

**FLORIDA DIFFERENTIATED
ACCOUNTABILITY PROGRAM
2008 - 2009 SCHOOL IMPROVEMENT
PLAN**

**School Name: A.QUINN
JONES/EXCEP.STUDENT CENTER**

District Name: Alachua

Principal: Dr. Leonard Weiss

SAC Chair: Karen Faircloth

Superintendent: Dr. W. Daniel Boyd

Date of School Board Approval: 10/07/08



Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

There are two programs housed at the A. Quinn Jones site, the A. Quinn Jones Center and the Character Counts Center. The A. Quinn Jones Center provides a therapeutic environment for severely emotionally disturbed students, grades kindergarten through twelve. The staff is determined to improve upon every student's moral and social development so they can meet the demands placed on citizens in the community. The administration faculty and staff are committed to giving students the personal attention required to develop their social, academic, creative and vocational skills.

The Character Counts Center is a diagnostic program whose purpose is to improve the behavior, social and academic skills of elementary students. Students are referred to the program by their parents and home zoned school. All students in the program have engaged in serious behavior incidents that resulted in suspension or expulsion from school. Students who complete the program are recommended for return to their home zoned school. Students may also be placed in exceptional student education programs following a

psychological assessment and an Individual Educational plan meeting.

SCHOOL PROFILE DEMOGRAPHICS

The population of the A. Quinn Jones Center as of May 08 consisted of approximately 81 K-12 EBD students. The population of the Character Counts Center as of May 08 consisted of 33 regular education students. The population combined for both centers was 114 students.

Of the 114 students 78% were African American, 16% European American 2% of mixed race. Eighty percent (90%) of the population were males. Ninety-one (91%) of the population of A.Quinn Jones qualified for free/reduced lunch while 97% of the population of Character Counts qualified for free and reduced lunch.

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

Leonard I. Weiss Ph.D.

Nineteen (19) years as principal of the A. Quinn Jones Center site.

Fourteen (14) years as a lead School Psychologist and Staff School Psychologist

Teaches courses in special education, educational research and leadership, for Nova Southeastern University

Taught courses in intellectual testing for the University of Florida

Under the leadership of Dr. Weiss the school has earned the Five Star School Award since 2001.

DOE has recognized the A. Quinn Jones Center as having an exemplary program.

Recognized by DOE for schools that had the highest increase of percent of students scoring

3.5 and above on the 2006 FCAT Writing Test.

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

During the 2006-07 school year all teachers at the A. Quinn Jones center and Character Counts Center were deemed as highly qualified. The principal works with district personnel to attract and retain highly qualified teachers

[Show Attached Staff List](#)

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

School Wide Improvement Model

Note: Required for Title I

NCLB Public School Choice

Note: Required for Title I

[Show Attached Public School Choice Notice to Parents file](#)

No Attached Notification of SINI Status file

Pre-School Transition

Note: Required for Title I

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Note: Required for Title I

Beginning teachers participate in the district's teacher induction program and consult with a mentor teacher throughout the school year. Observations are completed on new teachers by

the principal and mentor teacher. The school's reading coach meets with teachers to provide information and support on a regular basis. Release days are also used for teacher training, peer observation, coaching and mentoring

No Attached Teacher Mentoring List

Extended Learning Opportunities

Note: Required for Title I

Our Extended Day Enrichment program provides a supervised time after school for students to receive individual tutoring paid for by Title I funds. Students are tutored in reading, math and writing. Students may also participate in a Before School program. Students also may attend Summer School.

