

Orange County Public Schools

Jones High



2015-16 School Improvement Plan

Jones High

801 S RIO GRANDE AVE, Orlando, FL 32805

www.ocps.net/lc/southwest/hjo

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	B	C

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

During classroom instruction, teachers solicit responses from students regarding connections made with the lesson. Students are prompted to discuss connections from their own personal experiences and interests as it relates to the content. This teacher- directed discussions are sometimes scheduled as whole-class discussions, or they are assigned to students in their small-groups. Additionally, students are given interest surveys during the school year. The process used for surveys include the use of one of the school-based computer labs through our English department classes. The surveys are designed assess students' interests, cultures, and needs.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Jones High School continues to promote an environment in which students feel safe and respected before, during and after school. The faculty and staff help to promote a culture of high expectation. Jones High School's supervision plan also assists with providing a safe and respected environment. The staff is visible before, during class changes, during lunch, in classrooms, and after school. By being visible and consist in our school-wide behavioral system, it creates an environment where students will feel safe and respected.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Student expectations are posted in every classroom and common student area. These posted documents include student dress code, discipline guidelines, the tardy policy, and detention progress. Additionally, all teachers have their individual classroom management policies clearly posted in their room for students to reference. All JHS behavioral systems and responses are systematically reviewed by the teachers with the students the first week of school, each quarter of the school calendar, and whenever needed or appropriate.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Jones High School provides social-emotional needs by utilizing the services of the guidance counselors, the SAFE Coordinator, the Staffing Specialist, the Inclusion Coach, the school psychologist, members of City Year- Orlando, the City of Orlando Paramore Kids Zone, the City of Orlando COMPACT Mentoring Program, YMCA Achievers, Professional Opportunity Program for

Students, Inc., 100 Black Men of Orlando, Inc. and the Jones High School Tiger Den. The various services offered through these entities include academic counseling, grief counseling, tutoring, mentoring, scholarships, career training, internships, referrals, character education, and clothing.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
 One or more suspensions, whether in school or out of school
 Course failure in English Language Arts or mathematics

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	87	60	31	29	207
One or more suspensions	85	57	23	18	183
Course failure in ELA or Math	134	71	13	3	221
Level 1 on statewide assessment	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	88	44	13	8	153

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Jones High School provides specific after -school tutoring sessions to identified students Monday through Thursday. Pull-out sessions are implemented for the early warning system students that occur throughout the school year during selected elective classes. There are scaffolding strategies that are employed throughout the school year in courses that require remediation, review, and/or re-teaching. Test corrections and re-testing strategies are strongly promoted and encouraged to teachers and students.

Phone calls, mailings, and e-mailings are used to communicate to parents/guardians the need for everyday attendance and everyday promptness. Parent and teacher conferences are encouraged to address both behavior expectations and academic needs.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

The school will utilize a variety of communication methods including School Messenger, newsletters, the school's website, fliers, marquee, and personalized calls to parents to effectively communicate with our families and community. Jones High School anticipates that 96% of all families will be actively involved as measured by attendance at family-oriented school functions.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school parental and community involvement coordinator seeks and responds to local community members who are interested in supporting Jones High School either as a new partner in education or as a continuing partner in education. Through continuous collaborations with school administrators, teachers, parents, and students, the school parental and community involvement coordinator assesses the needs of the school to promote student achievement. Additionally, several of our community members either have an office or spend time on campus providing resources to our school and to our students. For instance, City of Orlando Paramore Kids Zone has an office on campus and provides our students with tutoring as well as funding for senior obligations.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Hunt, Carolyn	Assistant Principal
France, Charles	Assistant Principal
Williams, Tonya	Instructional Coach
Waldon, Roderick	Principal
Guastella, Lenore	Assistant Principal
Gill, Roxanne	Instructional Coach
Walker, Margaret	Instructional Coach
Pringle, Eugene	Instructional Coach
Byrom, Robert	Dean
Champaign, Christie	Instructional Coach
Daviero, Hank	Dean
Howard, Jerry	Dean
Patterson, Brian	Instructional Coach
Yates-Riley, Veronica	Other
Dariso, LaRita	Other
Bynes, Erika	Other
Inman, Enaris	Other
Well Harris, Selina	Other

