A.Quinn Jones Center School

2023-24

Schoolwide Improvement Plan (SIP)

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A.Quinn Jones Center

1108 NW 7TH AVE, Gainesville, FL 32601

https://www.sbac.edu/aqjones

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%;   2. Have a graduation rate at or below 67%;   3. Have a school grade of D or F; or   4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Stefansen, Ed	Assistant Principal	Provide instructional support and coordinate professional development/ coaching support for faculty; coordinate school-wide assessments, conduct walk-throughs to monitor SIP implementation strategies, implement and monitor behavior interventions, and monitor student progress achievement through analyzing school-wide data. Graduation coach monitoring student's academic progress towards meeting graduation requirements.
Bing, Bonnie	Principal	Monitor students' 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, and student achievement while implementing and monitoring behavior interventions. Promote a schoolwide positive culture and climate.
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.
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.
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 the 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 students' 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

Name	Position Title	Job Duties and Responsibilities
		individual students through daily interactions. Ensure classroom instruction is aligned to grade-level standards. Promote a positive culture and climate in the classroom setting.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Input from teachers on their classroom and behavior concerns. Use that information to formulate a plan for reaching community leaders and how they can support the school's needs. Continue communication throughout the year to establish a strong relationship.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

We will regularly monitor student achievement and address any concerns during our bi-weekly faculty meetings. Team leaders will also discuss with the instructors under them the concerns they may be seeing on a daily basis.

Demographic Data	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	88%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK) Economically Disadvantaged Students (FRL)
School Grades History	
School Improvement Rating History	

	2021-22: MAINTAINING
	2017-18: MAINTAINING
	2016-17: UNSATISFACTORY
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	4	4	9	17
One or more suspensions	0	0	0	0	0	0	5	5	12	22
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	1	2	4	7
Course failure in Math	0	0	0	0	0	0	1	2	3	6
Level 1 on statewide ELA assessment	0	0	0	0	0	0	3	3	7	13
Level 1 on statewide Math assessment	0	0	0	0	0	0	3	4	5	12
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	7	6	20	50

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	4	4	9	17
One or more suspensions	0	0	0	0	0	0	5	5	12	22
Course failure in ELA	0	0	0	0	0	0	1	2	4	7
Course failure in Math	0	0	0	0	0	0	1	2	3	6
Level 1 on statewide ELA assessment	0	0	0	0	0	0	3	3	7	13
Level 1 on statewide Math assessment	0	0	0	0	0	0	3	3	7	13
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	7	6	20	33

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2022			2019		
	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
Middle School Acceleration						
Graduation Rate	46			30		
College and Career Acceleration						
ELP Progress						

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	46
Total Components for the Federal Index	1
Percent Tested	
Graduation Rate	46

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	40	Yes	1	
ELL				
AMI				
ASN				
BLK	50			
HSP				
MUL				
PAC				
WHT				
FRL	55			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students										46		

2021-22 ACCOUNTABILITY 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	ELP Progress
SWD										40		
ELL												
AMI												
ASN												
BLK										50		
HSP												
MUL												
PAC												
WHT												
FRL										55		

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students										30		
SWD												
ELL												
AMI												
ASN												
BLK										35		
HSP												
MUL												
PAC												
WHT												
FRL										44		

2018-19 ACCOUNTABILITY 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	ELP Progress
All Students										30		
SWD												
ELL												
AMI												

2018-19 ACCOUNTABILITY 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	ELP Progress
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	*	52%	*	50%	*
07	2023 - Spring	7%	46%	-39%	47%	-40%
08	2023 - Spring	18%	47%	-29%	47%	-29%
09	2023 - Spring	21%	52%	-31%	48%	-27%
06	2023 - Spring	11%	47%	-36%	47%	-36%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	0%	47%	-47%	54%	-54%
07	2023 - Spring	7%	24%	-17%	48%	-41%
08	2023 - Spring	25%	57%	-32%	55%	-30%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	0%	44%	-44%	44%	-44%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	14%	52%	-38%	50%	-36%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	57%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	63%	*	63%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	8%	58%	-50%	66%	-58%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	63%	*	63%	*

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

Student attendance was a major contributing factor to our school's overall low performance.

