2013-2014 SCHOOL IMPROVEMENT PLAN

Jones High
801 S RIO GRANDE AVE
Orlando, FL 32805
407-835-2300

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	Yes	81%

Alternative/ESE Center	Charter School	Minority Rate
No	No	99%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
NOT GRADED	B	C	C	B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    ◦ Year 1 – declined to D, or first-time graded schools receiving a D
    ◦ Year 2 – second consecutive D, or F followed by a D
    ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    ◦ Year 1 – declined to F, or first-time graded schools receiving an F
    ◦ Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Jones High

Principal

Valeria Maxwell

School Advisory Council chair

Corey Johnson

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Thomas Ott	Assistant Principal
Nicole Sims	Assistant Principal
Rojina Durant	Principal Intern
Tarsha Davis	Instructional Coach
Roxanne Gill	CRT
Orvie Mizzell-Bullock	Inclusion Coach
Margaret Walker	Instructional Coach
Kinshasha Williams	Advanced Studies Coordinator
Tonya Williams-Suanders	Instructional Coach
Veronica Yates-Riley	Assessment Coordinator

District-Level Information

District

Orange

Superintendent

Dr. Barbara M Jenkins

Date of school board approval of SIP

1/28/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

SAC membership includes Principal Valeria Maxwell and SAC President Corey Johnson. Our Vice Chair is Margaret Blunt, the Secretary is Erika Bynes, and the treasurer is Orvie Mizzell-Bullock. Furthermore, the following members will assume the roles indicated:
Principal - Valeria Maxwell
Teacher - Orvie Mizzell-Bullock
Classified Staff - Katrina Shazier

Parent - Erica Martin
Business Partner - Corey Johnson (OUC)
District Employee - Nicole Sims

Involvement of the SAC in the development of the SIP

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 on the goals listed.

Activities of the SAC for the upcoming school year

The SAC will meet monthly on a Thursday night and will participate in campus activities such as Open House, campus beautification projects, a Health Fair, College and Career Night, curriculum nights, and other such activities providing benefits to our students and community throughout the school year.

Projected use of school improvement funds, including the amount allocated to each project

The SAC has access to $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.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
4

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Valeria Maxwell		
Principal	Years as Administrator: 19	Years at Current School: 4

Credentials	Bachelors of Science: Music Education Masters of Music Education Educational Specialist: Educational Leadership Certification: Music (K-12) Educational Leadership (All Levels) School Principal (All Levels)
Performance Record	2012-2013 Principal - Jones High School School Grade: Pending FCAT Proficiency: Reading - 33% Math - 46% Writing - 55% Learning Gains: Reading - 59% Math - 66% Lowest 25%: Reading - 70% Math - 70% 2011-2012 Principal - Jones High School School Grade: C FCAT Proficiency: Reading - 32% Math - 44% Writing - 87% Learning Gains: Reading - 65% Math - 62% Lowest 25%: Reading - 76% Math - 64% 2010-2011 Principal - Jones High School School Grade: C FCAT Proficiency: Reading - 19% Math - 57% Writing - 80% Learning Gains: Reading - 36% Math - 64% Lowest 25%: Reading - 53% Math - 62%

Thomas Ott		
Asst Principal	Years as Administrator: 1	Years at Current School: 0

Credentials	Bachelors of Art: Business Administration Masters of Science: Educational Leadership Certification: Business Education (6-12) Educational Leadership (All Levels)
Performance Record	2012-2013 Assistant Principal - Glenridge Middle School School Grade: A FCAT Proficiency: Reading - 73% Math - 72% Writing - 45% Learning Gains: Reading - 73% Math - 79% Lowest 25%: Reading - 64% Math - 70%

Nicole Sims		
Asst Principal	Years as Administrator: 7	Years at Current School: 0