SCHOOLS GRADED C OR BELOW

Professional Development

Disaggregated Data

Informal and Formal Assessments

Alternative Instructional Delivery Methods

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Different Innovative Approaches to Instruction

Responsibility of Teaching Reading for Every Teacher

Quality Professional Development for Teachers and Leaders

Small Learning Communities (SLC)

Intensive Intervention in Reading and Mathematics

Parental Access and Support

Applied and Integrated Courses

Course Choice Based on Student Goals / Interests / Talent

Master Schedules Based on Student Needs

Academic and Career Planning

GOALS

Goal: Reading

***Note: Required for Title I**
Scroll down for school data

<p>*Needs Assessment:</p>	<p>All AQJ students fall into the low SES minority ESE subgroup. Below is a summary of FCAT reading scores for the three grade levels. Elementary School Reading - 7/14(50%) students made significant learning gains. Middle School Reading - 7/11 (64%) students made significant learning gains. High School Reading - 4/6 (66%) students made significant learning gains.</p> <p>Answer to questions 1)no 2) yes 3) yes</p>
<p>*Objective:</p>	<p>Sixty-five percent of the students will be proficient scoring 3 or above on FCAT reading. There will be a 10% decrease of subgroups scoring a Level 1 or Level 2. in addition students will demonstrate gains in reading by at least 1 percentile as measured by standardized assessments such as the SRI, Oral Reading Fluency Tests, DIBELS and FCAT.</p>
<p>*Strategies:</p>	<p>12 Most Powerful Words – Larry Bell - 8/08 -6/09</p> <p>FCAT Explorer – Classroom instructed 8/08 -6/09</p> <p>MacMillan Treasures - from 8/08-6/09</p> <p>Sopris West LANGUAGE! – Classroom Instructed Curriculum from 08/08-06/09</p> <p>SRA KALEIDOSCOPE-Classroom Instructed curriculum from 08/08-06/09</p> <p>SRA EARLY INTERVENTION Classroom Instructed curriculum 08/08-06/09</p> <p>READ NATURALLY Supplemental Reading 08/08-06-09</p> <p>Accelerated Reader – Implemented by the media specialist and the classroom</p> <p>Book Adventure – Web based reading program implemented by the media specialist and classroom teacher – 8/08-6/09</p> <p>Read 180 + Enterprise– Computer Interactive Reading Program implemented by the</p>

	<p>classroom teacher and monitored by the reading coach 8/08-6/09</p> <p>Scholastic XL – Implemented by Middle School Classroom Teacher - 8/08-6/09</p> <p>Jamestown – Implemented by High school Classroom Teacher 8/08 – 6/09</p> <p>Great Leaps & Quantum Leaps – Implemented by trained paraprofessionals – 8/08-6/09</p> <p>After School Tutoring Program- Funded through Title I and Implemented by Classroom teachers 8/08-6/09</p> <p>Individual and small Group Instruction Due to Nature of Students' Disabilities 8/08-6/09</p> <p>Reading Coach – Teachers and staff will receive professional development on research based best reading practices 8/08-6/09</p> <p>Targeting Students Scoring 1&2 on the FCAT – The media specialist will target students scoring 1&2 on the FCAT to promote book borrowing from the media center. 8/08 – 6/09</p> <p>Walk Throughs and Informal Observations – The reading coach, principal and CRT will perform coaching duties through Walk Throughs and informal observations for purpose of suggesting best reading practices to teachers 8/08-6/09</p> <p>PALS Incentives for Reading Achievement 8/08 – 6/09</p> <p>Counseling services provided by our guidance counselor, school psychologist and Meridian Mental Health for the purpose of improving reading achievement. 8/08 -6/09 .</p> <p>Career awareness provided by teachers and counselors as part of our reading program.. 8/08 – 6/08</p> <p>Continuous Improvement Model (CIMS)</p>
<p>*Evaluation:</p>	<p>On-Track Testing Program, MacMillan Treasures & other Reading Program Assessments, DIBELS, and SRI,</p> <p>Yearly assessments will be provided from the FCAT, Stanford 10,</p> <p>Supplemental Assessment will be provided from Accelerated Reader by evaluate the effectiveness of each objective</p> <p>Psycho-educational Assessments by the School Psychologist</p>
<p>*Evidence-based Program(s):</p>	<p>Read 180 + Enterprise, Jamestown, Great + Quantum Leaps, and Scholastic XL for middle and high school subgroups, 12 Most Powerful Words program by Larry Bell</p>

	Reading Mastery, Great Leaps for elementary school subgroups
*Professional Development:	The district staff will provide professional development throughout the school year. At the school level the principal, CRT, and reading coach will Implement the Walk Through model to assist teachers with best practices in reading. The media specialist will provide resources and collaborate with teachers to assist with best practices in reading. Achievement will be evaluated quarterly and at the end of the year using the CIMS On-Track program.

