

Alachua County Public Schools

A.Quinn Jones Center



2020-21 Schoolwide Improvement Plan

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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: 7/15/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (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*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Alachua County School Board on 10/6/2020.

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.

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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School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	%
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

School Board Approval

This plan was approved by the Alachua County School Board on 10/6/2020.

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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

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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.

The mission of the A. Quinn Jones Center 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 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Jones, Darin	Principal	Monitor student's academic and social/emotional progress through collaborative professional learning communities which lead to a positive change in the lives of our students. Conduct classroom walkthroughs to ensure classroom instruction is aligned to grade-level standards; monitor intervention implementation and teacher effectiveness. The principal will monitor progress for short-term and long-term goals related to overall school improvement plan efforts and communicate with all shareholders information regarding school data, student progress and student achievement while also implementing and monitoring behavior interventions.Promote a school-wide positive culture and climate.
Kavanaugh, Michael	Assistant Principal	Provide instructional support and coordinated professional development/ coaching support for faculty; coordinate school-wide assessments, conduct walkthroughs to monitor SIP implementation strategies, implement and monitor behavior interventions, monitor student progress and monitor student achievement through analyzing school-wide data.
Britton, Candace	Other	Graduation coach monitors student's academic progress towards meeting graduation requirements. The graduation coach will coordinate monthly progress team meetings. The progress team will consist of the administration, graduation coach, teachers, parents and students. The guidance counselor and mental health counselor will also participate.
Johnson, Jacqueline	Dean	Collects and monitors school-wide discipline data.Supports classroom teachers in classroom management and behavioral interventions. Encourages use of positive behavioral support interventions. Provides Tier 2 and Tier 3 support to teachers/students. Effectively communicate school-wide expectations to students/parents. Provide positive behavioral intervention support training to faculty and staff members.
Dixon, Dikassa	Dean	Collects and monitors school-wide discipline data.Supports classroom teachers in classroom management and behavioral interventions. Encourages use of positive behavioral support interventions. Provides Tier 2 and Tier 3 support to teachers/students. Effectively communicate school-wide expectations to students/parents. Provide positive behavioral intervention support training to faculty and staff members.
Klein, Cassidy	Teacher, K-12	Monitor student's daily academic and social/emotional progress through collaborative professional learning communities which lead to a positive change in the lives of our students. Develop a positive connection with individual students through daily interactions. Ensure classroom instruction is aligned to grade-level standards. Promote a positive culture and climate in the classroom setting. Provide instructional support to teachers.

Name	Title	Job Duties and Responsibilities
Smith, Sherry	School Counselor	Maintain log of all students involved in 504 plan, EPT and RTI process; send parent invites; complete necessary 504, EPT, RTI forms; conduct small group and individual counseling sessions; Provide positive social/emotional support to students in an individual or group setting. Promote school-wide positive relationships. Collaborate with administration, teachers, staff and school community to create a culture of post-secondary readiness.
Walker, Stephen	Teacher, ESE	The FCIMS facilitator will meet regularly with the school's curriculum leadership team to report on progress monitoring of students in tutorial intervention. He will also oversee desegregation and interpretation of school-wide, grade-level, and classroom data to determine strengths and weaknesses and formulate school, grade-level, and classroom goals and plans. Monitor student's daily academic and social/emotional progress through collaborative professional learning communities which lead to a positive change in the lives of our students. Develop a positive connection with individual students through daily interactions. Ensure classroom instruction is aligned to grade-level standards. Promote a positive culture and climate in the classroom setting.
Norris, Malia	Other	Recognize and respond to the need for mental health and behavioral prevention, early intervention and crisis services that promote positive psychosocial wellness and development for all students.
Montmarquette, Lissa	Teacher, K-12	Monitor student's daily academic and social/emotional progress through collaborative professional learning communities which lead to a positive change in the lives of our students. Develop a positive connection with individual students through daily interactions. Ensure classroom instruction is aligned to grade-level standards. Promote a positive culture and climate in the classroom setting.

Demographic Information

Principal start date

Saturday 7/15/2017, Alberta Bing

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

16

Demographic Data

2020-21 Status (per MSID File)	Active
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Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	10	5	26	21	14	7	4	87		
Attendance below 90 percent	0	0	0	0	0	0	0	3	14	14	11	5	3	50		
One or more suspensions	0	0	0	0	0	0	2	4	11	16	9	2	2	46		
Course failure in ELA	0	0	0	0	0	0	0	4	5	2	2	1	1	15		
Course failure in Math	0	0	0	0	0	0	0	2	4	4	4	1	1	16		
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	4	3	17	15	7	4	4	54		
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	5	2	17	13	6	2	1	46		
Student Over Age	0	0	0	0	0	0	0	2	15	12	8	2	3	42		
Double Over Age	0	0	0	0	0	0	0	0	4	2	2	1	0	9		