Credentials	Bachelors of Science: Elementary Education w/ a minor in English Masters of Education: Educational Leadership Certification: Elementary Education (1-6) English Education (6-12) Educational Leadership (All Levels) School Principal (All Levels)
Performance Record	2012-2013 Assistant Principal - Southwest Middle School School Grade: A FCAT Proficiency: Reading - 71% Math - 65% Writing - 57% Learning Gains: Reading - 70% Math - 70% Lowest 25%: Reading - 65% Math - 60% 2011-2012 Assistant Principal - Southwest Middle School School Grade: A FCAT Proficiency: Reading - 70% Math - 69% Writing - 87% Science - 60% Learning Gains: Reading - 74% Math - 78% Lowest 25%: Reading - 74% Math - 71%

Rojina Durant		
Asst Principal	Years as Administrator: 3	Years at Current School: 0

Credentials	Bachelors of Science: Social Work Masters of Education Administration Certification: Educational Leadership (All Levels) Exceptional Student Education Endorsement School Social Worker Reading Endorsement ESOL Endorsement
Performance Record	2012-2013 Assistant Principal - Jackson Middle School School Grade: C FCAT Proficiency: Reading - 51% Math - 44% Writing - 36% Learning Gains: Reading - 67% Math - 62% Lowest 25%: Reading - 65% Math - 62% 2011-2012 Assistant Principal - Jackson Middle School School Grade: C FCAT Proficiency: Reading - 46% Math - 43% Science - 36% Writing - 73% Learning Gains: Reading - 58% Math - 60% Lowest 25%: Reading - 59% Math - 61%

Instructional Coaches

# of instructional coaches

7

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Tarsha Davis		
Full-time / School-based	Years as Coach: 11	Years at Current School: 4

Areas	Reading/Literacy
Credentials	Bachelors of Arts: English Masters of Science: Curriculum, Instruction & Technology Certification: English (6-12) Reading Endorsement
Performance Record	2012-2013 Instructional Reading Coach - Jones High School School Grade: Pending FCAT Proficiency: Reading - 33% Math - 46% Writing - 55% Learning Gains: Reading - 59% Math - 66% Lowest 25%: Reading - 70% Math - 70% 2011-2012 Instructional Reading Coach - Jones High School School Grade: C FCAT Proficiency: Reading - 32% Math - 44% Writing - 87% Learning Gains: Reading - 65% Math - 44% Lowest 25%: Reading - 76% Math - 64% 2010-2011 Instructional Reading Coach - Jones High School School Grade: C FCAT Proficiency: Reading - 19% Math - 57% Science - 15% Writing - 80% Learning Gains: Reading - 36% Math - 64% Lowest 25%: Reading - 53% Math - 62%

Tonya Williams-Saunders		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0

Areas	Science
Credentials	Bachelors of Art: Education Masters of Science: Science Education Educational Doctorate Degree Certifications: Science (5-9) Educational Leadership and Supervision (All Levels) Principal (All Levels)
Performance Record	2010-2011 - Principal, Coan Middle School (Most current data) Reading: 92% English/Language Arts: 88% Math: 67% Social Studies: 36% Science: 47% Data based on student achievement scores from the 2010-2011 Georgia Criterion-Referenced Competency Tests (CRCT)

Roxanne Gill		
Full-time / School-based	Years as Coach: 0	Years at Current School: 4

Areas	Other
Credentials	Bachelors of Art: English Literature Masters of Art: Elementary Education Specialist: Educational Leadership Certification: ESOL Endorsement English (5-9) Reading Endorsement
Performance Record	2012-2013 - Jones High School School Grade: Pending FCAT Proficiency: Reading - 33% Math - 46% Writing - 55% Learning Gains: Reading - 59% Math - 66% Lowest 25%: Reading - 70% Math - 70%

