Jones High School

2023-24

Schoolwide Improvement Plan (SIP)

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Jones High

801 S RIO GRANDE AVE, Orlando, FL 32805

https://joneshs.ocps.net/

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.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

To create an environment where everyone feels valued, supported, and safe so that positive experiences and academic success take place each day. The goal is to ensure that every student has a promising and successful future!

Provide the school's vision statement.

To ensure every student has a promising and successful future.

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
Norwood, Orlando	Principal	The principal is accountable for the total school program through teaching and learning (instructional leadership); all components of academic programs (all subject areas); and School Improvement Plan implementation. They monitor all school data points, prescribing and overseeing appropriate efforts and initiatives that ensure successful attainment of the school's mission and vision with a keen focus on student success. They supervise and lead all school-based leadership members, who serve to further the school's mission and vision by functioning as instructional leaders and inclusive leaders through shared decision making in assigned areas.
Jackson, Alex	Assistant Principal	Assigned as the principal designee who is responsible for the total school program through teaching and learning (instructional leadership) in absence of the principal. The assistant principal provides actionable feedback through instructional observations/assessments for teachers in English/Language Arts, Intensive Reading, World History, American Government, Economics, and Freshman Success. The assistant principal work with staff to identify appropriate research based instructional strategies based on SIP goals to incorporate in classroom instruction. The assistant principal monitors school data points based on their area of focus, prescribing and overseeing appropriate efforts and initiatives that ensure successful attainment of the school's mission and vision with a keen focus on student success.
Wilson, Demetria	Assistant Principal	The assistant principal of instruction provides actionable feedback through instructional observations/assessments for teachers in Biology, Career and Technical Education, and Electives. The assistant principal of instruction also leads the student services department and provides actionable feedback to the Guidance Department. The assistant principal of instruction ensures that the school has a functioning master schedule and that FTE attendance is correctly recorded. The assistant principal of instruction work with staff to identify appropriate research based instructional strategies based on SIP goals to incorporate in classroom instruction. The assistant principal of instruction monitors school data points based on their area of focus, prescribing and overseeing appropriate efforts and initiatives that ensure successful attainment of the school's mission and vision with a keen focus on student success.
Corn, Frederick	Assistant Principal	The assistant principal provides actionable feedback through instructional observations/assessments for teachers in Mathematics and ESE. The assistant principal also provides actionable feedback to the administrative deans and the security staff . The assistant principal work with staff to identify appropriate research based instructional strategies based on SIP goals to incorporate in classroom instruction. The assistant principal monitors school data points based on their area of focus, prescribing and overseeing appropriate efforts and initiatives that ensure successful attainment of the school's mission and vision with a keen focus on student success.

Name	Position Title	Job Duties and Responsibilities
Pelham, Chastity	Assistant Principal	The assistant principal provides actionable feedback through instructional observations/assessments for teachers in U.S. History, Environmental Science, and Physics. The assistant principal also provides feedback to the testing coordinator. The assistant principal works with the testing team to ensure all national and state mandated test are administered on time and the appropriate format. The assistant principal work with staff to identify appropriate research based instructional strategies based on SIP goals to incorporate in classroom instruction. The assistant principal monitors school data points based on their area of focus, prescribing and overseeing appropriate efforts and initiatives that ensure successful attainment of the school's mission and vision with a keen focus on student success.
Steele, Lula	Dean	Deans analyze student behavior data to collaboratively develop behavior intervention plans with a strong focus on restorative justice. Deans provide mentorship to students on campus and help students to understand how their behavior affects their academic progress. Deans help to change behaviors in the classroom through classroom management support and effective ways to address negative student behaviors.
Aikens, Travis	Dean	Deans analyze student behavior data to collaboratively develop behavior intervention plans with a strong focus on restorative justice. Deans provide mentorship to students on campus and help students to understand how their behavior affects their academic progress. Deans help to change behaviors in the classroom through classroom management support and effective ways to address negative student behaviors.
Clark, Jessica	Curriculum Resource Teacher	The Curriculum Resource Teacher analyzes student achievement and teacher observation data to inform lesson planning and interventions that relate to instruction; supports all Tigers with instructional strategies to increase student success; and develops and implements schoolwide Professional Development. The CRT provides coaching cycles for new and beginning teachers, monitors in-service points for all faculty, and provides input for the School Improvement Plan.
Ross, Marilyne	Reading Coach	The ELA coach analyzes student achievement and teacher observation data to inform lesson planning and interventions that relate to ELA instruction within PLC's. The ELA coach supports the entire english department with instructional strategies to increase student academic success; and develops and implements school-wide english professional development opportunities. The ELA coach conducts coaching cycles, models instructional strategies for teachers, and provides coaching feedback to teachers on a daily basis.
Blackmon, Nicole		Coordinating the implementation of the IB Diploma Programme and Middle Years Programme. Implementing, monitoring, and updating the IB Diploma

