

Alachua County Public Schools

# A.Quinn Jones Center



## 2019-20 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>9</b>
<b>Planning for Improvement</b>	<b>14</b>
<b>Title I Requirements</b>	<b>17</b>
<b>Budget to Support Goals</b>	<b>19</b>

## A.Quinn Jones Center

1108 NW 7TH AVE, Gainesville, FL 32601

<https://www.sbac.edu/aqjones>

### Demographics

**Principal: Alberta Bing**

Start Date for this Principal: 7/27/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: F (17%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Alachua County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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.

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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>9</b>
<b>Planning for Improvement</b>	<b>14</b>
<b>Title I Requirements</b>	<b>17</b>
<b>Budget to Support Goals</b>	<b>19</b>

## 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)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

### School Grades History

Year	2014-15	2013-14
Grade	F*	F

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<https://www.floridacims.org>.

### 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. 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: School Information

### School Mission and Vision

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

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

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

Our team will prepare secondary students with a quality education that enables them to succeed in society. 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.

### School Leadership Team

#### Membership

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

Name	Title	Job Duties and Responsibilities
Jones, Darin	Principal	Monitor students academic and behavioral progress through collaborative professional learning communities. Ensure classroom instruction is aligned to grade-level standards.
Kavanaugh, Michael	Assistant Principal	Monitor students behavior and academic progress through collaborative professional learning communities.
Britton, Candace	Other	Graduation coach monitors the academic progress of students.
Scarborough, Gazell	Teacher, K-12	Provides academic support to team members and monitors student progress.
Pegg, Natalia	Teacher, K-12	Provides academic support to team members and monitor student progress. Provides math pull-out services to students.
Johnson, Jacqueline	Dean	Supports teachers with behavioral positive behavior support interventions and monitors behavioral data.
Walker, Stephen	Teacher, K-12	Provides pull-out reading interventions to students.

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	12	15	14	17	10	10	6	84	
Attendance below 90 percent	0	0	0	0	0	0	4	7	5	5	3	4	0	28	
One or more suspensions	0	0	0	0	0	0	4	5	8	10	1	3	0	31	
Course failure in ELA or Math	0	0	0	0	0	0	4	6	2	0	3	0	0	15	
Level 1 on statewide assessment	0	0	0	0	0	0	12	12	10	15	9	0	0	58	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	4	8	12	9	4	3	3	43

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	3	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	6	4	6	10	3	0	0	29

**FTE units allocated to school (total number of teacher units)**

22

**Date this data was collected or last updated**

Friday 7/26/2019

**Prior Year - As Reported****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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**

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

**Prior Year - Updated****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	0	1	0	0	2	1	0	4	
One or more suspensions	0	0	0	0	0	0	2	6	3	6	2	4	0	23	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	6	2	2	1	0	11	
Level 1 on statewide assessment	0	0	0	0	0	0	7	10	10	4	6	0	0	37	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	4	5	6	8	4	2	0	29

## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	59%	56%	0%	57%	53%
ELA Learning Gains	0%	52%	51%	0%	54%	49%
ELA Lowest 25th Percentile	0%	39%	42%	0%	42%	41%
Math Achievement	0%	54%	51%	0%	47%	49%
Math Learning Gains	0%	54%	48%	0%	41%	44%
Math Lowest 25th Percentile	0%	48%	45%	0%	32%	39%
Science Achievement	0%	68%	68%	0%	65%	65%
Social Studies Achievement	0%	75%	73%	0%	74%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	12 (0)	15 (0)	14 (0)	17 (0)	10 (0)	10 (0)	6 (0)	84 (0)
Attendance below 90 percent	4 (0)	7 (0)	5 (0)	5 (0)	3 (0)	4 (0)	0 (0)	28 (0)
One or more suspensions	4 (0)	5 (0)	8 (0)	10 (0)	1 (0)	3 (0)	0 (0)	31 (0)
Course failure in ELA or Math	4 (0)	6 (0)	2 (0)	0 (0)	3 (0)	0 (0)	0 (0)	15 (0)
Level 1 on statewide assessment	12 (0)	12 (0)	10 (0)	15 (0)	9 (0)	0 (0)	0 (0)	58 (0)

### Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	8%	53%	-45%	54%	-46%
	2018	0%	55%	-55%	52%	-52%
Same Grade Comparison		8%				
Cohort Comparison						
07	2019	10%	54%	-44%	52%	-42%
	2018	0%	55%	-55%	51%	-51%
Same Grade Comparison		10%				
Cohort Comparison		10%				
08	2019	0%	61%	-61%	56%	-56%
	2018	0%	61%	-61%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison		0%				
09	2019	0%	60%	-60%	55%	-55%
	2018	5%	58%	-53%	53%	-48%
Same Grade Comparison		-5%				
Cohort Comparison		0%				
10	2019	9%	55%	-46%	53%	-44%
	2018	0%	60%	-60%	53%	-53%
Same Grade Comparison		9%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	0%	52%	-52%	55%	-55%
	2018	0%	53%	-53%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	0%	59%	-59%	54%	-54%
	2018	10%	58%	-48%	54%	-44%
Same Grade Comparison		-10%				
Cohort Comparison		0%				
08	2019	0%	27%	-27%	46%	-46%
	2018	0%	24%	-24%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	0%	54%	-54%	48%	-48%
	2018	0%	53%	-53%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	0%	66%	-66%	67%	-67%
2018	0%	68%	-68%	65%	-65%
Compare		0%			
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	5%	69%	-64%	71%	-66%
2018	8%	69%	-61%	71%	-63%
Compare		-3%			
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	0%	71%	-71%	70%	-70%
2018	0%	71%	-71%	68%	-68%
Compare		0%			
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	9%	56%	-47%	61%	-52%
2018	8%	60%	-52%	62%	-54%
Compare		1%			
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	0%	48%	-48%	57%	-57%
2018	0%	63%	-63%	56%	-56%
Compare		0%			

### Subgroup Data

<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2017-18</b>	<b>C &amp; C Accel 2017-18</b>
<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	30
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	30
Total Components for the Federal Index	1
Percent Tested	

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Performance was low in both math and English Language Arts. Students social/emotional traumatic issues have contributed towards students low academic progress and instructional engagement. Absenteeism is also an issue. A. Quinn Jones led the district in the number of 10 or more absences in

the school district. About fifty percent of our students are on juvenile probation. These students at times are placed in a secure detention facility for an extended amount of time if these students violate their juvenile probation.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Math showed the largest decline, however scores are low across all subject areas. Due to our high rate of student transition students may be with us for short periods of time. Also, students social/emotional trauma issues contribute to students low academic progress and low instructional engagement.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

All data shows a significant gap when compared to the state average. As mentioned before many factors have contributed to this gap. However, the most significant factor is these students high rates of transition, absenteeism and social/emotional issues.

**Which data component showed the most improvement? What new actions did your school take in this area?**

English Language Arts showed the greatest improvement however, improvement was minimal. Our entire staff will continue to monitor student data.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Our biggest area of concern is how to address students social/emotional needs.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Each student will show one learning gain in English Language Arts.
2. Each student will show one learning gain in Math
3. Each teacher and staff member will be trained in the trauma-sensitive school model.
4. Improve student attendance.
- 5.

## Part III: Planning for Improvement

**Areas of Focus:**

#1	
<b>Title</b>	Increase learning gains of all students in both ELA and math.
<b>Rationale</b>	In the past five years A. Quinn Jones FSA student learning gains have remained low as compared to district and state averages which has led to a low number of students achieving passing scores on FSA assessments.
<b>State the measurable outcome the school plans to achieve</b>	Thirty-one percent of students will show one learning gain on both FSA math and ELA assessments.
<b>Person responsible for monitoring outcome</b>	Darin Jones (jonesdd@gm.sbac.edu)
<b>Evidence-based Strategy</b>	Our school-wide professional learning community will function as a way to review student data and make decisions based on data, however it will be necessary to increase the frequency of data chats with students. Data will also be disaggregated and presented to the leadership team as a means for targeting specific patterns and trends within our population. We will also use the Universal Design Learning model to make sure all of student's learning styles are being addressed in the classroom setting.
<b>Rationale for Evidence-based Strategy</b>	After careful analysis of past student FSA reading and math results data shows the majority of students remain deficient in both math and ELA skills.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Ensure classroom instruction is aligned to grade-level standards.</li> <li>2. Ensure Universal Design Learning strategies are being used in the classroom.</li> <li>3. Increase number of student data chats</li> <li>4. In a collaborative effort increase academic rigor.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Darin Jones (jonesdd@gm.sbac.edu)