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Leadership Council Team (comprised of all administrators, instructional coaches, department chairs, and guidance counselors) support teachers within their classrooms and content areas. All members are consistently analyzing data, reviewing lesson plans, having instructional conversations with stakeholders, and conducting classroom walkthroughs and observations. Additionally, the leadership team will meet weekly to problem solve and collaborate on methods of improving classroom instruction through use of the decision making model driven by the essential strategies necessary to reach our goals.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Jones High School utilizes the following sources of data to drive the continuous monitoring of the problem solving process: Instructional Management System (IMS), Student Management System (SMS), Educational Data Warehouse (EDW), Performance Matters, common formative assessments, Postsecondary Education Readiness Tests (PERT), Comprehensive English Language Learning Assessment (CELLA), etc. Multiple sources of data are used to drive the problem-solving process in order to gain different perspectives of the effectiveness of the factors listed above and allows for a more comprehensive evaluation of the implemented structures.

Title I, Part A:

Title I funds are utilized to operate extended Media Center hours. The media specialist and parental involvement coordinator provide opportunities for parents to explore and gather books and media materials to help extend their own learning. The funds are utilized to purchase resource positions to coach content-area teachers in areas including, but not limited to, lesson planning, content delivery, MTSS implementation, content area reading and writing strategies, data collection, etc. Title I funds are used to purchase computer programs to enhance learning gains in math, reading and English language acquisition. Title I funds are also utilized to provide after school tutoring opportunities to our students. Tutoring is provided in the areas of math, reading, science and SAT/ACT Prep.

Jones High School is a Provision 2 school, providing free breakfast for all students.

The State Assistance Plus Plan provides us with funds and resources that enable Jones High School to offer additional after school activities for our students, including tutoring. Jones High School has a large number of Partners in Education along with volunteers and mentors who work with students through our mentor and tutoring programs.

Title I, Part C - Migrant:

Jones High School's Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure the needs of students are met.

Title I, Part D:

Jones High School receives funds to support the Educational Alternative Outreach program. Services are coordinated with district dropout prevention programs.

Title III:

Services are provided through the district for educational materials and ELL district services to improve the education of our ELL students. These funds are utilized to provide an ELL paraprofessional to assist ELL students in core content areas. Additionally, Title III funds are used to provide an instructional ELL specialist to provide ELL support facilitation in core content classes.

Title X - Homeless:

The district Homeless Social Worker provides resources and tangible items for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Our SAFE coordinator works closely with our local homeless shelter to assist students who need their assistance.

Supplemental Academic Instruction (SAI):

SAI funds are tutoring opportunities for all level one and two students. Tutoring is offered for one hour after school every Tuesday and Thursday. Tutoring is available in all core subject areas as well as reading and test preparation for the ACT, SAT, and AP courses.

Violence Prevention Programs:

Our SAFE program provides a full time SAFE Coordinator, Ms. Tiajuna Wheeler, who supports the discipline office to help our at-risk students. The violence prevention program goes through the SAFE Coordinator who collaborates with the administrative deans in ensuring a safe learning environment for all students.

Nutrition Programs:

The school cafeteria manager and personnel are responsible for providing both a nutritious breakfast and lunch to students each day.

Career and Technical Education:

Students at Jones High School are involved with two vocational schools in Orange County. The Career and Technical Coordinator oversee the student's transition and progress within the various programs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Roderick Waldon	Principal
Sharon Kirby	Parent
Odetta Daniel	Parent
Erika Bynes	Teacher
Corey Johnson	Business/Community
Cathy Steward	Parent
Zelda Jones	Teacher
Helen Tyree	Parent
LaRita Dariso	Teacher
Qunya Howard	Student
Margaret Harris	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The Jones High School Advisory Council meets monthly to discuss the School Improvement Plan (SIP) and the needs and advancements of the SIP.

Development of this school improvement plan

The SAC will review the School Improvement Plan (SIP) during the first meeting of the school year and provide input regarding school goals, expected improvements, and how the SAC can help Jones High School achieve success of the goals.