Name	Position Title	Job Duties and Responsibilities
		Programme and Middle Years Programme action plans. Evaluating the training and professional development needs for new and experienced teachers and delivering appropriate school based professional development. Supporting staff in developing, delivering and reflecting on the IB written curriculum. Training within ELA, Math, Biology, and U.S. History PLC groups on incorporating IB strategies into lesson planning for students.
Coffey-Wilson, La'tanya		The At-Risk Senior Coordinator works directly with the Guidance Department and College and Career Specialist to provide support for senior students that are at risk of not graduating from high school. The At-Risk Coordinator meets weekly with at-risk seniors and tracks their academic and attendance throughout the school year. Other duties for the At-Risk Coordinator include working closely with the SAFE Coordinator in conducting home visits to seniors and meeting with At-Risk Senior parents.
Bennett, Corey		The SAFE Coordinator utilizes referrals and analyzes attendance and behavior data points to develop crisis intervention plans, connecting students and families to appropriate resources. The SAFE Coordinator completes home visits for students and families when necessary and works with the guidance department to meet the needs of all JHS students.
Thomas, Maria	Staffing Specialist	The Staffing Specialist coordinates with school staff, District Staffing Specialists (DSS), administrators, teachers, evaluators, families, and parent representatives to convene all Individual Education Plans (IEPs) and Intervention Tier 3-Education Planning Team (EPT) meetings at the school. They also facilitate and provide professional development to school staff relative to ESE procedures, least restrictive environments, and PEER.
Curry, Whitney	Behavior Specialist	The Behavior Specialist analyzes student behavior data to collaboratively develop behavior intervention plans with a strong focus on restorative justice; they utilize referrals and analyze attendance and behavior data points to develop crisis intervention plans, connecting students and families to appropriate resources. The Behavior Specialist also ensures ESE/504 plans are being implemented in the classroom with fidelity and work with students and staff to understand their plans and coping mechanisms for dealing with behavior.
Williams, Brandon	Instructional Media	The Media Specialist and Digital Coach supervises the organization and operation of the Media Center; Help students with digital device issues as well as manage the process of reporting lost/stolen devices according to OCPS Policies; and assist teachers with digital device issues and software

Name	Position Title	Job Duties and Responsibilities
		issues, referring to proper team or personnel when necessary.
Mills, LaShonda	Dean	Deans analyze student behavior data to collaboratively develop behavior intervention plans with a strong focus on restorative justice. Deans provide mentorship to students on campus and help students to understand how their behavior affects their academic progress. Deans help to change behaviors in the classroom through classroom management support and effective ways to address negative student behaviors.
Albrittion, John	Math Coach	The Math coach analyzes student achievement and teacher observation data to inform lesson planning and interventions that relate to math instruction within PLC's. The Math coach supports the entire mathematics department with instructional strategies to increase student academic success; and develops and implements school-wide math professional development opportunities. The Math coach conducts coaching cycles, models instructional strategies for teachers, and provides coaching feedback to teachers on a daily basis.
Felder, Tamia		The College and Career Specialist assists students with their post-graduation plans; plans and organizes college visits and information sessions; works with guidance department for student success; and supports campus-wide initiatives for student success.
Poole, Djuana		The Rosen / Parramore Coordinator tracks individual students for academic success and entry into college and universities. These students live in the Parramore area and fall between the 6th and 12th grade. The R/P coordinator mentors students, conducts workshops with parents, and collaborates with the principal and leadership team.
Poteat, Sonya		The Testing Coordinator coordinates the implementation and certification of required state and district testing; Maintains a high level of security for all testing documents; Trains school-based test administrators and proctors for assessments; and follows state and district requirements related to testing.
McGee, Jade	Attendance/ Social Work	The Attendance Coordinator works directly with the Guidance Department and College and Career Specialist to provide support for all students that are truant to high school. The Attendance Coordinator meets weekly with students and parents and tracks their academic and attendance throughout the school year. Other duties for the Attendance Coordinator will be to work closely with the