Budget:

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
FCAT Explorer, Read 180 + Enterprise Jamestown, Great Leaps Scholastic XL for MS & HS 12 Most Powerful Words	School BudgetTitle I AQJTitle I CC	\$4,000.00	
		\$0.00	
			Total: \$4,000.00
Technology			
Description of Resources	Funding Source	Available Amount	
Smartboards	School BudgetTitle I AQJTitle I CC	\$7,700.00	

Total: \$7,700.00

Professional Development

Description of Resources	Funding Source	Available Amount
District Title I Grant Reading and Math In-service for teachers	School Budget Title I AQJ Title I CC	\$1,100.00

Total: \$1,100.00

Other

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

Total: \$0.00

***Non-Highly Qualified Instructors:** All teachers are highly qualified to teach reading. All paraprofessionals assisting teachers to teach reading meet Title I requirements and are deemed as highly qualified to assist teachers.

End of Reading Goal

Goal: Mathematics

***Note: Required for Title I**
Scroll down for school data

<p>*Needs Assessment:</p>	<p>All AQJ students fall into the low SES minority ESE subgroup. Below is a summary of FCAT reading scores for the three grade levels. Elementary School Math - 7/13 (54%)students made significant gains. Middle School Math - 6/11 (55%) students made signiifcant gains. High School Math - 4/6 (66%) students made significant gains.</p> <p>Answer to Questions 1) no 2) yes 3) yes</p>
<p>*Objective:</p>	<p>Sixty-eight percent of our students will make AYP and 10% will decrease in Levels 1&2. 65% will score at a level 3 or above as measured by the Harcourt Assessments, Holt Middle School Math Assessments and the FCAT.</p>
<p>*Strategies:</p>	<p>FCAT Explorer Harcourt Mathematics for Elementary Holt Middle School Math AGS Practical Math Curriculum Based Assessment Calendar Math Individual and Small Group Instruction Title I after school tutoring Hands on Materials and Activities Work and Practical Life Experiences for High School Students Learning Through our Neighborhood, 5th Ave-Pleasant St. Project – Foundation for Success Grant</p>
<p>*Evaluation:</p>	<p>Regularly attending students will be pre-tested and post-tested to assess gains in mathematics by using ONTRACK.. The FCAT, curriculum assessments will be administered to measure student growth.</p>
<p>*Evidence-based Program(s):</p>	<p>FCAT Explorer Harcourt Mathematics for Elementary Holt Mathematics for Middle School Calendar Math</p>
<p>*Professional Development:</p>	<p>The district staff will provide professional development throughout the school year. At the school level the principal and CRT will implement the Walk Through model to assist teachers with best practices in math. The media specialist will provide resources and collaborate with teachers to assist with best practices in math. Student achievement will be evaluated throughout the school year.</p>
<p>Budget:</p>	

Evidence-based Program(s)/Material(s)

Description of Resources	Funding Source	Available Amount	
District Title I Grant FCAT Explorer, Harcourt Elementary, Holt Middle School, FCAT Explorer	School Budget Title I AQJ Title I CC	\$2,000.00	
			Total: \$2,000.00

Technology

Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00

Professional Development

Description of Resources	Funding Source	Available Amount	
Calendar Math kits Grade 3&4	Title I	\$0.00	
			Total: \$0.00

Other

Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
			Final Total: \$2,000.00

*Non-Highly Qualified Instructors:	All teachers and paraprofessionals are highly qualified at the school.
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*End of **Mathematics** Goal*