#2	
<b>Title</b>	Reduce the number of out-of-school suspensions for African American students.
<b>Rationale</b>	While Alachua County schools have reduced the number of out-of- school suspensions for black students yearly, the district has not reduced the disparity gap as the number of suspensions for other groups has decreased by a similar rate with the exception of multi-racial, which has increased.
<b>State the measurable outcome the school plans to achieve</b>	Reduce the number of out-of-school suspensions for black students by 15% with a focus on reducing the number of days given for each suspension.
<b>Person responsible for monitoring outcome</b>	Darin Jones (jonesdd@gm.sbac.edu)
<b>Evidence-based Strategy</b>	Each student will have at least one mentor on campus. Mentoring sessions will be scheduled on a weekly basis for all students.
<b>Rationale for Evidence-based Strategy</b>	Students will be able to develop a meaningful connection with at least one adult on campus.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Schedule weekly mentoring sessions.</li> <li>2. Train teachers and staff on mentoring strategies.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Darin Jones (jonesdd@gm.sbac.edu)



#3	
<b>Title</b>	Use the trauma-sensitive school model to improve student outcomes.
<b>Rationale</b>	<p>Trauma impacted students are deficient in five resiliency factors which lead to decreased future outcomes.</p> <p>Connection- every student should have at least one connection with a positive, caring adult who is committed to adding value to the student.</p> <p>Security- schools should be a place where students are accepted, understood and safe.</p> <p>Achievement- every student needs a sense of achievement (strengths-based approach).</p> <p>Autonomy- students will have academic and behavioral choices which can build an internal locus of control and self-management skills.</p> <p>Fulfillment- students will develop an awareness and concern for others.</p>
<b>State the measurable outcome the school plans to achieve</b>	One hundred percent of the faculty and staff will be trained in the trauma-sensitive school model.
<b>Person responsible for monitoring outcome</b>	Darin Jones (jonesdd@gm.sbac.edu)
<b>Evidence-based Strategy</b>	Develop student skills in the five resiliency factors.
<b>Rationale for Evidence-based Strategy</b>	Research has shown that trauma impacted students lack the five essential resiliency skills.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Faculty and staff will share a common knowledge, vocabulary and concepts regarding adverse childhood experiences and their impacts on behavior and learning.</li> <li>2. Build resiliency in students through school culture and climate.</li> <li>3. Develop skills in faculty and staff that team members can use in response to the context in response to trauma.</li> <li>4. Consider how current policy and practices impact trauma impacted students.</li> <li>5. Ensure a collaborative model is being implemented and maintained.</li> <li>6. Use the zones of regulation as our social emotional curriculum to help students learn how to self-regulate.</li> </ol>
<b>Person Responsible</b>	Darin Jones (jonesdd@gm.sbac.edu)

#### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

We will monitor student attendance on a daily basis. Parents and guardians will be notified when students miss two consecutive days. With the adoption of the trauma-sensitive school model we are attempting to improve our school climate which will address many of our behavior and attendance issues. Our students are referred to A. Quinn Jones due to violations of the student code of conduct.

### Part IV: Title I Requirements

**Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

A. Quinn Jones will hold scheduled parent meetings throughout the school year and correspond with parents through the school website, phone calls, letters and emails. We have many volunteers who come from a variety of work experiences who volunteer to mentor our students. Our music and arts program is our largest family event held during the month of December. During the event dinner is served to parents. Students perform musical numbers and their art work is displayed for parents and the community to enjoy.

