

Alachua County Public Schools

# A.Quinn Jones Center



## 2022-23 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: 7/1/2022

<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>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 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>	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: No Grade
<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>	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan was approved by the Alachua County School Board on 12/6/2022.

## 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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## 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	88%

### School Grades History

Year	2014-15	2013-14
Grade	F*	F

### School Board Approval

This plan was approved by the Alachua County School Board on 12/6/2022.

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

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

### 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 create a culture where every student is afforded the opportunity to succeed. We will prepare students to self-advocate and to embrace the mindset of positive thinking. Students will work on skill sets that will help them work to their greatest potential. Students will recognize their self-worth.

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

To inspire our students to be actively engaged in every aspect of their educational experience. To become confident and responsible lifelong learners. To recognize that when we touch one child we could very well be touching generations past and present.

### School Leadership Team

#### **Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Bing, Bonnie	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 schoolwide positive culture and climate.
Kavanaugh, Michael	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 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.
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 Tier3 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.
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,

Name	Position Title	Job Duties and Responsibilities
		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		
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.

### Demographic Information

#### Principal start date

Friday 7/1/2022, Alberta Bing

**Number of teachers with a 2022 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 2022 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.*

11

**Total number of teacher positions allocated to the school**

20



**Total number of students enrolled at the school**

53

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

3

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

1

**Demographic Data****Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	7	6	20	2	7	4	4	50	
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	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level who have 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	7	6	20	2	7	4	4	50

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	0	0	0	0	
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**

Monday 7/25/2022

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		
Number of students with a substantial reading deficiency		

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

Indicator	Grade Level	Total
Students with two or more indicators		

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

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

**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	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	

**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	0	0	0	0	0	
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		58%	52%					59%	56%
ELA Learning Gains		51%	52%					52%	51%
ELA Lowest 25th Percentile		33%	41%					39%	42%
Math Achievement		48%	41%					54%	51%
Math Learning Gains		47%	48%					54%	48%
Math Lowest 25th Percentile		41%	49%					48%	45%
Science Achievement		65%	61%					68%	68%
Social Studies Achievement		72%	68%					75%	73%

### 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	2022					
	2019	8%	53%	-45%	54%	-46%
Cohort Comparison						
07	2022					
	2019	10%	54%	-44%	52%	-42%
Cohort Comparison		-8%				
08	2022					
	2019	0%	61%	-61%	56%	-56%
Cohort Comparison		-10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	0%	52%	-52%	55%	-55%
Cohort Comparison						
07	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	0%	59%	-59%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	0%	27%	-27%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	54%	-54%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	66%	-66%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	5%	69%	-64%	71%	-66%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	71%	-71%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	9%	56%	-47%	61%	-52%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	48%	-48%	57%	-57%

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD										40	
BLK										50	
FRL										55	
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

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
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	46
Total Components for the Federal Index	1
Percent Tested	
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	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	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
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	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### Data Analysis

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

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

There is a large deficit in all grades for student academic performance in ELA, Math, and Science. However, we are able to demonstrate learning gains from learning intervention assessments.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for our students is in the Mathematics subject area.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Our students are regularly removed from their classes due to behavioral disruptions as well as the fact that their home-zoned schools were unable to meet their needs. We have implemented a school-wide behavioral/discipline program that seeks to develop interventions for each student so they can maintain appropriate behavior in class and increase their opportunity for learning.

#### What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

(Student Mobility) We were able to work with a varied group of students who were assigned to A. Quinn Jones due to behavioral issues. By the end of the year, we were able to send over 50 students back to their zoned schools using the EXIT program at our school.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

Students were actively involved in student data chats. We utilized data taken from Achieve 3000, AIMS assessments, I Ready and attendance to help students create goals and work toward attaining their goals.

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

We are implementing Achieve 3000, IReady and SIPS programs to increase ELA performance.

**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.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

We will implement Restorative Justice, a mentor program, and BASE lessons to help our students learn to accept responsibility for their actions while providing instructions to help them.

### Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#### #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.

##### Measurable Outcome:

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

##### Monitoring:

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

##### Person responsible for monitoring outcome:

[no one identified]

##### Evidence-based Strategy:

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

##### 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.

***No action steps were entered for this area of focus***



**#2. 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.**

The majority of the students that attend A. Quinn Jones are African American. This sub group represents the majority of the academic achievement and progress on standardized assessments.

**Measurable****Outcome:**

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

At least Fifty percent of students will show learning gains from progress monitoring window 1 through progress monitoring window 3.

**Monitoring:**

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

Administration and the teachers will be using monthly assessments and data gathered from student performance through I Ready and Achieve 3000 to monitor their progress.

**Person responsible for monitoring outcome:**

Candace Britton (brittocj@gm.sbac.edu)

Use of Achieve 3000 in ELA classrooms. (Designed to help students advance their non fiction reading skills by

**Evidence-based Strategy:**

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

providing differentiated online instruction. The program assignments are tailored to each student's reading ability level). 2. Use of SIPS in ELA classrooms. (Sips is a research based foundational skills program proven to help struggling readers in grades K-12 build skills and confidence for fluent, independent reading.) Use of small group instruction and cooperative learning activity opportunities for students. Use of high -yield instructional strategies used school-wide.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 levels and students who need help improving their foundational skills. Both of these programs will help address those needs.

**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 met at the end of the year to analyze student data. The data team reviewed of ELA standards 6th - 12th grade. It was decided to continue with the use of I Ready, Achieve 3000, and the SIPPS program. We also implemented DATA chats with every student every 6 weeks. The data team consists of administration, teachers, counselors, deans and the student.

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

**#3. -- Select below -- specifically relating to****Area of Focus Description and Rationale:**

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

**Measurable Outcome:**

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

**Monitoring:**

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

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Strategy:**

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

**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.

*No action steps were entered for this area of focus*

**RAISE**

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

N/A

**Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

N/A

**Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

N/A

**Grades 3-5: Measureable Outcome(s)**

N/A

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

**Action Step****Person Responsible for Monitoring**

N/A

## 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

### 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 school culture and environment.

#### 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.