Goal: Writing

***Note: Required for Title I**
Scroll down for school data

*Needs Assessment:	32% of AQJ students were proficient in writing. Answer to Question: yes
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*Objective:	Ninety 90 % of our students will show proficiency in writing (3.5 or higher) or demonstrate a 1% increase on FCAT writes from 2007-08.
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*Strategies:	<p>FCAT Explorer on-line program will be used as an assisted technology program to improve writing.</p> <p>Tumble Books- On-line program that assists students in writing book reports.</p> <p>SRA Reasoning and Writing- Strategies and assessment to improve writing skills of students.</p> <p>Holt Elements of Language- District adopted text and curriculum to improve student writing.</p> <p>Read 180 – Strategies to improve and assess writing skills.</p>
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	<p>Kidspiration – Writing program that helps students brain storm, organize diagram, clarify, prioritize and process information. Pre/post writing samples can be assessed.</p> <p>Learning Through our Neighborhood, 5th Ave-Pleasant St. Project – Foundation for Success Grant</p>
*Evaluation:	<p>Progress will be measured by student performance on FCAT WRITES. Student Writing will also be assessed throughout the year using administering three (3) writing prompts and grading using a rubric.</p>
*Evidence-based Program(s):	<p>SRA Reasoning and Writing- Strategies and assessment to improve writing skills of students.</p> <p>Holt Elements of Language- District adopted text and curriculum to improve student writing.</p> <p>Read 180 – Strategies to improve and assess writing skills</p>
*Professional Development:	<p>The district staff will provide professional development throughout the school year. At the school level the principal and CRT will Implement the Walk Through model to assist teachers with best practices in writing. The media specialist will provide resources and collaborate with teachers to assist with best practices in writing. Student achievement will be evaluated weekly and at the end of the year</p>

Budget:

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
District Title I SRA, Holt. FCAT Explorer	School Budget Title I AQJ Title I CC	\$1,500.00	
			Total: \$1,500.00
Technology			

Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Professional Development			
Description of Resources	Funding Source	Available Amount	
Scoring and Rubric Training for Teachers in Grades 3&4	Title II & Title I	\$0.00	
			Total: \$0.00
Other			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
			Final Total: \$1,500.00
<i>End of Writing Goal</i>			

Goal: Science

***Note: Required for Title I**

Scroll down for school data

*Needs Assessment:	Ninety-Five (95%) of our students scored a level 1 on the Science portion of the FCAT.
*Objective:	Fifty (50)% of our students will show a one (1) %ile gain on the science FCAT. Increase the percentage of students scoring level 3 or above on the science portion of the FCAT. Students not taking the FCAT will show increased science skills as measured by curriculum based assessments.
*Strategies:	Harcourt Science Group Labs and Projects (Elementary School) Glencoe Science Voyages (Middle School) Elementary students create a butterfly garden Weekly laboratory experiments (middle school) One large science project every nine-weeks (middle school) Computer Laboratory used for students to do investigations in science (middle school) High school students will develop a hydroponic garden Culinary arts program high school students will learn how cooking is a chemical process Learning Through our Neighborhood, 5th Ave-Pleasant St. Project – Foundation for Success Grant .
*Evaluation:	ONTRACK Testing program FCAT results Curriculum Based assessment at all levels
*Evidence-based Program(s):	Harcourt Science, Group Labs and Projects (Elementary Students) Glecoe Science Voyages (Middle School Students)
*Professional Development:	Teachers will attend district workshops through the school year

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
District, harcourt Science Group Labs, Glencoe Voyages, FCAT Explorer	School Budget	\$500.00

Total: \$500.00

Technology

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

Total: \$0.00

Professional Development

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

Total: \$0.00

Other

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

Total: \$0.00

Final Total: \$500.00

*Non-Highly Qualified Instructors:	All teachers are highly qualified. All paraprofessionals are highly qualified.
<i>End of Science Goal</i>	
<p>Goal: Parental Involvement</p> <p>*Note: Required for Title I</p>	
*Needs Assessment:	Data collected in response to parent conference requests (parent conference reports. Attendance at PPA/SAC meetings as measured by parent sign-in sheets
*Objective:	To increase parent involvement by 20% as measured by attendance at parent conference meetings and PPA/SAC meetings
*Strategies:	<p>Monthly SAC/PTA meetings speakers to promote literacy and expose parents to the various assessments used to measure student progress.</p> <p>Twice a Year Family Day Activities to promote literacy.</p> <p>Reading Coach will promote reading strategies for parents to use at home.</p> <p>Reading tutors will consult with parents individually on student progress.</p> <p>Quarterly A. Quinn Jones Journal to highlight various reading strategies for parents to implement at home.</p> <p>Parents can borrow materials from the media center to increase student Achievement including Great Leaps and Quantum Leaps programs.</p> <p>Title I meetings to promote literacy held at flexible times during the school year.</p> <p>Volunteer Opportunities for Parents</p> <p>IEP meetings to promote parent involvement</p> <p>Parent Compact Per Title 1</p> <p>Brochure for Parents Dedicated to Parent Involvement</p> <p>Five Star School Award Program</p>
*Evaluation:	Parent attendance at meetings will be documented. Survey results will be analyzed
*Evidence-based Program(s):	N/A

