A.QUINN JONES CENTER

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Alachua County School Board.

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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 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.

B. School Leadership Team

School Leadership Team
For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Alberta (Bonnie) Bing

Position Title
Principal

Job Duties and Responsibilities

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.

Leadership Team Member #2

Employee's Name

Edwin Stefansen

Position Title
Assistant Principal

Job Duties and Responsibilities

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.

Leadership Team Member #3

Employee's Name
Dikassa Dixon

Position Title
High School Dean

Job Duties and Responsibilities

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.

Leadership Team Member #4

Employee's Name
Jacqueline Johnson

Position Title
Middle School Dean

Job Duties and Responsibilities

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.

Leadership Team Member #5

Employee's Name
Sherry Smith

Position Title
School Counselor

Job Duties and Responsibilities

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.

Leadership Team Member #6

Employee's Name
Martha Danzy

Position Title
Family Liaison

Job Duties and Responsibilities

To empower parents to become active participants in the education of their children. Ms. Danzy works directly with the school principal and staff by serving as a resource contact for parents within their school community. Her main focus is to build attendance by focusing on truant students.

C. Stakeholder Involvement and Monitoring

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. *(ESEA 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 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.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **6-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**ALTERNATIVE EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**89.0%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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 *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: 2022-23: * 2021-22: MAINTAINING 2020-21: 2019-20:**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days							5	4	9	18
One or more suspensions							12	15	12	39
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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	7	6	13

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

Prior Year (2023-24) As Last 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 school days							4	4	9	17
One or more suspensions							5	5	12	22
Course failure in ELA							1	2	4	7
Course failure in Math							1	2	3	6
Level 1 on statewide ELA assessment							3	3	7	13
Level 1 on statewide Math assessment							3	4	5	12
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

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

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 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
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2024-25)

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
	9	10	11	12	
Students with two or more indicators					0

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024 SCHOOL	2024 DISTRICT†	2024 STATE†	2023 SCHOOL	2023 DISTRICT†	2023 STATE†	2022** SCHOOL	2022** DISTRICT†	2022** STATE†
ELA Achievement *	56	55	57	7	53	50		57	51
ELA Grade 3 Achievement **									
ELA Learning Gains		57	57						
ELA Learning Gains Lowest 25%		53	55		55				
Math Achievement *		45	45	4	48	38		30	38
Math Learning Gains		47	47		47	47			
Math Learning Gains Lowest 25%		38	49		49	49			
Science Achievement *		72	68		66	64		48	40
Social Studies Achievement *		72	71		65	66		47	48
Graduation Rate	24	89	90	23	89	89	46	65	61
Middle School Acceleration								40	44
College and Career Readiness		68	67		66	65		71	67
ELP Progress		48	49		57	45			

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	24%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	24
Total Components for the FPPI	1
Percent Tested	
Graduation Rate	24%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
24%	11%	46%	30%		30%	26%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	40%	Yes	3	
Black/African American Students	18%	Yes	2	2
Economically Disadvantaged Students	14%	Yes	2	2

2022-23 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%
Students With Disabilities	9%	Yes	2	1
Black/African American Students	8%	Yes	1	1
Economically Disadvantaged Students	15%	Yes	1	1

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%
Students With Disabilities	40%	Yes	1	
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students	50%	No		
Hispanic Students				
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	55%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students											24%		
Students With Disabilities											40%		
Black/African American Students											18%		
Economically Disadvantaged Students											14%		

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	7%			4%							23%		
Students With Disabilities	9%												
Black/African American Students	7%				9%								
Economically Disadvantaged Students	11%				6%						27%		

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%		
Students With Disabilities													
English Language Learners											40%		
Native American Students													
Asian Students													
Black/African American Students											50%		
Hispanic Students													
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students											55%		

E. 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.

		2023-24 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	7%	52%	-45%	53%	-46%
Ela	6	21%	52%	-31%	54%	-33%
Ela	7	0%	52%	-52%	50%	-50%
Ela	8	10%	50%	-40%	51%	-41%
Ela	9	0%	54%	-54%	53%	-53%
Math	6	0%	49%	-49%	56%	-56%
Math	7	11%	26%	-15%	47%	-36%
Math	8	4%	58%	-54%	54%	-50%
Science	8	11%	43%	-32%	45%	-34%
Biology		13%	69%	-56%	67%	-54%
Algebra		0%	53%	-53%	50%	-50%
History		7%	69%	-62%	67%	-60%
Civics		*data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		*data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Gains in student testing. More students participated in state mandated testing. More support was provided by instructional staff, increase in pull-outs and speciality groups helped increase gains in student testing.

Lowest Performance

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

The component that showed the lowest performance was our school's attendance. An increase in our overall student population contributed to low attendance because these students were already at a high truancy level. This trend has continued. To increase students' attendance from73%, we will be providing opportunities for more hands on field trips to encourage student attendance. Our Family Liaison will play a vital role in making contact with parents to solicit their help with getting their children to school.

Greatest Decline

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

Student attendance. An increase in our overall student population contributed to low attendance because these students were already at a high truancy level.

Greatest Gap

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.

EWS Areas of Concern

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

Our Math and Reading are our biggest areas of concern. Students assigned to AQJ generally have deficits in Math and Reading. All grades at AQJ have consist levels failing test scores. 95% of our

score a level 1 in both subject areas.