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	5	26	21	14	7	4	77

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	5	1	0	0	0	6	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Date this data was collected or last updated

Tuesday 7/14/2020

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		
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

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	
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

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	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

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%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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						

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

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	48%	-48%	57%	-57%
2018	0%	63%	-63%	56%	-56%
Compare		0%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
2018 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 2016-17	C & C Accel 2016-17
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%	0
English Language Learners	
Federal Index - English Language Learners	

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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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%	0

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 across all data components. However, we are focusing our efforts on making progress in ELA and math. Factors which often lead to our low performance are the following:

1. (Student Mobility) Many of our students have often attended 2-4 schools within the past three years.
2. (Juvenile Justice Programs) Many of our students may be returning or being committed to a 1-2 year juvenile justice program which has an impact on student's academic growth.
3. (Attendance) We must promote/provide a positive culture and climate where students are celebrated and academically engaged. We must reduce the number of student's whose attendance falls below 90%. We currently have 64% of our students whose attendance falls below 90%.
4. Sixty-eight percent of our students scored a level one on the FSA ELA assessment.
5. Fifty-three percent of our students scored a level one on the FSA math assessment.

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

Algebra I scores showed the greatest decline. The high school math teacher moved to another school within the district during the month of January. We were unable to find a highly qualified math teacher for the remainder of the school year.

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 components show a significant gap when compared to the state average. As mentioned before many factors have contributed to this gap. However, the most significant factors are these students high rates of student stability (mobility), absenteeism and social/emotional trauma.

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

We believe our high school ELA team is on the right track to improve scores. Our high school ELA teacher held an ELA skills bootcamp one week before the ELA re-takes which helped students improve their ELA retake scores. Our plan is to continue with the momentum and replicate the boot camp with high school and middle school ELA students. The bootcamp will be held with students grades 6th-10th grade a couple of weeks before the state-wide assessment dates. Test Item Specifications and test taking strategies will be reviewed for each grade level. Our ELA/math data teams are meeting this summer to review data, review examples of standards based rigorous and high-quality instruction, review high yield instructional strategies which can be used school-wide and

set up an instructional and progress monitoring schedule. Students will also continue to receive supplemental small group instruction.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

We have identified three areas of concern:

1. (Number of students scoring a level I on Assessments) After reviewing previous assessment scores we have a number of students who have scored a level I on state-wide assessments since the 3rd grade.
2. (Number of students not making learning gains) After reviewing past assessment scores we have a number of students who have not achieved learning gains for the past 3-4 years.
3. (Attendance) Lower the number of students whose attendance is below 90 percent.
4. (Suspensions) Lower the number of student suspensions. Address student's social/emotional needs which will help address this issue.

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

1. Improve Student Attendance.
2. Improve student performance on state-wide assessments.
3. Improve student engagement in the classroom. (Use of school-wide high yield teaching strategies in the classroom)
4. Reduce the number of out-of-school suspensions.
5. Engage parents in their children's education.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Increase achievement and learning gains of students in English Language Arts. (2019 Data)
 *Sixty-eight percent of students scored a level one on the FSA ELA assessment.
 *Twenty-one percent of students showed at least one learning gain on the FSA ELA assessment.
 *After reviewing each student's transcript many of these students started showing academic deficits in ELA between kindergarten and second grade.
 *Students must attain a concordant score on the PSAT/SAT/ACT or passing score on the 10th grade FSA assessment to satisfy high school graduation requirements.

Measurable Outcome: 1. Forty-two percent of students will score a two or higher on the FSA ELA assessment.
 2. Thirty-five percent of students will show at least one learning gain on the FSA ELA assessment.

Person responsible for monitoring outcome: Darin Jones (jonesdd@gm.sbac.edu)

Evidence-based Strategy: 1. Use of Achieve 3000 in ELA classrooms. (Designed to help students advance their nonfiction reading skills by providing differentiated online instruction. The program assignments are tailored to each student's reading ability level).
 2. Use of SIPPS in ELA classrooms. (SIPPS is a research-based foundational skills program proven to help struggling readers in grades K-12 build skills and confidence for fluent, independent reading)
 3. Use of USA Test prep program. Helps the teacher to quickly administer a formative assessment which will show the standards students are struggling with and how to address these issues.
 4. Use of high yield instructional strategies used school-wide.
 5. Use of small group instruction and cooperative learning activity opportunities for students.

Rationale for Evidence-based Strategy: We have students of all reading abilities and levels within our school. There is a need to address students whose reading ability is two or more years below grade level and students who need help improving their foundational skills. Both reading programs will help address those needs.