Preparation of the school's annual budget and plan

The SAC meet to review the annual budget as it relates to the needs and goals of the SIP.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The SAC has access to approximately \$4,529 earmarked by Title I for Parental Involvement Activities. These funds will be used for events and projects including the parent handbook, curriculum nights, college and career night, health fair, and other such events. Parental involvement activities that are not initially planned may be included in these allocations as need arises throughout the school year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Gill, Roxanne	Instructional Coach
Pringle, Eugene	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT will be to infuse content-based literacy within all content areas across campus. Students are expected to read a variety of literature based on specific content standards and areas. The promotion of curriculum nights throughout campus will also occur with a focus on literacy within each content area. Increasing lexile scores through targeting instruction will be a focus and indicator of success this year.

The LLT will also work collaboratively to promote literacy within the school by making literacy visible and accessible to students, teachers, and parents. The LLT will secure and post READ posters of students and teachers and post them throughout the campus. The LLT will include the whole school in district and state initiatives devoted to the celebration of literacy such as Just Read Florida's Celebrate Literacy Week and Orange County Public Schools Battle of the Books. The LLT will support school functions devoted to literacy including the performing arts. The LLT will work collaboratively to ensure that there is space and time for students to read, to listen, to view, and to speak in support of student interests.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Collaboration between teachers can be a powerful tool for professional development and a motivator for school improvement by providing opportunities for teachers within a school to learn and think together about how to hone their craft in ways that lead to improved student achievement. At Jones High School, we recognize the value of this collaborative structure therefore departmental meeting will take place weekly and differentiated professional learning communities will meet monthly to address the various needs and interests of the faculty. During these meetings, teachers engage in collegiate sharing of best practices to create rigorous lesson plans that foster student learning and promote student success. Teachers also discuss and analyze student performance by analyzing formative and summative assessment data to determine if standards are mastered or remediation needs to occur.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

All beginning teachers are provided a full-time mentor throughout their first year of teaching. Administrators may also recommend providing the support of a mentor to a new teacher to the school with less than four years of experience. A continuum of research-based professional development is provided to instructional staff in core content and pedagogy (district initiatives, classroom management, deconstructing state standards, reading strategies and cross-curricular writing) to enhance subject matter and teaching skills. Teachers are also afforded the opportunity to co-teach, observe peers, and model lessons to allow for ongoing scaffolding and support. Instructional coaches work alongside fellow educators to assist in the use of evidence-based teaching practices, and to support in learning and applying these practices in a variety of educational settings.

Person Responsible:
Roxanne Gill - CRT

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Beginning and/or new teachers who require a mentor are paired with a mentor who is a seasoned teacher, professionally licensed and have demonstrated a minimum of three years of successful teaching experience (with experience and a strong knowledge-base in the content area). The mentor's role encompasses that of a consultant and an advisor, which is to support and guide, not to evaluate the new teacher. The teacher mentors are trained and appointed by the principal to assist fellow teachers. The expectation is that all mentors work collaboratively and non-judgmentally with their protégé to help assure an enjoyable and successful teaching experience. The partnership is formalized by a Mentor-Mentee Contract, which is signed by both parties (during the orientation). The contract spells out the duties and responsibilities of both parties, who agree to work together for one school year. All mentors and protégés are invited to attend a 30-minute orientation session. At this time, the logistics of the partnership is discussed in-depth. Mentors are asked to maintain documentation of mentoring, attend ongoing teacher mentor professional development/collaboration (varied topics each month), and complete the OCPS district mandatory trainings of Clinical Educator and Coaching and Mentoring CaseNex.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

State assessment data is disaggregated by school administrators, instructional coaches, and teachers to determine areas in which students' test scores indicate that they are performing at less than proficiency particularly in reading and math. Students performing at less than proficient in reading are scheduled into intensive reading courses. In addition to state assessment data, each content area is engaged in data driven instruction by disaggregating data derived from common formative and summative assessments that measure proficiency in content area coursework. Some examples of modifications, whether in the intensive reading or content area classes, include providing students with additional time, providing project based opportunities to demonstrate the learning, and reducing the number of questions on an exam or quiz to establish if the learning has been met.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 21,600

After school tutoring every Monday through Thursday in all core subject areas and test preparation for the Scholastic Aptitude Test (SAT)/ACT and Advanced Placement (AP) courses. Additionally, 10 consecutive Saturdays will be used to further support students in test preparation as well as student performance in their core content area classes.