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

There was a significant decline in our FAST Reading and Math scores. Students who performed the lowest were students who missed a considerable amount of days throughout 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.

!Our reading and math scores have the biggest gap in comparison to the state average. Student attendance was a major contributing factor to our school's overall low performance.

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

School climate. Providing the students with the opportunity to work within the community surrounding A. Quinn Jones. Students were involved with the museum and created community partnerships.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Math and Reading.

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

Attendance, consistent classroom performance, improvements in student monitoring, improving reading scores, and improving math scores.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our school must work on improving student attendance. The more students can attend school the more engagement and overall academic performance will improve.

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

Improved attendance rate of the student population from 73% to 85% with support from our family liaison.

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

Work closely with our family liaison on location and monitoring of student attendance at school.

Person responsible for monitoring outcome:

Bonnie Bing (bingam@gm.sbac.edu)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Individual learning plans for each student with a focus on their overall academic needs. Providing additional access to physical and mental health support groups, along with attendance incentives.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Providing individual learning plans allows us to focus on where students are. Students will receive a personalized portfolio which will be reviewed frequently among administration and teachers.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our progressive field trip would wide range of benefits, including enhanced learning, cultural enrichment, social development, motivation, and the creation of lasting memories. They are an integral part of a well-rounded education and can contribute significantly to a student's growth and development.

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

Field trips are often carefully selected to align with the school's curriculum and educational objectives. Our scores of EOC's in US History and Biology are at a 5% pass rate. Involving students in these educational field trips we hope ton increase our achievement to a 15% pass rate.

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

Students will participate in a reflective activity when returning from the field. Students will discuss all areas of focus to show how their academics in the specific subject areas related to the field trip.

Person responsible for monitoring outcome:

Bonnie Bing (bingam@gm.sbac.edu)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Set clear learning objectives and pre and post activities focused around the field trip. Students will have a reflective journal to document before and after the trip. These strategies can help maximize the impact of field trips on students' learning and development. Additionally, research and evaluation of the outcomes of field trips can further inform best practices in this area.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The progressive field trip brings real life experiences pertaining to what each student learned before and after the event. Each academic area would be utilized in this trip.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

#3. Instructional Practice specifically relating to Career & Technical Education

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

TransfrVR can replicate real-world workplace environments and scenarios.

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

Students utilizing TransfrVR have shown an 18% increase in choosing careers aimed at technology and CTE level courses.

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

Students will be selected by teacher recommendation to participate in our CTE course, Entrepreneurship Essentials. Students will enhance their course experience by being able to visualize career opportunities using the TransfrVR headsets.

Person responsible for monitoring outcome:
Bonnie Bing (bingam@gm.sbac.edu)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Research has shown that TransfrVR can enhance learning outcomes by providing immersive, interactive experiences. For example, medical students using TransfrVR for anatomy lessons have demonstrated improved understanding compared to traditional methods.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The TransfrVR headsets provide students with the opportunity to experience real world practices which gives them a better understanding of the career they have interest in and the elements involved in that career choice.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

#4. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

A student led TV studio will showcase academic success, creative endeavors, and community contributions. It gives students a platform to express their thoughts, ideas, and concerns. It will also reinforce positive behavior and values. A TV studio can become a powerful tool for creating a positive and inclusive school culture.

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

AQJ would like to achieve a 20% increase in attendance and 15% decrease in tardiness for the overall student population. Increase comes from students participating in the news program and students wanting to watch the program. This also increases self-esteem along with improving overall academic standings in reading and public speaking. We also be able to see students take pride in their school and it's overall surroundings.

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

Students will improve behavior along with attendance to keep their place on the news team.

Person responsible for monitoring outcome:

Bonnie Bing (bingam@gm.sbac.edu)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The school TV studio intervention is subject to ongoing evaluation and improvement based on research findings, student outcomes, and feedback from educators and students. This evidence-based approach ensures that the TV studio continues to enhance the educational environment and support student development effectively. A TV studio will promote collaborative learning and teamwork among students. Media production often requires teamwork, so encourage students to work together on projects, fostering communication and problem-solving skills.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Highlight the potential for increased student engagement. Foster creativity and critical thinking among students. Provide students with valuable skills and experiences relevant to careers in media, communication, and other fields.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

#5. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Team building activities encourage team members to interact in a relaxed and non-work environment. This can enhance communication skills, help team members understand each other's communication styles, and foster open dialogue.