Name	Position Title	Job Duties and Responsibilities
		SAFE Coordinator in conducting home visits to truant students and meeting with parents.

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.

It is vital to the overall success of Jones High School to involve all stakeholders in the development and implementation of the SIP. Principal Norwood leads the leadership and teacher leaders through a thorough examination of school wide data, panorama data, and student surveys to determine what the main focus should be for school improvement for the 2023-2024 school year. Principal Norwood meets with parents and families to review panorama data and determine successes for the school and any remaining challenges that need to be addressed. Principal Norwood created a student advisory council composed of JHS students in every grade level to meet and discuss student panorama data, student relationships with teachers, and student relationship to peers. Principal Norwood meets with community stakeholders regularly to determine specific needs that can be addressed by their involvement. Principal Norwood also works with the SAC and PTSA to review SIP objectives and determine how those organizations can aid and support Jones High School. All of the input from the different stakeholders is then aggregated by Principal Norwood and his Administrative Team (Assistant Principals) to determine the exact areas of focus for the SIP for the upcoming school year.

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))

The SIP will be regularly monitored by the JHS Leadership Team (specifically Administrators, CRT, and Testing Coordinator) to ensure JHS students and teachers are meeting the academic and social/emotional goals for the 2023-2024 school year. Principal Norwood has designated Dr. Jackson (assistant principal) to give quarterly updates to the leadership team, SAC, PTSA, and community stakeholders on the progress of the SIP. Our professional development opportunities for teachers and staff are designed to implement strategies to improve teacher capacity within the areas of focus outlined on the SIP. During the 2022-2023 school year, proficiency levels were the only levels attained from state testing. The goal for the 2023-2024 school year is to take the FAST and BEST final scores and determine throughout the school year the growth students make from Common Exams, FAST Testing, and BEST Testing leading to the final state assessment in May of 2024.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12

Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: C 2019-20: C 2018-19: C 2017-18: D
School Improvement Rating History	
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	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (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	
	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	1	0	5	901
One or more suspensions	0	0	0	0	0	0	0	0	2	401
Course failure in ELA	0	0	0	0	0	0	0	0	0	215
Course failure in Math	0	0	0	0	0	0	0	0	3	137
Level 1 on statewide ELA assessment	0	0	0	0	0	0	1	0	4	640
Level 1 on statewide Math assessment	0	0	0	0	0	0	1	0	4	782
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	1	0	4	839

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	1	0	6	913

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	3	68

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	1	0	5	6
One or more suspensions	0	0	0	0	0	0	0	0	2	2
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	3	3
Level 1 on statewide ELA assessment	0	0	0	0	0	0	1	0	4	5
Level 1 on statewide Math assessment	0	0	0	0	0	0	1	0	4	5
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	1	0	4	5

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	1	0	6	7

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	3	3

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.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	24			26			24		
ELA Learning Gains	34			33			32		
ELA Lowest 25th Percentile	31			26			26		
Math Achievement*	10			10			20		
Math Learning Gains	27			15			38		
Math Lowest 25th Percentile	47			24			48		
Science Achievement*	61			33			55		

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Social Studies Achievement*	57			55			57		
Middle School Acceleration									
Graduation Rate	95			98			87		
College and Career Acceleration	33			88			72		
ELP Progress	29			22			40		

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)	ATSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	448
Total Components for the Federal Index	11
Percent Tested	94
Graduation Rate	95

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	33	Yes	3	
ELL	37	Yes	1	
AMI				
ASN				

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%
BLK	40	Yes	1	
HSP	42			
MUL				
PAC				
WHT	68			
FRL	40	Yes	1	

