

Alachua County Public Schools

A.Quinn Jones Center



2021-22 Ungraded 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: 4/12/2020

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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 Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: No Rating 2017-18: Maintaining 2016-17: Unsatisfactory
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

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.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

The population of A.Quinn Jones is varied and unique. Our goal is to facilitate the development and skills to be successful in regular school setting. The provision of opportunities to develop individual skills in self-discipline and taking responsibility for personal actions. Focus on changing behavior but also maintaining and improving academic skills. To provide a safe, structured, and nurturing environment for learning. Assist students in identifying barriers that inhibit their educational and social development through character education

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Kamman, Buddy	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 walk-throughs 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.
Bing, Bonnie	Assistant Principal	Provide instructional support and coordinated professional development/ coaching support for faculty; coordinate school-wide assessments, conduct walk-throughs 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	Position 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 psycho-social 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.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.**Demographic Information****Principal start date**

Sunday 4/12/2020, Alberta Bing

Number of teachers with professional teaching certificates?

22

Number of teachers with temporary teaching certificates?

4

Total number of teacher positions allocated to the school.

22

Total number of students enrolled at the school.

70

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data

Early Warning Systems

2021-22

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	0	5	15	6	8	9	3	46	
Attendance below 90 percent	0	0	0	0	0	0	0	3	11	4	6	7	1	32	
One or more suspensions	0	0	0	0	0	0	0	2	3	0	0	0	0	5	
Course failure in ELA	0	0	0	0	0	0	0	0	4	1	0	0	0	5	
Course failure in Math	0	0	0	0	0	0	0	0	4	1	0	0	0	5	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	14	6	8	9	1	38	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	14	6	8	9	1	38	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	14	6	0	0	1	21	

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	3	14	6	8	9	1	41

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	3	4	1	0	0	0	8	
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

Wednesday 7/7/2021

2020-21 - 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	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 FSA ELA assessment	0	0	0	0	0	0	4	3	17	15	7	4	4	54	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	5	2	17	13	6	2	1	46	

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		

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					59%	56%		57%	56%
ELA Learning Gains					52%	51%		55%	53%
ELA Lowest 25th Percentile					39%	42%		41%	44%
Math Achievement					54%	51%		48%	51%
Math Learning Gains					54%	48%		43%	48%
Math Lowest 25th Percentile					48%	45%		37%	45%
Science Achievement					68%	68%		67%	67%
Social Studies Achievement					75%	73%		73%	71%

Grade Level Data Review - State Assessments

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	2021					
	2019	8%	53%	-45%	54%	-46%
Cohort Comparison						
07	2021					
	2019	10%	54%	-44%	52%	-42%
Cohort Comparison		-8%				
08	2021					
	2019	0%	61%	-61%	56%	-56%
Cohort Comparison		-10%				
09	2021					
	2019	0%	60%	-60%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	9%	55%	-46%	53%	-44%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	0%	52%	-52%	55%	-55%
Cohort Comparison						
07	2021					
	2019	0%	59%	-59%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	27%	-27%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	0%	54%	-54%	48%	-48%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	66%	-66%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	5%	69%	-64%	71%	-66%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	71%	-71%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	9%	56%	-47%	61%	-52%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	48%	-48%	57%	-57%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
BLK										35	
FRL										44	
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	30
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	1
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	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	

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	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

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.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

(Student Mobility) We have been able to work with a varied group of students who have behaviorally been assigned to A.Q. Jones. One of the bright spots for the 20-21 school year was sending 12 students through the EXIT program and returning them to their zoned schools.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

(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%.

What trends emerge across grade levels, subgroups and core content areas?

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.

What strategies need to be implemented in order to accelerate learning?

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.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We will continue with our PD on Trauma Informed Care. We will also continue with our training on deescalation tactics with students. We will continue with our Title 1 supplemental reading programming which targets students with the highest need.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Black/African-American**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Increase achievement and learning gains of students in English Language Arts. (2021 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:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Forty-two percent of students will score a two or higher on the FSA ELA assessment.
 2. Fifty percent of students will show at least one learning gain on the FSA ELA assessment.
 Use of Achieve 3000 in ELA classrooms.
 (Designed to help students advance their nonfiction reading skills by providing differentiated online instruction. The

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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.

Person responsible for monitoring outcome:

Bonnie Bing
(bingam@gm.sbac.edu)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

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.

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.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

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

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.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administration:

As the school leader, spend time in the classroom and focus on the behavior and teaching practice, and use this information to determine the appropriate data collected

Advocate for Parental Involvement

Establish clear and open communication with parents and guardians. If there were practices used during the period of virtual learning, continue to encourage teachers to use those practices and make a phone call home or share handwritten notes with parents. Connecting the school experience to the family environment creates consistency for students. This also involves others in reiterating classroom and learning expectations.

Encourage family involvement in their student's education by keeping them looped into school policies and practices. This also includes their voice in decision-making processes and connects students to the school culture.

Engage teachers

Promote a shared vision, i.e., valuing culture and instruction by connecting with school staff about the school environment and academic expectations.

School leaders providing support for educators, e.g., professional development and support. This is helpful when thinking about the rollout and ensures that staff have the capacity to sustain the school culture work. Create consistent responses for attendance bad and good behavior and attendance by using the data room, daily check sheets using google docs or plans that clearly identify and define the data. A matrix can also help in identifying what the appropriate responses to the behavior should be.

Involve students

Building relationships with students and families is one way to keep them connected to the school community. When students feel engaged, they build relationships that affirm their safety and welcome them into a space that wants to see them learn. Additionally, they have a sense of focus in school and have more success.

Listen to new ideas (take risks) and value the student voice. Students have ideas about what creates a learning environment that is supportive. Leverage student ideas to build plans that promote a positive school culture.

Set Clear Expectations

Set positive school and classroom rules that are aligned to the school's goals and culture. These rules and expectations should be reiterated verbally and communicated with parents as well. Additionally, students will be expected to follow these rules to create a positive learning space and be rewarded or praised when they do. Positive reinforcements help to encourage continuous positive behavior.

Establish consequences for negative behaviors that are appropriate. Use a tracking system to collect data on the use of these consequences, what behavior they are associated with, and to determine if there is a pattern or trend in the data collected.