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

Teachers who participate in team-building activities encourage the possibility of students participating in classroom activities. We want to raise the average participation rate in class discussions by 20%. This will be measured by 3 walk throughs per semester to monitor this increase.

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

By implementing a robust monitoring and evaluation framework, the school can ensure that team-building activities and book studies are effective in achieving the desired outcomes. Regular data collection and analysis provide the necessary feedback to make informed decisions and adjustments to optimize the impact of these initiatives on the school community.

Person responsible for monitoring outcome:

Bonnie Bing (bingam@gm.sbac.edu)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Before implementing team-building activities and book studies, conduct a baseline assessment to gather data on the current state of affairs. This provides a starting point for measuring progress. Use the data and insights gathered to inform ongoing improvements in team-building activities and book studies. A culture of continuous improvement can lead to better outcomes over time.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Conduct a thorough needs assessment within the school community. This may involve surveys, interviews, or focus groups with teachers, students, and staff to identify specific challenges, areas for improvement, and preferences related to team building and book studies.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

#6. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

IXL uses adaptive learning technology to tailor content to individual students' needs. It assesses students' current abilities and provides practice questions at an appropriate level, ensuring that they are neither too easy nor too challenging. This personalized approach helps students progress at their own pace. By upgrading the license we can reach support academic improvement in all of the four-core subject areas.

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

IXL upgrade provides detailed data and analytics on student performance. With the support of district literacy coaches we will see an increase in IXL usage from 10% to 30%.

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

IXL provides real-time feedback to help students self-assess and learn from their mistakes. Data analytics include data on how much time students spend on the platform, the skills they've practiced, and their accuracy in answering questions. This data-driven approach enables educators to make informed decisions about instructional strategies, identify areas for improvement, and provide targeted support to help students succeed academically.

Person responsible for monitoring outcome:

Bonnie Bing (bingam@gm.sbac.edu)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Implementing an evidence-based intervention with IXL involves a structured, data-driven, and collaborative approach that leverages the platform's adaptive learning technology and monitoring capabilities to support student learning and growth. Regular assessment and adaptation are crucial to ensuring that the intervention remains effective.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

IXL in education is rooted in the desire to improve student learning outcomes systematically and effectively. Evidence-based interventions are grounded in research and data, providing a solid foundation for their use.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The principal and SI Principal will review the data to ensure the identified areas of focus and action steps align to school needs as the data indicates. Subgroup data will be identified in addition to overall goals. Ongoing progress will be monitored on regular intervals to ensure alignment of action steps and student needs, including identified subgroups. Subgroups will be monitored in addition to school-wide, overall group data. The Title I department will facilitate the budget alignment processes to ensure student needs are met.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

SAC committee, parent-teacher meetings, newsletters, school website, social media, automated messages, along with utilizing our campus family liaison.
Step 1 is to utilize our communication channels.
Step 2 is to explain the purpose of the SIP, highlight accomplishments, explain the challenges involved in the process, and emphasize the importance of parental involvement.
Step 3 is to organize interactive sessions where parents can ask questions and provide feedback.
Step 4 is to commit to a regular schedule for SIP updates.
Step 5 Ensure that all communication channels and materials are accessible to parents.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Building positive relationships with parents, families, and community stakeholders is essential for a school to fulfill its mission, support student needs, and keep parents informed. Here's a comprehensive plan for achieving this:

Organize events that promote family involvement and community engagement:
Back-to-School Nights: Host informative sessions where parents can meet teachers, learn about curriculum, and understand classroom expectations.
Family Workshops: Offer workshops on topics like study strategies, parenting techniques, and college preparation.

Cultural Celebrations: Celebrate the diversity of the school community through cultural fairs, heritage nights, and food festivals.
Open House Events: Invite parents to explore the school, view student projects, and engage with teachers and staff.

Provide resources and support to empower parents in their roles:
Parent Resource Center: Set up a physical or online resource center with materials on parenting, education, and child development.
Workshops and Webinars: Offer sessions on topics like effective communication, managing stress, and understanding curriculum changes.
Support Groups: Create support groups for parents of students with similar needs or challenges.

