Jones High

2018-19 Schoolwide Improvement Plan

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Jones High

801 S RIO GRANDE AVE, Orlando, FL 32805

https://joneshs.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	70%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	D	C	C*

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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 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: School Information

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 Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Kirby, Allison	Principal
Vetter, Mary	Assistant Principal
King, Anthony	Assistant Principal
Lowe, Brandon	Assistant Principal
Thomas, Carolyn	Assistant Principal
Krumdick, Justin	Other
Jones, Zelda	Instructional Coach
Williams, Brandon	Instructional Media
Jackson, Alex	Dean
Sapp, Tyrone	Dean
Williams, Isis	Dean
Knauth, Sharon	Other
Kaissar, Kristina	Attendance/Social Work
Thomas, Maria	Teacher, ESE
Curry, Whitney	Other
Inman, Enaris	School Counselor
Bryan, Thomas	Teacher, K-12
Clark, Jessica	Teacher, K-12
DiBuono, John	Teacher, K-12

Duties

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

Members of the School Leadership Team serve to further the school's mission and vision by functioning as instructional leaders and inclusive leaders through shared decision making in assigned

areas.

Allison Kirby, Principal
Mary Vetter, Assistant Principal of Instruction
Anthony King, Assistant Principal
Brandon Lowe, Assistant Principal
Carolyn Thomas, Assistant Principal
Justin Krumdick, Curriculum Resource Teacher
Zelda Jones, Instructional Coach
Brandon Williams, Media Specialist and Digital Coach
Alex Jackson, Dean
Tyrone Sapp, Dean
Isis Williams, Dean
Sharon Knauth, SAFE Coordinator
Kristina Kaissar, Social Worker
Enaris Inman, College and Career Counselor
Maria Thomas, Staffing Specialist
Whitney Brogger, MTSS Coordinator
Thomas Bryan, Math Curriculum Lead
Jessica Clark, Science Curriculum Lead
John DiBuono, Social Studies Curriculum Lead

Under the leadership of the Principal, each member of the leadership team is responsible for monitoring assigned data points that relate to student achievement and school goals and are responsible for taking appropriate action. The Principal and Assistant Principals 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.

The Curriculum Resource Teacher, Instructional Coach, and Curriculum Leads analyze student achievement and teacher observation data to inform lesson planning and interventions that relate to instruction.

Deans and the MTSS Coordinator, supported by Program Monitors, analyze student behavior data to collaboratively develop behavior intervention plans with a strong focus on restorative justice.

The SAFE Coordinator, MTSS Coordinator, and Social Worker utilize referrals and analyze attendance and behavior data points to develop crisis intervention plans, connecting students and families to appropriate resources.

The Staffing Specialist, Curriculum Compliance Teacher, and MTSS Coordinator work closely with faculty, support facilitators, and paraprofessionals to monitor a variety of data points for early warning indicators and academic achievement in order to inform individual education plans and fidelity of implementation.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	66	99	101	92	358
One or more suspensions	0	0	0	0	0	0	0	0	0	120	85	59	46	310
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	307	198	138	88	731
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	270	221	5	7	503

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	279	193	97	60	629

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	5	8	0	0	13

Date this data was collected
Thursday 7/12/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	119	151	115	52	437
One or more suspensions	0	0	0	0	0	0	0	0	0	174	129	101	36	440
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	214	216	97	84	611
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	165	161	1	0	327

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	205	195	99	50	549

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	119	151	115	52	437
One or more suspensions	0	0	0	0	0	0	0	0	0	174	129	101	36	440
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	214	216	97	84	611
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	165	161	1	0	327

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	205	195	99	50	549

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Proficiency in both English Language Arts (ELA) and Mathematics continue to be the lowest data points for Jones High School. 25% of students demonstrated ELA proficiency in 2017; 24% demonstrated proficiency in 2018. 18% of students measured demonstrated proficiency in Mathematics in 2017; 24% demonstrated proficiency in 2018. While improvements were made in Mathematics proficiency, it is still a trend that the majority of students are not demonstrating proficiency.