Strategy Rationale

Additional time on students' academic needs contributes to both the specific learning needs and overall learning goals.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Dariso, LaRita, larita.dariso@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student attendance lists are compiled while student achievement data is reviewed and discussed based on a variety of assessments including common formative assessments, End of Course Exams (EOCs), and FSA,

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Incoming students are encouraged to attend summer school sessions designed to smoothly transition from the middle school to high school. During summer school and during the school year, learning occurs with an emphasis on the study skills needed to be successful in high school. All incoming students meet both individually with their counselor as well as in a whole group setting with counselors, deans, and administration to inform strategies for high school success. Outgoing students meet individually with their guidance counselors and in a whole group setting with the guidance department and administration to discuss their transition to their next level.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Students will formally meet with their guidance counselor and the Advanced Studies Coordinator twice a year to assist them with the direction which is needed to be successful throughout their high school career and to ensure that they are on track for academic success and achievement. Other meetings are held informally when unanticipated situations arise on an individual basis. Additionally, guidance counselors will continuously review student schedules to make sure they meet graduation needs and student-goal requirements.

Once the student schedules are organized to ensure that the course of study is personally meaningful, the Advanced Studies Coordinator and the student's teachers will nurture and develop

the natural academic abilities of each student through high quality instruction in the classroom. Teachers will foster meaningful relationships with students and will organize their instruction by using a student-centered approach. By ensuring that each classroom is an academic environment conducive to learning, knowledge acquisition, improved comprehension, and strong critical thinking, we believe our students will flourish.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Jones High School is an accredited International Baccalaureate (IB) World School offering courses based on the IB curriculum for both the Middle Years Program (MYP) and the Diploma Program (DP). The IB programs include academic rigor, comprehensiveness, internationalism, and consistent application with an emphasis on the Learner Profile and IB Design Cycle. Jones High School also offers a wide variety of Advanced Placement (AP) to meet the needs of our students. These courses are designed to prepare our students for success in post-secondary education.

Jones High School also houses a Medical Arts Magnet Program where our students receive the foundation needed to become successful as they prepare themselves for their medical career upon graduation. We also work closely with local tech centers where students can begin to master a craft throughout their high school career leading to potential employment immediately following graduation. The Medical Arts Magnet and tech programs allow our students to learn how to analyze, learn, and reach thoughtful conclusions related to various medical fields and disciplines.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Jones High School offers courses to support students in becoming college-ready based on essentials indicated by the Post-secondary Education Readiness Test (PERT). We encourage our students to receive college credit simultaneously with high school credit by encouraging enrollment in free dual enrollment courses located on our campus. Additionally, students can begin and complete Orlando Tech courses offered within any of eighteen programs in the areas of arts & technology, business, consumer service, education, and health care. Students can participate in these courses during their junior and senior years as their elective components in conjunction with required core classes for graduation while receiving post-secondary certification.

To continue to improve college readiness, students are scheduled into rigorous and challenging classes/programs such as: IB (MYP and DP), Medical Arts Magnet Program and Advanced Placement. The Advanced Studies Coordinator and content coaches will conduct Curriculum Nights which emphasize the essential strategies needed to be successful in the advanced classes and the affects their scores have on their post-secondary goals. These strategies will also be used to assist students with the ACT/SAT assessments given throughout the year.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Students are encouraged to attend the SAT/ACT tutorials as well as to enroll in as many Advanced Placement and/or Career Education courses possible to meet their individuals needs and goals.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To consistently deliver high quality instruction in every lesson through standard-based instruction facilitated through collaborative planning, measured through formative assessments and alignment of lesson plans to standards (Division Priority #2: Accelerate Student Performance).
- G2.** To provide a rigorous curriculum with high quality instruction in the dual enrollment medical magnet program while working collaboratively with medical community partners (Division Priority #2: Accelerate Student Performance).

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To consistently deliver high quality instruction in every lesson through standard-based instruction facilitated through collaborative planning, measured through formative assessments and alignment of lesson plans to standards (Division Priority #2: Accelerate Student Performance). 1a

G073167

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	

Resources Available to Support the Goal 2

- MTPs; Scope and Sequence
- FSA Portal; Item Specifications
- Ongoing Tutoring for students
- Read 180; Achieve 3000; Systems 44
- "Becoming a Reflective Teacher" by Robert Marzano

Targeted Barriers to Achieving the Goal 3

- Teachers lack the skills needed to deconstruct standards to develop rigorous lessons.
- The teachers lack a commitment to the lesson planning process.