Collaborate with community stakeholders to enhance student support and engagement:
Local Businesses: Partner with businesses to provide resources, mentorship, and career exploration opportunities for students.
Nonprofit Organizations: Collaborate with local nonprofits to offer services like tutoring, counseling, and extracurricular activities.
Higher Education Institutions: Establish connections with colleges and universities to provide college readiness programs and information.

By implementing this plan, the school can foster positive relationships with parents, families, and community stakeholders, thereby fulfilling its mission, supporting students' needs, and ensuring parents are well-informed about their child's progress and educational journey.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

The school will collaborate with educators, subject specialists, and curriculum experts to review and update the curriculum to align with current educational standards and best practices. This includes:

Identifying essential learning outcomes for each grade level and subject.
Incorporating interdisciplinary approaches to foster critical thinking and problem-solving skills.
Integrating real-world applications to make learning more relevant and engaging.
Mapping out a clear progression of skills and knowledge across grade levels.

The school will introduce project-based learning (PBL) experiences to deepen understanding and promote critical skills:
Designing projects that encourage students to apply knowledge to real-world problems.
Fostering teamwork, research skills, and creativity through hands-on projects.
Incorporating technology and multimedia to enhance presentations and communication skills.

The school will engage parents in supporting and enriching students' learning experiences:
Hosting information sessions for parents about curriculum changes, enrichment opportunities, and how to support learning at home.
Encouraging parents to participate in school projects, guest lectures, and workshops.

The school will collaborate with local organizations, businesses, and institutions to provide additional enrichment opportunities:

Arranging field trips to museums, science centers, and businesses to expose students to real-world applications of their studies.

Partnering with UF and Santa Fe College or experts to offer guest lectures, workshops, and mentorship programs.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

By coordinating and integrating the school's plan with federal, state, and local services, resources, and programs, the school can create a comprehensive and supportive educational environment that addresses students' academic, physical, social, and emotional needs. This collaborative approach enhances the overall impact of education and contributes to the success of all students.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Trained school counselors offer individual and group counseling sessions to address students' social and emotional needs, provide guidance, and support personal development.
A. Quinn Jones collaborates with licensed mental health professionals, such as psychologists and social workers, to provide specialized interventions for students facing more complex emotional challenges.
Collaborating with special education professionals, A. Quinn Jones develops Individualized Education Plans (IEPs) tailored to each student's unique needs, outlining accommodations, goals, and services.
With the addition of our family liaison and social workers, A. Quinn Jones provides resources for families to access counseling services reinforces the importance of mental health support at home.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Administer career interest assessments to students to help identify their strengths, interests, and potential career paths.
Organize career fairs, workshops, and invite professionals from various industries to share insights and experiences with students.
Integrate CTE courses into the academic program, providing students with the opportunity to explore and develop skills in areas such as healthcare, engineering, culinary arts, and more.
Work with students to create individualized academic plans that align with their career aspirations and postsecondary goals.
Beautiful you project with the the gentlemen of distinction provides self esteem building support for all A. Quinn Jones students.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Implement schoolwide positive behavior interventions and supports (PBIS) to create a positive and structured environment.
Train teachers in effective classroom management techniques that promote a safe and respectful

learning environment.
Identify students who need additional support and provide small-group interventions focusing on specific behavioral skills.
Provide intensive counseling and behavior therapy for students requiring more specialized support.
Collaborate with the special education team to ensure that students with IEPs receive appropriate behavioral support.
Work with counselors and social workers to provide targeted interventions and counseling services.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Offer sessions to enhance teachers' cultural awareness and sensitivity, ensuring a diverse and inclusive classroom environment.
Allocate dedicated time for teachers to collaborate, share best practices, and discuss strategies for improving instruction.
Create data teams where teachers analyze assessment results, identify trends, and develop targeted interventions.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$18,051.90
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	120	0052 - A.Quinn Jones Center	UniSIG		$800.00
			Notes: 20 Teacher Stipends for 2 hrs. each @ $20/hr. for participating in a Staff Book Study focusing on Positive Morale for Increased Student Learning beyond the regular contract day			
	6400	220	0052 - A.Quinn Jones Center	UniSIG		$61.20
			Notes: SSI Benefits @ 7.65% for 20 Teacher Stipends for 2 hrs. each @ $20/hr. for participating in a Staff Book Study focusing on Positive Morale for Increased Student Learning beyond the regular contract day			
	6400	520	0052 - A.Quinn Jones Center	UniSIG		$554.07
			Notes: 35 Books for Power of a Positive Team Staff Training @ $15.83 each			
	6400	369	0052 - A.Quinn Jones Center	UniSIG		$297.00
			Notes: Technology Related Rental - Online Access to the Power of a Positive Team Video Training Series for Professional Development			