Action Steps to Implement

Data team meets during the summer to analyze student data.(Trends)
 Identify high yield instructional strategies which will be used school-wide during the school year.
 Data team review of ELA standards 6th-12th grade.
 Review of ELA test item specifications.
 Collaborative instructional planning focused on analysis of tasks and student work aligned to Florida Standards.

Person Responsible Cassidy Klein (kleincc@gm.sbac.edu)

Plan for introducing and monitoring use of SIPPS and Achieve 3000 into the classroom.

Person Responsible Darin Jones (jonesdd@gm.sbac.edu)

School-wide plan for using progress monitoring. (Weekly)

Person Responsible Darin Jones (jonesdd@gm.sbac.edu)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Increasing achievement and learning gains of students in FSA math assessments.
 *Fifty-three percent of students have scored a level 1 on FSA math assessments .
 * Twenty-three percent of students have made at least one learning gain on the FSA assessment.
 * Students must attain a concordant score on the PSAT/SAT/ACT or a passing score on the Algebra I EOC to satisfy high school graduation requirements.

Measurable Outcome: 1. Fifty-seven percent of students will score a level 2 or higher on the FSA math assessment.
 2. Forty percent of students will show at least one learning gain on the FSA math assessment.

Person responsible for monitoring outcome: Darin Jones (jonesdd@gm.sbac.edu)

Evidence-based Strategy: 1. Use of USA Test Prep (Math) USA Test Prep is aligned to the Florida Standards and evidence-based.
 2. Use of high-yield instructional strategies school-wide.
 3. Use of small group instruction and cooperative learning activity opportunities for students.

Rationale for Evidence-based Strategy: Many of our students are below grade level in their mathematical skills. USA Test Prep offers students a way to quickly receive supplemental instructional material to reinforce their basic math skills while also addressing standards based instruction.

Action Steps to Implement

Data team meets during the summer to analyze student data.(Trends)
 Identify high yield instructional strategies which will be used during the school year.
 Data team review of math standards 6th-12th grade.
 Review of math test item specifications.
 Collaborative instructional planning focused on analysis of tasks and student work aligned to Florida Standards.

Person Responsible Darin Jones (jonesdd@gm.sbac.edu)

Plan for monitoring use of USA Test Preps in the classroom.

Person Responsible Darin Jones (jonesdd@gm.sbac.edu)

School-wide plan for using progress monitoring. (Weekly)

Person Responsible Darin Jones (jonesdd@gm.sbac.edu)

#3. ESSA Subgroup specifically relating to African-American

Area of Focus Description and Rationale: Reduce the number of out-of-school suspensions for African-American students. *While Alachua County Public Schools have reduced the number of out-of school suspensions for African-American 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 students, which has increased.

Measurable Outcome: Reduce the number of out-of-school suspensions of African-American students by 15% with a focus on reducing the number of days given for each suspension.

Person responsible for monitoring outcome: Darin Jones (jonesdd@gm.sbac.edu)

Evidence-based Strategy: 1. Continue to train faculty and staff in the use of school-wide trauma-sensitive school model to improve student outcomes. (Tier 1)
2. School-wide use of positive behavior intervention and supports program. (Tier 1)
3. Training teachers and staff in emotional regulation. Teachers and staff will train students in emotional regulation techniques. (Tier 2)

Rationale for Evidence-based Strategy: A. Trauma impacted students are deficient in five resiliency factors which lead to decreased future outcomes. We hope to support our students in the five student resiliency factors.
1. Connection- every student should have at least one connection with a positive, caring adult who is committed to adding value to the student.
2. Security- schools should be a place where students are accepted, understood and safe.
3. Achievement- every student needs a sense of achievement (strengths-based approach)
4. Autonomy- students will have academic and behavioral choices which can build an internal locus of control and self-management skills.
5. Fulfillment- students will develop an awareness and concern for others.
B. Teaching students positive behavior strategies.
C. Teaching students emotional regulation strategies.

Action Steps to Implement

School-wide collaborative trauma-sensitive school training.

Person Responsible: Darin Jones (jonesdd@gm.sbac.edu)

Individual and small groups to address student's social/emotional needs. Address social and emotional deficits through teaching students social and emotional norms.

Person Responsible: Sherry Smith (smithsc@gm.sbac.edu)

School-wide collaborative positive behavior interventions and support training. Train teachers and staff how to encourage and reward students through our token reward system when they make good behavioral choices.

Person Responsible: Jacqueline Johnson (johnsojd@gm.sbac.edu)

School-wide collaborative emotional regulation training. Teachers will be trained to train their students to recognize when they starting to lose control emotionally and strategies to regain control of their emotions.