Plan to Monitor Progress Toward G1. 8

Administration will monitor department collaboration to support content area teachers with delivering instruction.

Person Responsible

Roderick Waldon

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Agendas, sign in sheets, reflection forms, lesson plans, and student achievements scores.

G2. To provide a rigorous curriculum with high quality instruction in the dual enrollment medical magnet program while working collaboratively with medical community partners (Division Priority #2: Accelerate Student Performance). 1a

G073168

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	

Resources Available to Support the Goal 2

- "Coaching Classroom Instruction" by Robert Marzano
- Florida Standards and the Next Generation Sunshine State Standards
- "Becoming a Reflective Teacher" by Robert Marzano
- "Art and Science of Teaching" by Robert Marzano

Targeted Barriers to Achieving the Goal 3

- Many teachers lack high quality instruction in the classroom due to a lack of standard-based lesson planning

Plan to Monitor Progress Toward G2. 8

The principal will analyze data gathered from common formative assessment data.

Person Responsible

Roderick Waldon

Schedule

Monthly, from 9/8/2015 to 6/8/2016

Evidence of Completion

PLC minutes and continual data analysis

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. To consistently deliver high quality instruction in every lesson through standard-based instruction facilitated through collaborative planning, measured through formative assessments and alignment of lesson plans to standards (Division Priority #2: Accelerate Student Performance). **1**

 G073167

G1.B1 Teachers lack the skills needed to deconstruct standards to develop rigorous lessons. **2**

 B191141

G1.B1.S1 All teachers will participate in ongoing professional development on deconstructing standards to write clear learning goals and scales with the support of Marzano's instructional strategies to produce rigorous lessons. **4**

 S202602

Strategy Rationale

The teachers will receive support to help them on the standards and skills needed for student academic success.

Action Step 1 **5**

The CRT and Instructional Coaches will provide professional development and support to all teachers to assist in providing rigorous instruction in their content areas with a focus on deconstructing standards.

Person Responsible

Roxanne Gill

Schedule

Biweekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Agenda, sign-in sheets, PLC minutes

Action Step 2 5

The CRT and Instructional Coaches will provide continuous support with lesson planning, especially with the utilization of Marzano's instructional strategies coupled with reading comprehension/literacy strategies in all content areas.

Person Responsible

Roxanne Gill

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Lesson plans, work samples

Action Step 3 5

All teachers will implement rigorous standard-based lessons developed during collaborative time which incorporates strategies learned from professional development.

Person Responsible

Roxanne Gill

Schedule

Daily, from 8/24/2015 to 6/8/2016

Evidence of Completion

Lesson plans, classroom observations, and common assessments.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Instructional Coaches will attend common planning and will review lesson plans.

Person Responsible

Roxanne Gill

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Monitoring of agendas, sign-in sheets, reflection forms, lesson plans, and student samples

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Principal and administration will conduct an analysis of iObservation for teachers instructional scores compared to specific students' achievement data points.

Person Responsible

Roderick Waldon


Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Summary of student achievement data by teacher and individual student achievement data

G1.B2 The teachers lack a commitment to the lesson planning process. 2

 B191142

G1.B2.S1 There is a lack of structured weekly common planning sessions and weekly tiered professional development. 4

 S202603

Strategy Rationale

Common planning will have positive benefits on students' learning and focus teachers' work time.

Action Step 1 5

The CRT and Instructional Coaches will provide professional development on effective collaborative planning.

Person Responsible

Roxanne Gill

Schedule

Daily, from 8/18/2015 to 6/8/2016

Evidence of Completion

Training agendas, exit slips/reflections, sign-in sheets

Action Step 2 5

The CRT and Instructional Coaches will provide ongoing coaching support, modeled during scheduled sessions to ensure sharing peer-to-peer transfer of the best practices. The practices will be used to devise rigorous lessons that foster student learning and promote student success.

Person Responsible

Roxanne Gill

Schedule

Daily, from 8/24/2015 to 6/8/2016

Evidence of Completion

Meeting agendas, evidence of targeted differentiated instruction in lesson plans

Action Step 3 5

Instructional Coaches, Administrators, and teachers will be active participants in the collaborative planning process.