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	510	0052 - A.Quinn Jones Center	UniSIG		$325.31
			Notes: General office supplies (paper, pens, chart paper, markers) needs to support the Power of a Positive Team staff training			
	6400	130	0052 - A.Quinn Jones Center	Title, I Part A	0.2	$9,857.94
			Notes: Salary for a Student Transition Specialists to assist./support student with graduation/post-secondary planning. This is a 20% extra period.			
	6400	210	0052 - A.Quinn Jones Center	Title, I Part A		$1,337.72
			Notes: Retirement benefits for a Student Transition Specialists			
	6400	220	0052 - A.Quinn Jones Center	Title, I Part A		$754.13
			Notes: SSI benefits for a Student Transition Specialists			
	6400	230	0052 - A.Quinn Jones Center	Title, I Part A		$1,694.60
			Notes: Insurance benefits for a Student Transition Specialists			
	6400	290	0052 - A.Quinn Jones Center	Title, I Part A		$520.28
			Notes: early retirement benefits for a Student Transition Specialists			
	5100	120	0052 - A.Quinn Jones Center	Title, I Part A		$1,718.20
			Notes: Title I Lead Teacher Supplemental - Monitoring and implementation of the schoolwide Title I program.			
	5100	220	0052 - A.Quinn Jones Center	Title, I Part A		$131.45
			Notes: SSI benefits for the Title I Lead Teacher Supplemental			
2	**III.B.**	**Area of Focus: Instructional Practice: Student Engagement**				**$2,750.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	7800	360	0052 - A.Quinn Jones Center	UniSIG		$1,375.00
			Notes: Charter Bus Transportation Rental Fees - Rosewood Museum and Nature Coast Biological Station in Cedar Key, FL. Grades 9-12			
	7800	360	0052 - A.Quinn Jones Center	UniSIG		$1,375.00
			Notes: Charter Bus Transportation Rental Fees - Rosewood Museum and Nature Coast Biological Station in Cedar Key, FL. Grades 6-8			
3	**III.B.**	**Area of Focus: Instructional Practice: Career & Technical Education**				**$2,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	369	0052 - A.Quinn Jones Center	UniSIG		$2,000.00
			Notes: Technology Related Rental - 1 Subscription to TransfrVR. TransfrVR provides hands-on simulation-based training for a variety of trades to provide students with the skills needed to secure jobs following high school. Each subscription includes a Virtual Reality headset, career exploration modules, implementation and training for staff, technical support, and access to a Career Success Manager.			