***Professional Development:** The School Improvement Plan and Title I procedures related to parent involvement will be reviewed with teachers and staff during pre-planning. Additionally, Title I procedures will be reviewed with teachers involved in before and after-school tutoring. In-service will be provided at faculty meetings to review strategies to increase parent involvement. The book "Under Resourced Learners" by Ruby Payne will be considered for a school wide book study.

Budget:

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
Title I, Leap Frog Reading rogram, Great Leaps, FCAT Explorer	Title I Grant	\$500.00	
			Total: \$500.00
Technology			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Professional Development			
Description of Resources	Funding Source	Available Amount	
District Grant Grant	School Budget Title I Create	\$1,500.00	

			Total: \$1,500.00
Other			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
			Final Total: \$2,000.00

End of Parental Involvement Goal

Goal: Return on Investment

Needs Assessment:	Our school will demonstrate efforts to improve student performance in a physically efficient manner.
Objective:	Our school's ROI percentile ranking will increase.
Strategies:	<p>Strategies to improve annual learning gains. Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff.</p> <p>Identify the lowest quartile students early and provide additional assistance.</p> <p>Provide strategies to parents for their student's academic improvement.</p> <p>Continue to provide high quality teacher professional development and monitor its implementation.</p> <p>Strategies to lower the cost per weighted full time equivalent (FTE) student.</p> <p>Reallocate school resources to better implement teaching, learning and class size mandates (eg. combine teacher aide positions into a teacher position).</p> <p>Purchase evidenced -based materials and use them effectively.</p>

	<p>Increase participation in programs provided by the Department of Education, such as FCAT Explorer and Florida Achieves.</p> <p>Utilize school and district in-service training</p>
Evaluation:	<p>The percentage of students with learning gains will be divided by the program costs per weighted FTE students at the school to determine ROI Index.</p>
<i>End of Return on Investment Goal</i>	

ADDITIONAL GOALS

Additional Goal: Sixty-five percent (65%) of the A. Quinn Jones/Ch

Needs Assessment:

Budget:

Evidence-based Program(s)/Material(s)

Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00

Technology

Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00

Professional Development

Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	

			Total: \$0.00
Other			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
			Final Total: \$0.00

End of Sixty-five percent (65%) of the A. Quinn Jones/Ch Goal

Additional Goal: A. Quinn Jones/Character Counts students manifest

Needs Assessment:

Budget:

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00

Technology

Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00

Professional Development

Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00

Other

Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00

			Final Total: \$0.00
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End of A. Quinn Jones/Character Counts students manifest Goal

Additional Goal: One-hundred percent (100%) of A. Quinn Jones/Chara

Needs Assessment:

Budget:

Evidence-based Program(s)/Material(s)

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

Total: \$0.00

Technology

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

Total: \$0.00

Professional Development

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

Total: \$0.00

Other			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
			Final Total: \$0.00
<i>End of One-hundred percent (100%) of A. Quinn Jones/Chara Goal</i>			

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	FCAT Explorer, Read 180 + Enterprise Jamestown, Great Leaps Scholastic XL for MS & HS 12 Most Powerful Words	School Budget Title I AQJ Title I CC	\$4,000.00
Reading			\$0.00
Mathematics	District Title I Grant FCAT Explorer, Harcourt Elementary, Holt Middle School, FCAT Explorer	School Budget Title I AQJ Title I CC	\$2,000.00
Writing	District Title I SRA, Holt. FCAT Explorer	School Budget Title I AQJ Title I CC	\$1,500.00
Science	District, harcourt Science Group Labs, Glencoe Voyages, FCAT Explorer	School Budget	\$500.00
Parental Involvement	Title I, Leap Frog Reading program, Great Leaps, FCAT Explorer	Title I Grant	\$500.00
			Total: \$8,500.00
Technology			
Goal	Description of	Funding Source	Available