Person Responsible Malia Norris (norrismb@gm.sbac.edu)

Check-In and Check-out program. Behavior interventionist will be trained to check-in and check-out with students throughout the day to gauge their emotional state. Encourage students to make good choices in their lives. (Tier 3)

Person Responsible Dikassa Dixon (dixondd@gm.sbac.edu)

#4. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Sixty-four percent of our students attendance falls below the 90% range. The most fundamental element for school success is that children consistently come to school on time for the full day. This is a major barrier to the success of our students. When students improve their attendance rates, they improve their academic prospects and chances for graduating.

Measurable Outcome: Eighty percent of students will have attendance above the 90% range.

Person responsible for monitoring outcome: Darin Jones (jonesdd@gm.sbac.edu)

Evidence-based Strategy: Use of the Attendance Matters Structure. We will have an attendance matters coordinator who will organize a team of staff members who meet and work together to address our attendance needs.

Rationale for Evidence-based Strategy: Weekly attendance matters meetings. We need to address each student's individual needs and seek ways to help students arrive at school on time for the entire day. Make each teacher, staff person and parent responsible for improving our school attendance.

Action Steps to Implement

Implementation of attendance matters structure. Review of weekly, monthly and quarterly attendance goals.

Person Responsible Darin Jones (jonesdd@gm.sbac.edu)

Attendance pep rallies. Recognizing and rewarding students who improve their attendance weekly, monthly and quarterly.

Person Responsible Dikassa Dixon (dixondd@gm.sbac.edu)

Engage families in the attendance matters structure and advocate for families and students.

Person Responsible Michael Kavanaugh (kavanam@gm.sbac.edu)

Hear My Voice Mentor Program. Each student will have one assigned mentor on campus. Time will be set aside to each month for mentors to meet with their mentees. Mentors will reach out to students when they are absent two consecutive days from campus. Mentors will keep documentation of any communication with students and parents. Mentors will report back to the attendance matters committee to solicit ways to help the student when students absences continue to increase. Each teacher and staff member will have up to three mentees. (Tier 1)

Person Responsible Michael Kavanaugh (kavanam@gm.sbac.edu)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

We will also continue to look for ways to improve our school climate. As a school we are attempting to change the way the community views A. Quinn Jones. Students are referred to A. Quinn Jones due to violations of the student code of conduct. Many parents/students view attendance to A. Quinn Jones as being a negative when the student is referred to our school. However, many of our students have never experienced academic success due to academic deficits and behavioral issues. We attempt to address these student's academic and social/emotional needs. Over time parents/students begin to realize A. Quinn Jones is the best place for the student due to the individualized support they receive in their academics and social/emotional health.

As a school, we also hope to engage families in meaningful ways in their child's education. We hope to reach this goal by publicizing ways for families to become involved in the life of the school. Our goal is to use resources such as the school website, school events, calendar, parent/teacher conferences and student orientations to engage families. Title I funds will be used to engage families through after hours activities. We attempt to hold two to three family activities during the school year.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

As a school community we will continue to work to provide a positive culture and climate for our A. Quinn Jones family. Through interactions such as open house, parent conferences and Title I family engagement activities we hope to foster an environment where everyone feels accepted. A. Quinn Jones is working to develop business and faith based partnerships that are supportive of the needs of students, staff and families. In the past we have struggled to gain parent involvement in our School Advisory Committee. Parent support will continue to be solicited in the future. Several businesses support our PBS implementation through donations of goods and services. Local organizations provide supplies for teachers and students.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$68,995.60
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1141	100-Salaries	0052 - A.Quinn Jones Center	Title, I Part A	0.8	\$61,665.28
			<i>Notes: Supplemental Personnel Cost</i>			
	1141		0052 - A.Quinn Jones Center	Title, I Part A		\$3,370.00
			<i>Notes: Achieve 3000 Instructional Materials.</i>			
			0052 - A.Quinn Jones Center	Title, I Part A		\$1,000.00
			<i>Notes: Universal Design for Learning PLC</i>			
	5100	120-Classroom Teachers	0052 - A.Quinn Jones Center	Title, I Part A		\$1,960.32
			<i>Notes: Title I Lead Teacher Supplement</i>			
	6400	150-Aides	0052 - A.Quinn Jones Center	Title, I Part A		\$1,000.00
			<i>Notes: Paraprofessional training</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: African-American				\$2,054.40
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1141		0052 - A.Quinn Jones Center	Title, I Part A		\$1,054.40
			<i>Notes: PBIS PLC</i>			
	6300		0052 - A.Quinn Jones Center	Title, I Part A		\$1,000.00
			<i>Notes: Faculty Book Study PLC</i>			
4	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0052 - A.Quinn Jones Center	Title, I Part A		\$500.00
			<i>Notes: Staff training for family engagement.</i>			
Total:						\$71,550.00