4	III.B.	Area of Focus: Positive Culture and Environment: Other				$773.64
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	649	0052 - A.Quinn Jones Center	UniSIG		$512.92
			Notes: Technology Related Equipment 1 Video Tripod @ $139.99 1 Teleprompter @ $209.99 1 LED Video Light Kit @ 112.99 1 Conference USB Microphone @ $49.95			
	5100	510	0052 - A.Quinn Jones Center	UniSIG		$260.72
			Notes: General supplies need to construct TV Production Studio			
5	III.B.	Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning				$21,515.27
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	120	0052 - A.Quinn Jones Center	Title, I Part A		$240.00
			Notes: FAME Conference 2024 conference Stipends for 1 teacher for 2 days @$20/hr for 6 hrs /day			
	6400	220	0052 - A.Quinn Jones Center	Title, I Part A		$18.36
			Notes: FAME Conference-SSI@ 7.65% for Stipends			
	6400	330	0052 - A.Quinn Jones Center	Title, I Part A		$1,061.60
			Notes: FAME Conference 2024 conference is to make students life long readers for 1 teacher regisration = $400 hotel = $422.00, Parking = $37.50 tolls =$15.00 per diem meals @36/day for 3 days=$67 (2 lunches included) mileages@0.45/mile for 208 miles round trip = $113.31			
	6300	120	0052 - A.Quinn Jones Center	Title, I Part A		$5,760.00
			Notes: Stipends for 8 teachers @ 2 hours each for 18 sessions for Effective Instruction PLC			
	6300	220	0052 - A.Quinn Jones Center	Title, I Part A		$440.64
			Notes: Teacher stipends - SSI @ 7.65% for 8 teachers for Effective Instruction PLC			
	6300	510	0052 - A.Quinn Jones Center	Title, I Part A		$300.00
			Notes: General Office Supplies related to Effective Instruction PLC for 6-12 for 8 teachers @ 2 hours each for 18 sessions			
	6400	130	0052 - A.Quinn Jones Center	Title, I Part A	0.2	$9,857.94
			Notes: Salary for Instructional Coach. This is a 20% extra period.			
	6400	210	0052 - A.Quinn Jones Center	Title, I Part A		$1,337.72
			Notes: Retirement for Instructional Coach			
	6400	220	0052 - A.Quinn Jones Center	Title, I Part A		$754.13
			Notes: SSI benefits for Instructional Coach			

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	230	0052 - A.Quinn Jones Center	Title, I Part A		$1,694.60
			Notes: Insurance for Instructional Coach			
	6400	290	0052 - A.Quinn Jones Center	Title, I Part A		$50.28
			Notes: Early retirement for Instructional Coach			
6	**III.B.**	**Area of Focus: Instructional Practice: Benchmark-aligned Instruction**				**$44,694.66**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	110	0052 - A.Quinn Jones Center	UniSIG	0.05	$512.48
			Notes: Salary for School Improvement Principal Specialist to work in partnership with the school administration to review the data to ensure the identified areas of focus and action steps align to school needs as the data indicates. Subgroup data will be identified in addition to overall goals. Ongoing progress will be monitored on regular intervals to ensure alignment of action steps and student needs, including identified subgroups. Subgroups will be monitored in addition to school-wide, overall group data as outlined in Section IV.			
	6300	210	0052 - A.Quinn Jones Center	UniSIG		$69.55
			Notes: Retirement benefits @ 13.57% for School Improvement Principal Specialist			
	6300	220	0052 - A.Quinn Jones Center	UniSIG		$39.20
			Notes: SSI benefits @ 7.65% for School Improvement Principal Specialist			
	6300	230	0052 - A.Quinn Jones Center	UniSIG		$42.44
			Notes: Insurance benefits for School Improvement Principal Specialist			
	6300	290	0052 - A.Quinn Jones Center	UniSIG		$2.61
			Notes: Early Retirement benefits @ 0.51% for School Improvement Principal Specialist			
	5100	369	0052 - A.Quinn Jones Center	UniSIG		$788.00
			Notes: Technology Related Rental IXL Site License upgrade to add ELA, Science and Social Studies for 75 students			
	5100	369	0052 - A.Quinn Jones Center	Title, I Part A		$2,800.00
			Notes: Flocabulary web subscription			
	5100	510	0052 - A.Quinn Jones Center	Title, I Part A		$327.89
			Notes: Calculators to use in Math Class			
	5100	120	0052 - A.Quinn Jones Center	Title, I Part A	0.6	$29,671.02
			Notes: Salary for Intervention Teachers. This is for 3, 20% extra periods.			
	5100	210	0052 - A.Quinn Jones Center	Title, I Part A		$4,026.35
			Notes: Retirement for Intervention Teachers			

	5100	220	0052 - A.Quinn Jones Center	Title, I Part A		$2,269.84
			Notes: SSI benefits for Intervention Teachers			
	5100	230	0052 - A.Quinn Jones Center	Title, I Part A		$3,993.95
			Notes: Insurance for Intervention Teachers			
	5100	290	0052 - A.Quinn Jones Center	Title, I Part A		$151.33
			Notes: Early retirement for Intervention Teachers			
					Total:	$90,269.97

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No