Person Responsible

Roxanne Gill

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

PLC minutes, weekly lesson plans, and student achievement data

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

CRT and instructional coaches will be present to ensure that collaborative teams discuss and analyze student performance and demographic data, myths regarding achieving success, use of Marzano instructional strategies, state standards and item specifications as they apply, and common assessments and progress monitoring.

Person Responsible

Roderick Waldon

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Common formative assessment data and PLC minutes

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Administrators, CRT, Instructional coaches, and teachers will monitor for an increase in student achievement data through rigorous instruction and formation of common formative assessment.

Person Responsible

Roderick Waldon

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

PLC minutes and student achievement data.

G2. To provide a rigorous curriculum with high quality instruction in the dual enrollment medical magnet program while working collaboratively with medical community partners (Division Priority #2: Accelerate Student Performance). 1

 G073168

G2.B1 Many teachers lack high quality instruction in the classroom due to a lack of standard-based lesson planning 2

 B191143

G2.B1.S1 The CRT and Instructional Coaches will provide ongoing professional development on developing standard-based lesson plans. 4

 S202604

Strategy Rationale

The rationale for the ongoing professional development is to allow the opportunity to build capacity within our teachers.

Action Step 1 5

The CRT and Instructional Coaches will model expectations and provide weekly professional development on standards-based instruction for teachers.

Person Responsible

Roxanne Gill

Schedule

Weekly, from 8/26/2015 to 6/8/2016

Evidence of Completion

PLC documentation, lesson plan documentation, classroom observations, and formative assessment data

Action Step 2 5

The teachers will utilize common planning time with their content instructional coach to develop standards-based lesson plans.

Person Responsible

Roxanne Gill

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

PD logs, PLC Minutes, and lesson plans

Action Step 3 5

The Instructional Coaches will provide additional modeling and support for targeted teachers.

Person Responsible

Roxanne Gill

Schedule

Weekly, from 9/8/2015 to 6/8/2016

Evidence of Completion

Coaches' log

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The principal and administrators will monitor professional development records and coaches logs.

Person Responsible

Roderick Waldon

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Coaches log documentation, lesson plan documentation, classroom observation data, student work samples, and formative assessments

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

The principal and administrators will conduct classroom observations and will review the quality of common assessment.

Person Responsible

Roderick Waldon

Schedule

Monthly, from 9/8/2015 to 6/8/2016

Evidence of Completion

iObservation data and common assessments data through performance matters

G2.B1.S2 The CRT and Instructional Coaches will implement the coaching cycle with targeted teachers.

4

 S202605

Strategy Rationale

The coaching cycle will provide teachers the opportunity to see and implement best practices displayed in the classroom setting.

Action Step 1 5

The CRT and Instructional coaches will discuss and model standard-based lessons for targeted teachers.

Person Responsible

Roxanne Gill

Schedule

Daily, from 9/8/2015 to 6/8/2016

Evidence of Completion

Coaches log

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

The principal will monitor the CRT and Instructional coaches logs.

Person Responsible

Roderick Waldon

Schedule

Monthly, from 9/8/2015 to 6/8/2016

Evidence of Completion

Coaches log documentation, lesson plan documentation, classroom observation data, and student work samples

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

The principal and administration will conduct classroom observations for standard-based instruction to determine if assessment data match classroom observation data