Highest Priorities

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

1. Safety due to the varying levels of the student population

2. Attendance

3. Improvement in student monitoring (Academic review)

4 Consistant classroom performance

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK), Economically Disadvantaged Students (FRL)

Area of Focus Description and Rationale
Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our school must work on improving academic performance for students who are African American and students with disabilities. Students assigned to AQJ already have a low academic performance and are credit deficit. We are presently have a 24% graduation rate. We are will continue to work with credit deficit students by offering continual opportunities for completing courses necessary for graduation.

Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. 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. With improvement in attendance we can address the needs of the students academics.

Monitoring
Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Work closely with our family liaison on location and monitoring of student attendance at school. We will conduct data chats, classroom walkthroughs and monitor online resources designed to improve academic performance. AQJ utilizes IXL, Reading Plus, and Flowcabulary.

Person responsible for monitoring outcome
Alberta (Bonnie) Bing

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
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:
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:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Instructional practice specifically related to student engagement

Person Monitoring:	**By When/Frequency:**
Alberta (Bonnie) Bing	May 2025/once per semester

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
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 can increase our achievement to a 15% pass rate.

Action Step #2
Instructional practices specifically related to instructional coaching/professional learning

Person Monitoring:	**By When/Frequency:**
Alberta (Bonnie) Bing	May 2025/3 classroom walk throughs per semester

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
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.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student

learning, and a rationale explaining how it was identified as a crucial need from the prior year data

reviewed.

A. Quinn Jones is a 6th-12th grade program supporting our most challenging students in Alachua county. All grade levels are experiencing issues when it comes to attendance.
We have found the poor attendance affects the following areas:
Missed Instructional Time
Lack of Participation
Incomplete Learning
Impact on Learning Progression
Social and Emotional Impact
Long-Term Consequences

Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. 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. We will also focus on reducing the percentage of students classified as chronically absent from 15% to 10% within six months.

Monitoring
Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

A. Quinn Jones will Implement and track weekly attendance reports for each class, aiming for a 95% reporting compliance rate by the end of the first quarter.

Person responsible for monitoring outcome
Alberta (Bonnie) Bing, Principal

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).
Description of Intervention #1:
A. Quinn Jones will implement a "Check and Connect" type of intervention. This practice will allow us to work closely with our mentorship program by assigning trained mentors to students with high absenteeism. This process will not only actively engage students but will involve families in the process.

Rationale:
The program emphasizes building strong, supportive relationships between students and mentors. Positive relationships have been shown to increase student engagement and motivation, leading to improved attendance. Regular monitoring allows for early identification of attendance issues. By

catching problems early, interventions can be implemented before absenteeism becomes chronic.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Check and Connect Chronic Absenteeism Support Program

Person Monitoring:	**By When/Frequency:**
Ed Stefansen, Assistant Principal and Martha Danzy, Family Liaison	May 2025/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Check and Connect program offers a comprehensive, evidence-based approach to addressing high absenteeism by focusing on relationship building, individualized support, family engagement, and ongoing monitoring. Its proven effectiveness and alignment with broader educational goals make it a valuable intervention for schools aiming to improve student attendance and engagement.

Area of Focus #2

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

No Answer Entered

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

No Answer Entered

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

No Answer Entered

Person responsible for monitoring outcome

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

www.sbac.edu/aqjones   Under Our School scroll to SIP
School Advisory Committee, parent-teacher meetings, newsletters, school website, schools marquee, automated messages, along with utilizing our school's family liaison.
Step 1: is to utilize our communication channels.
Step 2: is to explain the purpose of the School Improvement Plan (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 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.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

www.sbac.edu/aqjones
A. Quinn Jones will build positive relationships with parents, families, and other community stakeholders by having annual meetings encouraging and promoting our Family Fun Day. We will also encourage flexible meetings for parents based on their time schedule.

Plans to Strengthen the Academic Program
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 II of the SIP. (ESEA Section 1114(b)(7)ii))

The school will collaborate with educators, subject area specialists, and curriculum experts t 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 other experts to offer guest lectures, workshops, and mentorship programs.

How Plan is Developed
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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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 student academic, physical, social, and emotional needs, This collaborative approach enhances the overall impact of education and contributes to the success of all students.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

Trained school counselors offer individualized 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 psychologist 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 students' 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 sipport at home.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 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 varius industries to share insights and experiences with students.
Integrate CTE courses into the academic program, providind students with the opportunity to explore and develop skills in areas such as healthcare, engineering, culinary arts, and more.
Work with students to create academic plans that align with their career aspirations and postsecondary goals.
Beautiful you project along with the Gentlemen of Distinction provides self-esteem building support for all A. Quinn Jones students.

Addressing Problem Behavior and Early Intervening Services

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 ESEA 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 tehniques that promotes 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 Individualzed Education Plans receive appropriate behavioral support.

Work with counselors and social workers to provide targeted interventions and counseling services.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii(V)).

Offer sessions to enhance teacher's 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.

Strategies to Assist Preschool Children

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

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources
Describe the process to review the use of resources to meet the identified needs of students.

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.

Specifics to Address the Need
Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Specific resources purchased with Title 1 funding are as follows:
Reading Plus is an adaptive literacy solution that improves fluency, comprehension, vocabulary, stamina, and motivation.
IXL. IXL provides each student with a personalized pathway for growth. As students learn, IXL uses insights from their work to generate personalized skill recommendations in real time.
Flocabulary is a learning program for all grades that uses educational hip-hop music to engage students and increase achievement across the curriculum.
A. Quinn Jones utilize these programs on a daily basis to help support academic needs.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Indirect Costs		7200/790	UNISIG	0.0	3,999.50
4.21% Allowable Indirect Costs					
Plan Budget Total					**3,999.50**