Which data component showed the greatest decline from prior year?

While proficiency in Mathematics has improved, Mathematics Learning Gains have been steadily declining since 2016, particularly demonstrated in an 8-point decline from 2017-2018. Demonstrated proficiency in Science also witnessed an 8-point decline from 2017-2018. This has been a steady trend since 2015.

Which data component had the biggest gap when compared to the state average?

The biggest gap between Florida and Jones High School performance data point is in demonstrated in ELA proficiency. 56% of Florida students demonstrated proficiency in ELA in 2018, while only 24% of students at Jones High School demonstrated proficiency.

Which data component showed the most improvement? Is this a trend?

Social Studies proficiency improved significantly. In 2017, 28% of Jones High School students demonstrated proficiency; 42% demonstrated proficiency in 2018.

Describe the actions or changes that led to the improvement in this area.

Throughout the 2017-2018 school year, significant investment occurred in the coaching of Social Studies teachers. An OCPS Program Specialist worked closely with teachers throughout the year analyzing student performance on Progress Monitoring Activities (PMA), creating remediation plans, and adjusting

lesson sequencing as necessitated by student performance data. Teachers learned how to apply PMA data to instructional planning. Further, significant efforts were made to develop a targeted series of reviews leading up to the End of Course exams.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	24%	54%	56%	21%	51%	52%
ELA Learning Gains	36%	51%	53%	33%	47%	46%
ELA Lowest 25th Percentile	34%	40%	44%	36%	36%	38%
Math Achievement	24%	49%	51%	17%	40%	43%
Math Learning Gains	28%	44%	48%	38%	51%	39%
Math Lowest 25th Percentile	35%	39%	45%	60%	55%	38%
Science Achievement	36%	66%	67%	47%	66%	65%
Social Studies Achievement	42%	69%	71%	43%	67%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	66 (119)	99 (151)	101 (115)	92 (52)	358 (437)
One or more suspensions	120 (174)	85 (129)	59 (101)	46 (36)	310 (440)
Course failure in ELA or Math	307 (214)	198 (216)	138 (97)	88 (84)	731 (611)
Level 1 on statewide assessment	270 (165)	221 (161)	5 (1)	7 (0)	503 (327)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	23%	50%	-27%	53%	-30%
	2017	26%	49%	-23%	52%	-26%
Same Grade Comparison		-3%				
Cohort Comparison						
10	2018	22%	49%	-27%	53%	-31%
	2017	22%	47%	-25%	50%	-28%
Same Grade Comparison		0%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	35%	62%	-27%	65%	-30%
2017	42%	60%	-18%	63%	-21%
Compare		-7%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	41%	65%	-24%	68%	-27%
2017	27%	64%	-37%	67%	-40%
Compare		14%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	20%	61%	-41%	62%	-42%
2017	20%	53%	-33%	60%	-40%
Compare		0%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	27%	65%	-38%	56%	-29%
2017	18%	43%	-25%	53%	-35%
Compare		9%			

Subgroup Data

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	12	34	28	10	20	27	16	11		52	19
ELL	6	33	35	10	21		22	27		85	36
BLK	24	36	35	24	28	35	36	40		90	32
HSP	18	30	22	27	27		32	62		83	50
FRL	24	36	33	24	28	35	36	41		91	33

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	4	18	23	7	32	45	19	17		61	9
ELL	6	21	23	8	27	29	17	19		77	40
BLK	25	33	31	18	31	42	45	27		92	37
HSP	15	32	29	18	33	40	26	29		80	
WHT	40										
FRL	25	33	32	18	31	42	44	28		92	31