	Resources		Amount
Reading	Smartboards	School Budget Title I AQJ Title I CC	\$7,700.00
Reading			\$0.00
Total: \$7,700.00			
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	District Title I Grant Reading and Math In- service for teachers	School Budget Title I AQJ Title I CC	\$1,100.00
Mathematics	Calendar Math kits Grade 3&4	Title I	\$0.00
Writing	Scoring and Rubric Training for Teachers in Grades 3&4	Title II & Title I	\$0.00
Parental Involvement	District Grant Grant	School Budget Title I Create	\$1,500.00
Total: \$2,600.00			
Other			
Goal	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Total: \$0.00
			Final Total: \$18,800.00

SCHOOL ADVISORY COUNCIL

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ **Yes. Agree with the above statement.**

SAC Involvement

The School Advisory Council (SAC) consists of eleven (11) members representing instructional and non-instructional staff, parents, community members and the principal. The SAC meets once a month from September to June for a ten (10) meetings. The School Advisory Council is the sole body responsible for final decision making relating to the implementation of Sections 1001.42(16) and 1008.345, F.S. (school improvement).

The SAC assists the principal in developing school policy and encourages parents to play an active role at the school. SAC members are available to attend school board meetings and various community activities. SAC members are selected democratically following School Board policy (policy 2.42). The SAC assists in the preparation and evaluation of the School Improvement Plan and the school's annual budget. At SAC meetings the School Improvement Plan is developed. The budget is reviewed with SAC members and input is requested

SAC Members

Members

- 1) Leonard I. Weiss Ph.D., Principal
- 2) Michael Kavanaugh, Teacher
- 3) Paula Anderson, Teacher
- 4) Scott Zofnas, Teacher
- 5) Susan Garcia, Business Member
- 6) Shawn Bauldree, Parent
- 7) Bert Beasley, Parent
- 8) Karen Faircloth, Parent
- 9) Richard Johansen, Parent
- 10) Linda Lavery, Community Member
- 11) Diana Joyce, Community Member
- 12) Brenda Ferguson, School Support Personnel

IMPLEMENTATION EVALUATION

The goals and objectives of the school improvement plan will be monitored throughout the school year. Specifically, students will be assessed in reading, math writing and science to monitor progress so that adjustments to the plan can be made if necessary. The Continuous Improvement Model (CIMS) will be implemented in reading, math, writing, and science.

REPORTING

Baseline Data Report

Note: Baseline Data Report is required for all Repeating F, F schools and D schools that were F in 2005-2008 and all Schools in Need of Improvement (SINI).

FCAT Assessed Grade Level: 3										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 4										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 5										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
Name of Assessment Used										

	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 6										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 7										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 8										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
Name of Assessment Used										

	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

Baseline data aggregated at school level

	Reading Baseline Data	Mathematics Baseline Data	Writing Baseline Data	Science Baseline Data	Baseline Data
No data submitted					

*End of **Baseline Data Report***

AYP DATA

2008 Adequate Yearly Progress (AYP) Report - Page 2														Alachua A. QUIINN JONES/EXCEP. STUDENT CENTER 0052													
Number of students enrolled in the grades tested: Click here to see the number of students in each group.										Read: 63 Math: 63		2007-2008 School Grade ¹ :		Did the School make Adequate Yearly Progress?			NO										
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).							This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	
ALL STUDENTS	88	N	86	N	21	N	15	N	50	40	N			NA	85	79	NA	85	85	NA	41	NA	32	NA	NA		
WHITE		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		NA	
BLACK	85	N	84	N		NA		NA			NA			NA			NA			NA		NA		NA		NA	
ASIAN/PACIFIC ISLANDER		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		NA	
AMERICAN INDIAN/ALASKA NATIVE		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		NA	
ECONOMICALLY DISADVANTAGED	88	N	88	N	18	N	16	N			NA			NA	86	82	NA	84	84	NA	39	NA	33	NA	NA		
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		NA	
STUDENTS WITH DISABILITIES	88	N	86	N	21	N	15	N			NA			NA	85	79	NA	85	85	NA	41	NA	32	NA	NA		