Margaret Walker		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Mathematics
Credentials	Bachelors of Art: Math and Secondary Education Masters of Art: Curriculum and Instruction Educational Specialist: Educational Leadership/Administration and Supervision K-12 Certification: Mathematics (6-12) Educational Leadership (All Levels)
Performance Record	2012-2013 District Instructional Coach - Orange County Public Schools FCAT Proficiency: Reading - 53% Math - Writing - 55% Learning Gains: Reading - 63% Math - Lowest 25%: Reading - 62% Math - 2011-2012 District Instructional Coach - Orange County Public Schools FCAT Proficiency: Reading - 49% Math - Writing - 61% Learning Gains: Reading - 60% Math - 100% Lowest 25%: Reading - 60% Math - 100% 2010-2011 District Instructional Coach - Orange County Public Schools FCAT Proficiency: Reading - 42% Math - 67% Writing - 75% Learning Gains: Reading - 55% Math - 74% Lowest 25%: Reading - 33% Math - 64%

Orvie Mizzell-Bullock		
Full-time / School-based	Years as Coach: 2	Years at Current School: 3

Areas	RtI/MTSS
Credentials	Bachelors of Science: Psychology Bachelors Degree in Social Work Masters Degree in Psychology and Counseling Doctoral Degree: Education Certification: VE (K-12) Psychology (6-12) Educational Leadership (All Levels) ESOL Endorsement CarPD
Performance Record	2012-2013 Instructional Reading Coach - Jones High School School Grade: Pending FCAT Proficiency: Reading - 33% Math - 46% Writing - 55% Learning Gains: Reading - 59% Math - 66% Lowest 25%: Reading - 70% Math - 70% 2011-2012 Instructional Reading Coach - Jones High School School Grade: C FCAT Proficiency: Reading - 32% Math - 44% Writing - 87% Learning Gains: Reading - 65% Math - 44% Lowest 25%: Reading - 76% Math - 64%

Kinshasha Williams		
Full-time / School-based	Years as Coach: 0	Years at Current School: 2

Areas

Other

Credentials

Bachelors of Science: Psychology
Masters in Psychology and Counseling
Specialist in Educational Leadership
Certification:
Elementary Education Certification
Educational Leadership (All Levels)
ESE Endorsement
Guidance and Counseling

Performance Record

2012-2013 - Jones High School
School Grade: Pending
FCAT Proficiency:
Reading - 33%
Math - 46%
Writing - 55%
Learning Gains:
Reading - 59%
Math - 66%
Lowest 25%:
Reading - 70%
Math - 70%

Veronica Yates-Riley		
Full-time / School-based	Years as Coach: 7	Years at Current School: 5

Areas	Data
Credentials	Associates of Science: Liberal Arts and Science Bachelors of Science: Pure Mathematics Masters of Science: Mathematics Education Specialist of Education.: Educational Technology Certification: National Board Certified Instructional Coaching Mathematics (6-12) Athletic Coaching Endorsement
Performance Record	2012-2013 District Instructional Coach - Orange County Public Schools FCAT Proficiency: Reading - 53% Math - Writing - 55% Learning Gains: Reading - 63% Math - Lowest 25%: Reading - 62% Math - 2011-2012 District Instructional Coach - Orange County Public Schools FCAT Proficiency: Reading - 49% Math - Writing - 61% Learning Gains: Reading - 60% Math - 100% Lowest 25%: Reading - 60% Math - 100% 2010-2011 District Instructional Coach - Orange County Public Schools FCAT Proficiency: Reading - 42% Math - 67% Writing - 75% Learning Gains: Reading - 55% Math - 74% Lowest 25%: Reading - 33% Math - 64%

Classroom Teachers

# of classroom teachers
50

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
100%

 # certified in-field
50, 100%

 # ESOL endorsed
4, 8%

 # reading endorsed
7, 14%

 # with advanced degrees
23, 46%

 # National Board Certified
0, 0%

 # first-year teachers
16, 32%

 # with 1-5 years of experience
9, 18%

 # with 6-14 years of experience
13, 26%

 # with 15 or more years of experience
11, 22%

Education Paraprofessionals

# of paraprofessionals
2

 # Highly Qualified
2, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
9

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Strategies:
Professional Learning Community focused on high quality instruction, a mentor/mentee program, and targeted professional development. The mentor program is part of an overall induction program that includes pairing mentors with new teachers, monthly professional development between mentors and mentees, and monthly beginning teacher professional development. Teachers involved in these programs complete peer observations in pre-designated model classrooms.
Person Responsible:
Roxanne Gill - CRT
Orvie Mizzell-Bullock - Instructional Coach (mentor program)