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	24	34	31	10	27	47	61	57		95	33	29
SWD	13	27	24	11	23	40	50	50		85	10	
ELL	7	35	38	8	28	59	45	36		90	30	29
AMI												
ASN												
BLK	24	33	30	10	27	46	61	56		96	32	20
HSP	22	34	33	13	23	53	56	56		76	56	
MUL												
PAC												
WHT	55	80										
FRL	20	32	31	10	26	47	56	58		95	34	27

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	26	33	26	10	15	24	33	55		98	88	22
SWD	7	20	22	4	13	10	22			91	76	
ELL	7	24	33	9	19	25				100	93	22

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
AMI												
ASN												
BLK	26	34	27	10	15	25	32	54		97	88	25
HSP	22	20	18	7	13	23	40	69		100	94	17
MUL												
PAC												
WHT												
FRL	25	31	24	9	14	23	30	50		98	88	21

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	24	32	26	20	38	48	55	57		87	72	40
SWD	14	19	13	14	35		50	59		88	60	
ELL	17	27	27	15	30	38	50	58		73	79	40
AMI												
ASN												
BLK	24	31	26	18	38	49	53	56		86	73	37
HSP	29	36	29	37	53		78	69		85	65	43
MUL												
PAC												
WHT												
FRL	22	29	24	20	36	43	55	56		87	72	36

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.

School, District and State data will be uploaded when available.

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.

During the 2022-2023 school year, reading proficiency and mathematics proficiency were both at 26%. Even though the proficiency data was increased from the 2021-2022 school year, they were still below district and state levels of proficiency in those areas. Factors into these proficiency totals included teacher vacancies in high needs areas, a lack of foundational skills in both reading and mathematics and daily attendance among students in grades 9 and 10.

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

The data component with the greatest decline for the 2022-2023 school year was U.S. History proficiency which declined by 27% from 57% proficiency in 2021-2022 to 30% proficiency in 2022-2023. Factors that contributed to the decline in proficiency were students reading proficiency, and skills and strategies to help facilitate learning within the classroom.

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.

During the 2022-2023 school year, reading and mathematics had the greatest gap when compared with state proficiency averages. Factors into these proficiency totals included teacher vacancies in high needs areas, a lack of foundational skills in both reading and mathematics and daily attendance among students in grades 9 and 10. Even though Jones High School has achievement gaps, we improved on our proficiency totals and plan to continue to grow for the 2023-2024 school year.

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

Analyzing state data from 2022-2023, mathematics and graduation rate showed the most improvement for the 2022-2023 school year. Mathematics had a 16% increase in proficiency during the 2022-2023 school and our graduation rate had a 13% increase for the 2022-2023 school year. For mathematics, we hired a veteran math coach to help facilitate effective PLC's with our Algebra I and Geometry teachers. We dedicated small group instruction to help increase student retainment of information and implemented data discussion days to help students see their growth over time during the school year. Our increase in graduation rate is attributed to our dedication to see every student succeed. We added an At-Risk Senior Coordinator to help track, mentor, and work with seniors that were at a risk to drop out of high school. We also revamped our senior seminar classes to focus on testing taking skills and strategies to help students achieve concordant scores on national test which could be used in place of state scores for graduation. Lastly, we incentivized our 2023 graduating classes senior year with activities tied to being graduation ready or on-track for graduation readiness.

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

Reflecting on our 2022-2023 data, mathematics and reading proficiency is our two potential areas of concern. We still lag behind in both areas behind our district and state proficiency totals.

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

For the 2023-2024 school year, our highest priorities for school improvement are in the following areas:
1. Proficiency in Reading (Grades 9 and 10).

2. Proficiency in Mathematics (Algebra I and Geometry)
3. Graduation Rate (continue increase in rate)
4. Increase in our Acceleration rate
5. Increase in our U.S. History Proficiency

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

#1. 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.

Description: School-wide Close Reading Strategies will be implemented to address our instructional practice for overall academic growth and proficiency relating to benchmark-aligned instruction in all classrooms.