2007 Adequate Yearly Progress (AYP) Report - Page 2														Alachua A. QUIINN JONES/EXCEP. STUDENT CENTER 0052													
Number of students enrolled in the grades tested: Click here to see the number of students in each group.										Read: 70 Math: 70		2006-2007 School Grade ¹ :		Did the School make Adequate Yearly Progress?			NO										
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).							This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	
ALL STUDENTS	92	N	92	N	15	N	15	N	17	50	Y			NA	94	87	NA	90	85	NA	22	NA	36	NA	NA		
WHITE		NA		NA		NA		NA			NA			NA			92			NA		NA		NA		NA	
BLACK	91	N	91	N		NA		NA			NA			NA			91			NA		NA		NA		NA	

INDIAN		NA		NA		NA		NA		NA		NA		NA		NA		NA		NA		NA
ASIAN		NA		NA		NA		NA		NA		NA		NA		NA		NA		NA		NA
AMERICAN INDIAN		NA		NA		NA		NA		NA		NA		NA		NA		NA		NA		NA
ECONOMICALLY DISADVANTAGED	91	N	91	N	14	N	16	N			NA		NA	94	89	NA	91	84	NA	21	NA	36
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA		NA			NA		NA		NA		NA
STUDENTS WITH DISABILITIES	92	N	92	N	15	N	15	N			NA		NA	94	87	NA	90	85	NA	22	NA	36

2005-2006 Adequate Yearly Progress (AYP) Report - Page 2												Alachua A.QUINN JONES/EXCEP.STUDENT CENTER 0052										
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)										Read: 67 Math: 67		2005-2006 School Grade ¹ :		Did the School make Adequate Yearly Progress? ⁵			NO					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).												This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).										
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		44% scoring at or above grade level in Reading?		50% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math		
	2006	Y/N	2006	Y/N	2006	Y/N	2006	Y/N	2005	2006	Y/N	2004	2005	Y/N	2005	2006	Y/N	2005	2006	Y/N		
TOTAL ⁴	94	N	94	N	8	N	10	N	25	17	N	8		NA	92	92	NA	94	90	NA		
WHITE		NA		NA		NA		NA			NA			NA			NA			NA		
BLACK	91	N	91	N		NA		NA			NA			NA			NA			NA		
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA		
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA		
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA		
ECONOMICALLY DISADVANTAGED	93	N	93	N	8	N	9	N			NA			NA	92	NA		91	NA			
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA		
STUDENTS WITH DISABILITIES	94	N	94	N	8	N	10	N			NA			NA	92	92	NA	94	90	NA		

SCHOOL GRADE DATA

School District

2007-2008

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%		Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	0%	0%				3 ways to make gains: <ul style="list-style-type: none"> • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	% (0)	% (0)			0	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	%	%				If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					0	
Percent Tested = 0%						Percent of eligible students tested
School Grade						Grade based on total points, adequate progress, and % of students tested

School District

2006-2007

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%		Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	0%	0%				3 ways to make gains: <ul style="list-style-type: none"> • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	% (0)	% (0)			0	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	%	%				If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					0	
Percent Tested = 0%						Percent of eligible students tested
School Grade						Grade based on total points, adequate progress, and % of students tested

School District

2005-2006

	Reading	Math	Writing	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%		Writing: Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.
% of Students Making Learning Gains	0%	0%			<p>3 ways to make gains:</p> <ul style="list-style-type: none"> • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	% (0)			0	Adequate Progress based on gains of lowest 25% of students . Yes, if 50% or more make gains .
Points Earned				0	
Percent Tested = 0%					Percent of eligible students tested
School Grade					Grade based on total points, adequate progress, and % of students tested