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Jones High School's teacher mentoring program includes pairing mentee's with mentors using the level of experience and expertise in their field as a rationale. Planned activities include subject planning, staff developments, professional learning communities, classroom observations, and modeling strategies.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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, beginning, middle, and end of year district benchmark assessments, Postsecondary Education Readiness Tests (PERT), Comprehensive English Language Learning Assessment (CELLA), Florida Assessments for Instruction of Reading (FAIR), 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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 conversations that matter with teachers, students/parents, and departments, and conducting classroom walkthroughs and observations. Additionally, the leadership team will meet monthly 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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Support will occur through MTSS weekly meetings focused on academics and behavior. Plans devised during these meetings are pushed out to the faculty and staff for effective implementation and data is gathered using a variety of systems such as weekly classroom walkthroughs where all classes are visited by the Leadership Team, monthly PLC meetings, common planning time twice a week in which instructional coaches ensure compliance, and a monthly Leadership team meeting to make sure proper interventions are occurring. Strategies that are effective will continue to be used while those not gaining desired results will be redesigned or replaced. Teacher lesson plans will also be reviewed for evidence of MTSS in the planning process.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The systems and sources used to access and analyze data to monitor effectiveness include our Instructional Management System (IMS), Student Management System (SMS), Educational Data Warehouse (EDW) and Performance Matters. Each program provides information such as Florida Comprehensive Assessment Test (FCAT) scores, learning disabilities, lowest 25%, annual yearly progress (AYP), and highest 25%, etc. Furthermore, Jones High School will utilize student achievment scores based on assessments such as beginning, middle, and end of year district benchmarks, Postsecondary Education Readiness Tests (PERT), Comprehensive English Language Learning Assessment (CELLA), Florida Assessments for Instruction of Reading (FAIR), etc. to continually monitor student achievement data and teacher effectiveness.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

MTSS training will occur throughout the school year. This training begins early in the year and will continue through our school-wide Professional Learning Community. These training may occur during common planning time, PLC meetings, or targeted professional development. Teachers will be trained in differentiating their instruction through lesson and unit planning. Communication to parents will be done via newsletters, the school messenger system, and other mass communication strategies as well as via individual conversations regarding the needs of their students based on data and encouraged to participate in the problem solving process by attending curriculum based information nights, open house, and parent/teacher conferences.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 21,600

After school tutoring every Tuesday and Thursday in all core subject areas and test preparation for the Scholastic Aptitude Test (SAT)/ACT and Advanced Placement (AP) courses.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Student attendance lists are compiled while student achievement data is reviewed and discussed based on a variety of assessments including district benchmark assessments, End of Course Exams (EOCs), the FCAT, and teacher made assessments.

Who is responsible for monitoring implementation of this strategy?

Leadership Team/tutors

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Valeria Maxwell	Principal
Thomas Ott	Assistant Principal
Nicole Sims	Assistant Principal
Rojina Durant	Principal Intern
Tarsha Davis	Instructional Coach
Roxanne Gill	CRT
Orvie Mizzell-Bullock	Inclusion Coach
Margaret Walker	Instructional Coach
Kinshasha Williams	Advanced Studies Coordinator
Tonya Williams-Saunders	Instructional Coach
Veronica Yates-Riley	Assessment Coordinator
Markita Rina	Department Chair
Elizabeth Cuda	Department Chair

How the school-based LLT functions

The school-based LLT meets on a monthly basis to discuss the needs of students regarding literacy. The literacy team collaborates with the Curriculum Writing Team in planning our school-based curriculum calendar to ensure that literacy is embedded within all content areas.