**PFEP Link**

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

**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 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.

Additionally, as a Tier I intervention, Title I funds are being utilized to ensure that our teachers are implementing a social emotional curriculum that includes training on how to implement Zones of Regulation into the schools culture. Another Tier I intervention that is utilized is a behavior monitoring system that focuses not only on replacement behaviors, but also serves to help identify where/what additional interventions are needed at a higher level. The behavior system helps identify a need for additional interventions in: (1) Executive Functioning, (2) Communication, (3) Emotional Regulation, as well as (4) fundamental social skills.

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

AQJ holds an intake meeting with every student that is assigned to our school. During this meeting the student and their family meet with, not only the lead teacher, deans, nurse, and administration, but also with a Title I funded behavior interventionist, and graduation coach. Additionally, as students are identified as under-performing, our Title I teacher is included to target specific learning goals and help implement strategies to ensure the success of that student.

As students progress towards exiting the program, our teams meet again to discuss how supports can be continued at the students zoned school, as well as ensuring that the student is able to handle the increased pressures that they will face.

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.

**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.**

The 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 behavioral 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 these students. 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 and math tutoring on a daily basis (in addition to their core instruction). Title I funds are used to fund the Title I pull-out sessions.

The District also provides A. Quinn Jones with an increased number of behavior paraprofessionals who provide extra supervision, re-start rooms and student mentoring due to our school having a large number of students who have behavior issue.

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

We have a college and career readiness class for our junior and senior students. High school students are encouraged to explore college and career opportunities. Students are able to attend college fairs and career fairs which are held in the district and also on the A. Quinn Jones campus.

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.

Additionally, we are bringing in career resources members from the community including the Santa Fe Apprenticeship Programs Coordinator, as well as vocational rehabilitation counselors.

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Increase learning gains of all students in both ELA and math.				\$30,296.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	100-Salaries	0052 - A.Quinn Jones Center	Title, I Part A	0.4	\$23,723.00
<i>Notes: Intervention Model Personnel.</i>						

	5100	210-Retirement	0052 - A.Quinn Jones Center	Title, I Part A	0.4	\$2,030.00
			<i>Notes: Intervention Model Personnel.</i>			
	5100	220-Social Security	0052 - A.Quinn Jones Center	Title, I Part A	0.4	\$1,815.00
			<i>Notes: Intervention Model Personnel</i>			
	5100	230-Group Insurance	0052 - A.Quinn Jones Center	Title, I Part A	0.4	\$2,728.00
			<i>Notes: Intervention Model Personnel</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Reduce the number of out-of-school suspensions for African American students.</b>				<b>\$2,059.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1142	239-Other	0052 - A.Quinn Jones Center	General Fund		\$250.00
			<i>Notes: Positive Behavior Support Rewards are used to motivate students who follow the A. Quinn Jones expectations.</i>			
	3240	239-Other	0052 - A.Quinn Jones Center	Title, I Part A		\$1,809.00
			<i>Notes: Zones of Regulation materials purchased for use with students. The zones of regulation materials allows students to learn to self-regulate their emotions.</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Use the trauma-sensitive school model to improve student outcomes.</b>				<b>\$12,723.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	120-Classroom Teachers	0052 - A.Quinn Jones Center	Title, I Part A		\$8,000.00
			<i>Notes: Teacher stipends for PD</i>			
	6400	210-Retirement	0052 - A.Quinn Jones Center	Title, I Part A		\$678.00
			<i>Notes: Retirement benefits for teacher stipends</i>			
	6400	220-Social Security	0052 - A.Quinn Jones Center	Title, I Part A		\$612.00
			<i>Notes: SSI benefits for teacher stipends</i>			
		290-Other Employee Benefits	0052 - A.Quinn Jones Center	Title, I Part A		\$41.00
			<i>Notes: Early Retirement benefits for teacher stipends</i>			
	6400	330-Travel	0052 - A.Quinn Jones Center	Title, I Part A		\$3,392.00
			<i>Notes: Travel cost to attend conferences</i>			
<b>Total:</b>						<b>\$45,078.00</b>