Person Responsible

Roderick Waldon

Schedule

Monthly, from 9/8/2015 to 6/8/2016

Evidence of Completion

IObservations and common formative assessments data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	The CRT and Instructional Coaches will provide professional development and support to all teachers to assist in providing rigorous instruction in their content areas with a focus on deconstructing standards.	Gill, Roxanne	8/24/2015	Agenda, sign-in sheets, PLC minutes	6/8/2016 biweekly
G1.B2.S1.A1	The CRT and Instructional Coaches will provide professional development on effective collaborative planning.	Gill, Roxanne	8/18/2015	Training agendas, exit slips/reflections, sign-in sheets	6/8/2016 daily
G2.B1.S1.A1	The CRT and Instructional Coaches will model expectations and provide weekly professional development on standards-based instruction for teachers.	Gill, Roxanne	8/26/2015	PLC documentation, lesson plan documentation, classroom observations, and formative assessment data	6/8/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.A1	The CRT and Instructional coaches will discuss and model standard-based lessons for targeted teachers.	Gill, Roxanne	9/8/2015	Coaches log	6/8/2016 daily
G1.B1.S1.A2	The CRT and Instructional Coaches will provide continuous support with lesson planning, especially with the utilization of Marzano's instructional strategies coupled with reading comprehension/ literacy strategies in all content areas.	Gill, Roxanne	8/24/2015	Lesson plans, work samples	6/8/2016 weekly
G1.B2.S1.A2	The CRT and Instructional Coaches will provide ongoing coaching support, modeled during scheduled sessions to ensure sharing peer-to-peer transfer of the best practices. The practices will be used to devise rigorous lessons that foster student learning and promote student success.	Gill, Roxanne	8/24/2015	Meeting agendas, evidence of targeted differentiated instruction in lesson plans	6/8/2016 daily
G2.B1.S1.A2	The teachers will utilize common planning time with their content instructional coach to develop standards-based lesson plans.	Gill, Roxanne	8/24/2015	PD logs, PLC Minutes, and lesson plans	6/8/2016 weekly
G1.B1.S1.A3	All teachers will implement rigorous standard-based lessons developed during collaborative time which incorporates strategies learned from professional development.	Gill, Roxanne	8/24/2015	Lesson plans, classroom observations, and common assessments.	6/8/2016 daily
G1.B2.S1.A3	Instructional Coaches, Administrators, and teachers will be active participants in the collaborative planning process.	Gill, Roxanne	8/24/2015	PLC minutes, weekly lesson plans, and student achievement data	6/8/2016 weekly
G2.B1.S1.A3	The Instructional Coaches will provide additional modeling and support for targeted teachers.	Gill, Roxanne	9/8/2015	Coaches' log	6/8/2016 weekly
G1.MA1	Administration will monitor department collaboration to support content area teachers with delivering instruction.	Waldon, Roderick	8/24/2015	Agendas, sign in sheets, reflection forms, lesson plans, and student achievements scores.	6/8/2016 monthly
G1.B1.S1.MA1	Principal and administration will conduct an analysis of iObservation for teachers instructional scores compared to specific students' achievement data points.	Waldon, Roderick	8/24/2015	Summary of student achievement data by teacher and individual student achievement data	6/8/2016 weekly
G1.B1.S1.MA1	Instructional Coaches will attend common planning and will review lesson plans.	Gill, Roxanne	8/24/2015	Monitoring of agendas, sign-in sheets, reflection forms, lesson plans, and student samples	6/8/2016 weekly
G1.B2.S1.MA1	Administrators, CRT, Instructional coaches, and teachers will monitor for an increase in student achievement data through rigorous instruction and formation of common formative assessment.	Waldon, Roderick	8/24/2015	PLC minutes and student achievement data.	6/8/2016 monthly
G1.B2.S1.MA1	CRT and instructional coaches will be present to ensure that collaborative teams discuss and analyze student performance and demographic data, myths regarding achieving success, use of Marzano instructional strategies, state standards and item specifications as they apply, and common assessments and progress monitoring.	Waldon, Roderick	8/24/2015	Common formative assessment data and PLC minutes	6/8/2016 weekly
G2.MA1	The principal will analyze data gathered from common formative assessment data.	Waldon, Roderick	9/8/2015	PLC minutes and continual data analysis	6/8/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	The principal and administrators will conduct classroom observations and will review the quality of common assessment.	Waldon, Roderick	9/8/2015	iObservation data and common assessments data through performance matters	6/8/2016 monthly
G2.B1.S1.MA1	The principal and administrators will monitor professional development records and coaches logs.	Waldon, Roderick	8/24/2015	Coaches log documentation, lesson plan documentation, classroom observation data, student work samples, and formative assessments	6/8/2016 monthly
G2.B1.S2.MA1	The principal and administration will conduct classroom observations for standard-based instruction to determine if assessment data match classroom observation data	Waldon, Roderick	9/8/2015	IObservations and common formative assessments data	6/8/2016 monthly
G2.B1.S2.MA1	The principal will monitor the CRT and Instructional coaches logs.	Waldon, Roderick	9/8/2015	Coaches log documentation, lesson plan documentation, classroom observation data, and student work samples	6/8/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To consistently deliver high quality instruction in every lesson through standard-based instruction facilitated through collaborative planning, measured through formative assessments and alignment of lesson plans to standards (Division Priority #2: Accelerate Student Performance).

G1.B1 Teachers lack the skills needed to deconstruct standards to develop rigorous lessons.