Rationale: Close reading strategies will strengthen all students abilities to process and have a clear understanding of assignments given in the classroom and how to successfully master those assignments. Analyzing our data over a five year period, reading proficiency data has average around 24%. By focusing on close reading strategies, we can help students overcome barriers related to how they are processing information and better prepare them on all common and state assessment in our critical core academic areas.

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

For the 2023-2024 school year, Jones High School goal is to increase proficiency in reading from 26% to 54%, proficiency in mathematics from 26% to 54%, proficiency in Biology from 52% to 60%, and proficiency in U.S. History from 30% to 62%.

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

The following tools will be used to monitor our instructional practices relating to benchmark-aligned instruction in the classroom:
- Analysis of summative and formative student data in PLC's.
- Quarterly data meetings with students and teachers.
- Analysis of evidence-based strategies through classroom walkthrough trend data.
- Evaluative instructional and leadership practice observational data.

Person responsible for monitoring outcome:
Orlando Norwood (orlando.norwood@ocps.net)

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.)

Two evidence-based strategies will be implemented to improve this area of focus: school wide close reading strategies and the gradual release model.
- School Wide Close Reading: The use of evidence-based strategies centered around guided questions and repeated readings of text to improve student comprehension.
- Gradual Release Model:This model allows for the cognitive work to shift intentionally from the teacher to the student, with equal responsibility of the cognitive work along the way being shared by teacher and student.

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

Rationale for school wide close reading strategies and the gradual release model:
- School wide Close Reading Strategies: Implementation of this strategy allows students to enhance their reading comprehension skills of text for understanding and mastery which aids in both Reading and Mathematics.

- Gradual Release Model: Through tiered levels of learning, this will allow students to work at the level of the standard with support if necessary from the teacher.

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?

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.

Analyze data from SBUA's, PMA's, and FAST/BEST assessments to determine the strategies for improving school proficiency in Reading and Mathematics.

Person Responsible: Orlando Norwood (orlando.norwood@ocps.net)

By When: This action step will need to be completed by September 5, 2023.

Work with teachers to review data, implement strategies, observe strategies, and provide feedback on what worked and needed improvement in the classroom on a daily basis.
Instructional Coaches and Assistant Principals will monitor this action step and report by to Principal

Person Responsible: Orlando Norwood (orlando.norwood@ocps.net)

By When: This action step will be continuous throughout the 2023-2024 school year.

#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.

Description: Integrate school-wide engagement tools to help teachers monitor student engagement and overall understanding on student task to aid in overall academic growth and proficiency in our critical academic areas.

Rationale: Academic learning is enhanced when students are engaged in the lesson and monitored effectively for understanding. By strengthening this area, we will address the following areas:
- Overall achievement in ELA and Math; increasing the proficiency rates, learning gains, and bottom 25th percentile learning gains for ELA and Math.
- Overall proficiency increase in Biology and US History.
- Increase in the graduation rate for our students
- Professional development and coaching for teachers to support best practices and evidence-based strategies for academic success amongst our students.

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

For the 2023-2024 school year, Jones High School goal is to increase proficiency in reading from 26% to 54%, proficiency in mathematics from 26% to 54%, proficiency in Biology from 52% to 60%, and proficiency in U.S. History from 30% to 62%.

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

The following tools will be used to monitor our area of focus for the desired measurable outcome:
- Analysis of summative and formative student data in PLC's.
- Quarterly data meetings with students and teachers.
- Analysis of classroom walkthrough trend data.
- Analysis of evidence-based strategies through classroom walkthrough trend data.
- Evaluative instructional and leadership practice observational data.

Person responsible for monitoring outcome:

Orlando Norwood (orlando.norwood@ocps.net)

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.)

Two evidence-based strategies that will be implemented to improve student engagement will be revising knowledge and summarizing what is known.

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

Revising Knowledge allows students to show what they know about the critical content and how their understanding has shifted throughout the unit. By having students revise their knowledge, teachers will be able to monitor understanding and make any adjustments necessary to help students reach mastery status.

Summarizing is great for student engagement because it gives teachers a quick snapshot into what a student knows and what adjustments need to take place on the spot.

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?

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.

Analyze data from PMA's and FSA to determine the strategies for improving school proficiency in Reading and Mathematics.

