipline records, and attendance records

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.MA1 M391776	Review of parental involvement at School Advisory Committee meetings	Jones, Darin	9/21/2017	School Advisory Meeting notes	5/24/2018 monthly
G1.MA1 M391786	Parent surveys	Jones, Darin	8/14/2017	Results of parent surveys	6/1/2018 one-time
G1.MA2 M391787	Attendance records	Zofnas, Scott	8/14/2017	Review of attendance records	6/1/2018 monthly
G1.MA3 M391788	AIMS Assessment Data	Zofnas, Scott	8/14/2017	Review of data from quarterly results of AIMS ELA Assesments	6/1/2018 quarterly
G1.B1.S1.MA1 M391777	Weekly leadership meetings	Britton, Candace	8/14/2017	Notes from leadership meetings	6/1/2018 weekly
G1.B1.S1.A1 A365854	Provide school events which provide opportunities for parents and students to participate		8/14/2017	Parent surveys	6/1/2018 quarterly
G1.B2.S1.MA1 M391778	Weekly Meetings	Jones, Darin	8/14/2017	Monthly Attendance Data	6/1/2018 weekly
G1.B2.S1.MA1 M391779	Mr. Jones will meet with Mr. Zofnas on a weekly basis to discuss attendance data.		8/14/2017	Attendance records	6/1/2018 weekly
G1.B2.S1.A1 A365855	A. Quinn Jones will conduct weekly attendance checks.	Zofnas, Scott	8/14/2017	Attendance Records	6/1/2018 weekly
G1.B4.S1.MA1 M391780	Monitor data indicators, such as district and state assessments, as well as attendance records and...	Jones, Darin	8/14/2017	District and state assessment results	6/1/2018 quarterly
G1.B4.S1.MA1 M391781	Administration will monitor classroom instruction	Jones, Darin	8/14/2017	Lesson plans, walk-throughs, and observations.	6/1/2018 weekly
G1.B4.S1.A1 A365857	Align instruction with the Florida Standards	Bell, Ricky	8/14/2017	Lesson Plans	6/1/2018 monthly
G1.B4.S1.A2 A365858	Improving instructional delivery through Kagan and CRISS Strategies.	Zofnas, Scott	8/14/2017	Scheduled trainings	6/1/2018 quarterly
G1.B4.S1.A3 A365859	Common planning for teachers	Bell, Ricky	8/14/2017	Master Schedule	6/1/2018 daily
G1.B4.S1.A4 A365860	ELA team will use AIMS ELA data to make instructional decisions	Bell, Ricky	8/14/2017		6/1/2018 quarterly
G1.B4.S2.MA1 M391782	Improve student academic achievement, attendance, and discipline incidents.	Jones, Darin	8/14/2017	State and district assessments, attendance data, and discipline data	6/1/2018 semiannually
G1.B4.S2.MA1 M391783	At least three trips will be planned for the school year	Bell, Ricky	8/14/2017	Planned trips and Title 1 proposal	6/1/2018 quarterly
G1.B4.S2.A1 A365861	Coordinate with university and college recruiters to schedule tours and experience days	Bell, Ricky	8/14/2017	Scheduled tour dates	6/1/2018 triannually
G1.B4.S3.MA1 M391784	Data indicators such as academic achievement, attendance, and discipline incidents should improve	Bell, Ricky	8/14/2017	State and district assessments, discipline records, and attendance records	6/1/2018 quarterly
G1.B4.S3.MA1 M391785	Administration will attend and monitor monthly literacy meetings	Jones, Darin	8/14/2017	Meeting agendas and lesson plans	6/1/2018 monthly
G1.B4.S3.A1 A365862	Literacy team will meet to implement school-wide literacy strategies	Foti, Mary	8/14/2017	Meeting Agenda	6/1/2018 monthly

Alachua - 0052 - A.Quinn Jones Center - 2017-18 SIP
A.Quinn Jones Center

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S3.A2  A365863	Incorporate school-wide book reading program	Foti, Mary	8/14/2017	Lesson plans	6/1/2018 daily

V. Professional Development Opportunities

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

G1. Improve FSA ELA Achievement

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

G1.B4.S1 Provide high-quality instruction with researched based learning strategies which meet the needs of all learners.

PD Opportunity 1

Align instruction with the Florida Standards

Facilitator

Staff Development

Participants

A. Quinn Jones Faculty

Schedule

Monthly, from 8/14/2017 to 6/1/2018

PD Opportunity 2

Improving instructional delivery through Kagan and CRISS Strategies.

Facilitator

Staff Development

Participants

A. Quinn Jones Faculty

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

PD Opportunity 3

Common planning for teachers

Facilitator

Peer Teacher Observations & Lesson Study Collaboration

Participants

Teachers

Schedule

Daily, from 8/14/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide school events which provide opportunities for parents and students to participate				\$0.00
2	G1.B2.S1.A1	A. Quinn Jones will conduct weekly attendance checks.				\$0.00
3	G1.B4.S1.A1	Align instruction with the Florida Standards				\$0.00
4	G1.B4.S1.A2	Improving instructional delivery through Kagan and CRISS Strategies.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0052 - A.Quinn Jones Center	Title, I Part A		\$1,000.00
5	G1.B4.S1.A3	Common planning for teachers				\$0.00
6	G1.B4.S1.A4	ELA team will use AIMS ELA data to make instructional decisions				\$0.00
7	G1.B4.S2.A1	Coordinate with university and college recruiters to schedule tours and experience days				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3240	239-Other	0052 - A.Quinn Jones Center	Other		\$4,000.00
8	G1.B4.S3.A1	Literacy team will meet to implement school-wide literacy strategies				\$0.00
9	G1.B4.S3.A2	Incorporate school-wide book reading program				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3240	341039-SUPPLIES - EDUCATIONAL	0052 - A.Quinn Jones Center	Title I, Part A		\$1,500.00
Total:						\$6,500.00