G1.B1.S1 All teachers will participate in ongoing professional development on deconstructing standards to write clear learning goals and scales with the support of Marzano's instructional strategies to produce rigorous lessons.

PD Opportunity 1

The CRT and Instructional Coaches will provide professional development and support to all teachers to assist in providing rigorous instruction in their content areas with a focus on deconstructing standards.

Facilitator

CRT and Instructional Coaches

Participants

Instructional Staff

Schedule

Biweekly, from 8/24/2015 to 6/8/2016

PD Opportunity 2

The CRT and Instructional Coaches will provide continuous support with lesson planning, especially with the utilization of Marzano's instructional strategies coupled with reading comprehension/literacy strategies in all content areas.

Facilitator

Instructional Coaches

Participants

Instructional Staff

Schedule

Weekly, from 8/24/2015 to 6/8/2016

G1.B2 The teachers lack a commitment to the lesson planning process.

G1.B2.S1 There is a lack of structured weekly common planning sessions and weekly tiered professional development.

PD Opportunity 1

The CRT and Instructional Coaches will provide professional development on effective collaborative planning.

Facilitator

CRT

Participants

Instructional Staff

Schedule

Daily, from 8/18/2015 to 6/8/2016

PD Opportunity 2

The CRT and Instructional Coaches will provide ongoing coaching support, modeled during scheduled sessions to ensure sharing peer-to-peer transfer of the best practices. The practices will be used to devise rigorous lessons that foster student learning and promote student success.

Facilitator

CRT and Instructional Coaches

Participants

Instructional Staff

Schedule

Daily, from 8/24/2015 to 6/8/2016

G2. To provide a rigorous curriculum with high quality instruction in the dual enrollment medical magnet program while working collaboratively with medical community partners (Division Priority #2: Accelerate Student Performance).

G2.B1 Many teachers lack high quality instruction in the classroom due to a lack of standard-based lesson planning

G2.B1.S1 The CRT and Instructional Coaches will provide ongoing professional development on developing standard-based lesson plans.

PD Opportunity 1

The CRT and Instructional Coaches will model expectations and provide weekly professional development on standards-based instruction for teachers.

Facilitator

CRT and Instructional Coaches

Participants

Instructional Staff

Schedule

Weekly, from 8/26/2015 to 6/8/2016

PD Opportunity 2

The teachers will utilize common planning time with their content instructional coach to develop standards-based lesson plans.

Facilitator

CRT and Instructional Coaches

Participants

Instructional Staff

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	The CRT and Instructional Coaches will provide professional development and support to all teachers to assist in providing rigorous instruction in their content areas with a focus on deconstructing standards.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	120-Classroom Teachers	5711 - Jones High	General Fund		\$2,500.00
2	G1.B1.S1.A2	The CRT and Instructional Coaches will provide continuous support with lesson planning, especially with the utilization of Marzano's instructional strategies coupled with reading comprehension/literacy strategies in all content areas.				\$0.00
3	G1.B1.S1.A3	All teachers will implement rigorous standard-based lessons developed during collaborative time which incorporates strategies learned from professional development.				\$0.00
4	G1.B2.S1.A1	The CRT and Instructional Coaches will provide professional development on effective collaborative planning.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	120-Classroom Teachers	5711 - Jones High			\$5,000.00
5	G1.B2.S1.A2	The CRT and Instructional Coaches will provide ongoing coaching support, modeled during scheduled sessions to ensure sharing peer-to-peer transfer of the best practices. The practices will be used to devise rigorous lessons that foster student learning and promote student success.				\$0.00
6	G1.B2.S1.A3	Instructional Coaches, Administrators, and teachers will be active participants in the collaborative planning process.				\$0.00
7	G2.B1.S1.A1	The CRT and Instructional Coaches will model expectations and provide weekly professional development on standards-based instruction for teachers.				\$0.00
8	G2.B1.S1.A2	The teachers will utilize common planning time with their content instructional coach to develop standards-based lesson plans.				\$0.00
9	G2.B1.S1.A3	The Instructional Coaches will provide additional modeling and support for targeted teachers.				\$0.00
10	G2.B1.S2.A1	The CRT and Instructional coaches will discuss and model standard-based lessons for targeted teachers.				\$0.00
					Total:	\$7,500.00