Person Responsible: Orlando Norwood (orlando.norwood@ocps.net)

By When: This action step will need to be completed by September 5, 2023.

Work with teachers to review data, implement strategies, observe strategies, and provide feedback on what worked and needed improvement in the classroom on a daily basis.
Instructional Coaches and Assistant Principals will monitor this action step and report by to Principal

Person Responsible: Orlando Norwood (orlando.norwood@ocps.net)

By When: This action step will be continuous throughout the 2023-2024 school year.

#3. 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.

Description: Integrate and create a culture and environment that promotes positive relationships among teachers and students that helps to strengthen every student academically, socially, and emotionally.

Rationale: Academic learning is enhanced when students have opportunities to create meaningful relationships with their peers and with faculty and staff. By strengthening and enhancing our school's culture, we will be
able to address both academic and non-academic needs of our students and teachers including the following:
- Overall Academic Achievement in Reading and Mathematics.
- Support our Bottom 25th Percentile of Students in both Reading and Mathematics.
- Providing Effective Professional Development and Coaching for all Teachers to support best practices in the classroom.
- Create positive outcomes through Parent and Family Engagement activities to strengthen school culture.

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

For the 2023-2024 school year, Jones High School goal is to increase proficiency in reading from 26% to 54%, proficiency in mathematics from 26% to 54%, proficiency in Biology from 52% to 60%, and proficiency in U.S. History from 30% to 62%.

For the 2023-2024 school year, Jones High School goal is to increase Teacher-Student relationships by 10% and for family members, School Safety by 10%

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

This area of focus will be monitored through:
- Culture and Climate Survey Data (Quarterly).
- School Panorama Survey Data.
- Classroom Walkthrough Trend Data.

The SAFE Team will be responsible for monitoring the Culture and Climate Quarterly
Data. The instructional coaches and administration will be responsible for monitoring the Classroom Walkthrough Trend Data.

Person responsible for monitoring outcome:

Orlando Norwood (orlando.norwood@ocps.net)

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.)

Evidence-Based Strategy: Jones HS will use Distributive Leadership and Service Leadership to implement a continuous improvement to measure culture and climate on campus and in the community to determine changes, adjustment, and results throughout the school year.

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

Rationale for Evidence-Based Strategy: To achieve sustainable academic improvement within Reading and Mathematics, the school culture and climate must be strengthened and all stakeholders must invest in the academic outcomes of the school. Opportunities to strengthen the school culture and climate through service leadership will help to empower and harness professional skills and leadership capabilities in students, staff, and families. Through distributive leadership, our school will strengthen instructional strategies and supports for teachers and students to improve our organization.

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?

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.

Leadership team will meet to discuss the critical needs of the school and go over the Panorama Data from the 2022-2023 school year.

Person Responsible: Orlando Norwood (orlando.norwood@ocps.net)

By When: This action step will be completed by August 10, 2023.

Leadership team developed key steps to help improve the culture and climate of Jones High School. This includes the following actions:
- Teacher Thoughtful Thursday (Each Month)
- Staff Tiger of the Week
- Monthly Faculty/Staff Luncheon
- Student of the Month
- Tiger Paws Student Monthly Celebrations
- Wake Up Tigers (Friday Morning Celebrations)
- Tiger Awards for Feeder School Programs
Multiple members of the Leadership Team are responsible for these initiatives

Person Responsible: Orlando Norwood (orlando.norwood@ocps.net)

By When: This action step will be continuous throughout the 2023-2024 school year.

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).

Jones High School's principal (Principal Norwood) reviews the budget allocations with his internal and external bookkeepers to determine funds for the 2023-2024 school year. Funds are allocated to programs designed to help all students in our three areas of focus through a shared process. Individuals / groups seeking funding for a project have to place in writing a proposal the need for the resource, how it helps students, and the outcomes associated with the resource. The principal vets the proposal with his administrative team (assistant principals) and decides if funds should be allocated towards the project. Allocations are always determined based on need and what is best for students at Jones High School.

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: Instructional Practice: Benchmark-aligned Instruction	$0.00
2	III.B.	Area of Focus: Instructional Practice: Student Engagement	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
		Total:	$0.00

Budget Approval

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

No