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Student Proficiency across Content Areas
Rationale	Jones High School student performance in all measured areas is below Florida averages in both proficiency and in learning gains. In 2018, 24% of students demonstrated English Language Arts (ELA) proficiency; 24% demonstrated Math proficiency; 36% demonstrated Science proficiency; and 42% demonstrated Social Studies proficiency. A number of variables effect demonstrations of proficiency and learning gains which will be supported through school based actions.
Intended Outcome	Jones High School students will increase proficiency in all tested content areas. In May 2019, 30% of grade 9 and 10 students will demonstrate ELA proficiency; 30% of Algebra 1 and Geometry students will demonstrate proficiency; 50% of Biology students will demonstrate proficiency; and 47% of US History students will demonstrate proficiency.
Point Person	Allison Kirby (allison.kirby@ocps.net)
Action Step	
Description	• Corrective Programs and an Executive Area Director of the OCPS High School Office will meet weekly to walk classes and analyze data alongside the principal and assistant principals. • Data from Progress Monitoring Activities (PMA) and unit culminating tasks will be used to analyze student proficiency in tested content areas. • Teachers, with support from instructional coaches and administrators, will reteach and adjust future lesson plans as informed by PMA data. • Average daily attendance will be tracked by the Attendance Clerk and the Parent Engagement Liaison in order to assure attendance averages remain above 95% weekly. They will take appropriate action as prescribed by district policy. • The Attendance Clerk and Parent Engagement Liaison will coordinate home visits with the Social Worker and/or other school administrators. • The Social Worker and SAFE Coordinator will provide professional development to teachers in how to work with students in crisis. • Students having been identified as being in the lowest quartile will be scheduled in to support courses and tracked by instructional support personnel, assigned directly to those students. This instructional support personnel will track student progress on all common assessments, grades, and attendance to ensure appropriate learning gains are met. • Administrators will tier teachers in three categories based on intensity of need: instructional methodology, classroom management, and discipline. • The Curriculum Resource Teacher will work intensively with Instructional Methodology Tier I teachers, completing a full coaching cycle with each during the first grading period. • The Instructional Coach will work intensively with Classroom Management Tier I teachers, completing a full coaching cycle with each during the first grading period. • Deans will work intensively with assigned Discipline Tier I teachers, completing a full coaching cycle with each during the first grading period. • Coaching cycles for Tier II teachers will begin immediately after Tier I cycles are completed. • A literacy coach will be made available to support all teachers through coaching observations that focus specifically on the implementation of close reading strategies in ELA and non-ELA classes. • The literacy coach will coordinate activities with the District Professional Learning Community (DPLC) and facilitate DPLC initiatives to increase literacy through the implementation of close reading strategies in all classrooms. • Two additional program assistants will allow more differentiated instruction. Program

assistants will be a second adult in the classroom to run small groups and provide individualized support to students based on data and lessons from the teacher.

Person Responsible   Allison Kirby (allison.kirby@ocps.net)

Plan to Monitor Effectiveness

Description

• Weekly data analysis by school administrators, the High School Office, and Corrective Programs, should conclude that each tested area is on the trajectory to meet established proficiency goals. When deemed necessary, adjustment of lesson planning, remediation efforts, or instructional coaching will occur.
• Administrators will monitor attendance trends weekly and collaborate to implement any necessary attendance initiatives or adjust responsibilities of the Parent Engagement Liaison or SAFE Coordinator.
• School administrators will meet weekly to analyze classroom observation feedback provided by the Curriculum Resource Teacher and instructional coaches during coaching cycles. Teachers will be re-tiered each quarter.
• The Principal and administration will conduct an analysis of iObservation for teachers instructional scores compared to specific students' achievement data points on PMAs and other common assessments.
• The Principal and administration will meet with the lowest quartile instructional personnel to discuss data points and inform any additional instructional or social-emotional support warranted.

Person Responsible   Allison Kirby (allison.kirby@ocps.net)

Activity #2	
Title	Narrow Achievement Gap
Rationale	100% of Jones High School students are economically disadvantaged as reported on Survey 3 of the 2017-2018 school year. 99% of Jones High School students are racial minorities as reported on Survey 2 of the 2017-2018 school year. Evidenced as a lagging indicator in the 2018 school grade, 89% of the students expected to graduate from Jones High School in 2017 school year did so. As a component of the 2019 school grade, it is anticipated that the graduation rate will drop to 85% in 2018.
Intended Outcome	A higher percentage of Jones High School students will meet all graduation requirements and graduate on time with plans for a specific college or career path. The Jones High School graduation rate will increase in May 2019 to 90%.
Point Person	Allison Kirby (allison.kirby@ocps.net)

Action Step	
Description	• Corrective Programs and an Executive Area Director of the OCPS High School Office will meet weekly to walk classes and analyze data alongside the principal and assistant principals. • An administrator will monitor Minority Achievement Office (MAO) initiatives that focus on narrowing the achievement gap. • An administrator will be assigned to eliminate the duplication of efforts and ensure that mentors and initiatives are being utilized in a way that is effective and streamlined. • The graduation status of seniors will be tracked intensively and constantly by administration. • Seniors that have not demonstrated acceptable reading proficiency will be scheduled for additional ELA support until they demonstrate proficiency, at which point their interventions will be adjusted as needed. • A comprehensive mentoring plan will be established for each senior that has not met all graduation requirements. • An off-site SAT/ACT preparation consultant tutor will be utilized to support students and improve scores to the point of concordance. • Credit recovery courses will be ingrained in student schedules to improve GPAs and earn credits lost. • Additional acceleration options will be made available through Industry Certification integration into coursework and a partnership with Valencia State College. • Students that are not enrolled in the International Baccalaureate program will be permitted into individual IB classes in order to experience high-level rigorous coursework and work to earn a college and career readiness indicator. • Students enrolled in IB courses will be permitted to take the AP Exam equivalence with permission of the course instructors. • SAT will be administered on Saturdays on-site, and Jones High School will fund the administration for all JHS students that demonstrate need. • Positive behavior intervention will occur through a Senior Scholar Pass to school activities for all seniors that have met all graduation requirements and have demonstrated college and career readiness.
Person Responsible	Allison Kirby (allison.kirby@ocps.net)

Plan to Monitor Effectiveness	
Description	• Weekly data analysis by school administrators, the High School Office, and Corrective Programs, should conclude that the graduation rate and college and career readiness rates

are on the trajectory to meet established goals. When deemed necessary, adjustment of mentoring initiative, remediation efforts, or graduation coaching will occur.

• The Assistant Principal of Instruction and other administrators will keep record of each student's graduation standing, updating after each standard assessment and GPA update, and updating interventions for support based upon students' completion of graduation requirements.

• The SAFE Coordinator and Social Worker will collaborate to develop the comprehensive mentoring plan and evaluate mentor-student efficacy, adjusting mentor assignments as needed.

• The College and Career Counselor will coordinate SAT/ACT preparation plans with UCF and monitor effectiveness of program after each set of score returns.

• Administration, Guidance, and the Senior Class Advisor will collaborate on assignment of the Senior Scholar Pass.

Person Responsible Allison Kirby (allison.kirby@ocps.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The school plans to build on the improvements made in parent-school relationships as demonstrated through the AdvancEd Parent Survey, resultant of improvements made in parent outreach. The school will continue to improve utilization of a variety of communication methods including School Messenger, newsletter (Tiger's Roar), the school's website, fliers, marquee, remind text alerts, social media (Facebook, Instagram, Twitter, and YouTube), ParentAccess, Canvas, 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.

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

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 Behavior Specialist, the school psychologist, members of City Year- Orlando, the City of Orlando Paramore Kids Zone, the City of Orlando COMPACT Mentoring Program, 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, and providing donations for basic needs.

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 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 be informed on 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 post-secondary plans.

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 (UNIFY), 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. The instructional leadership team is responsible for monitoring the data. The data drives the lesson planning process in the professional learning communities.

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.

Part V: Budget

Total:	$682,227.50