Major initiatives of the LLT

The major initiatives of the LLT will be to infuse content-based literacy within all subject areas across campus. Students are expected to read a variety of literature based on specific content standards and subject 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.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Jones High School's Instructional Focus Calendar (IFC) was created to include reading and language arts benchmarks in each content area. All content area teachers are expected to follow the same IFC and embed the designated benchmarks within their own content areas. All teachers will participate in common planning time with members of their PLC where they will be given opportunities to collaborate with teachers both in and outside of their content areas. Additionally, content area coaches will assist each content area in effectively delivering instruction that includes reading and language arts components to ensure successful implementation no matter what the subject.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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) and A.V.I.D. courses to meet the needs of our students. These courses are designed to better prepare out 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 their 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.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Students will formally meet with their guidance counselor and the Advanced Studies Coordinator twice a year to assist them with the direction that 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.
Jones High School also utilizes Tiger Improvement Plans (TIPS) through the "Tigers on the Rise" program that help to build skills that will have students plan for college and careers and give them the needed tools to survive and be successful.
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 teaching and instruction in the classroom. Teachers will foster meaningful relationships with students and will organize their teaching 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.

Strategies for improving student readiness for the public postsecondary level

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 heath 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, Advanced Placement, and AVID. The Advanced Studies Coordinator and content coaches will conduct Curriculum Nights which will emphasis 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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	37%	33%	No	43%
American Indian				
Asian				
Black/African American	36%	32%	No	42%
Hispanic	35%	40%	Yes	42%
White	63%		No	67%
English language learners	26%	22%	No	33%
Students with disabilities	26%	25%	No	33%
Economically disadvantaged	35%	31%	No	42%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	88	22%	26%
Students scoring at or above Achievement Level 4	41	10%	12%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		22%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		60%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	210	59%	64%
Students in lowest 25% making learning gains (FCAT 2.0)	61	70%	75%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	18	53%	58%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	13	38%	43%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	38%	43%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	85	53%	60%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	110	55%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	42%	46%	Yes	48%
American Indian				
Asian				
Black/African American	41%	46%	Yes	47%
Hispanic	79%	37%	No	81%
White				
English language learners	38%	35%	No	45%
Students with disabilities	41%	29%	No	47%
Economically disadvantaged	43%	45%	Yes	48%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		35%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		60%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	209	66%	69%
Students in lowest 25% making learning gains (EOC)	61	70%	73%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	50	31%	38%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	59	31%	36%
Students scoring at or above Achievement Level 4	14	8%	13%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	63	35%	40%
Students scoring at or above Achievement Level 4	13	7%	12%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		25%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	35	46%	51%
Students scoring at or above Achievement Level 4	11	14%	19%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		5
Participation in STEM-related experiences provided for students	5	1%	10%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	81	11%	17%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses	81	11%	17%
CTE-STEM program concentrators	0		10
Students taking CTE-STEM industry certification exams	0	0%	5%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	5%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	14	2%	7%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	14	2%	7%
Completion rate (%) for CTE students enrolled in *accelerated* courses		93%	100%
Students taking CTE industry certification exams	14	2%	7%
Passing rate (%) for students who take CTE industry certification exams		0%	5%
CTE program concentrators	24	3%	29%
CTE teachers holding appropriate industry certifications	2	100%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	171	23%	18%
Students in ninth grade with one or more absences within the first 20 days	166	66%	50%
Students in ninth grade who fail two or more courses in any subject	19	10%	5%
Students with grade point average less than 2.0	60	8%	3%
Students who fail to progress on-time to tenth grade	2	1%	0%
Students who receive two or more behavior referrals	447	60%	40%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	139	19%	10%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	123	92%	93%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	36	86%	89%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	163	89%	90%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Utilizing a variety of communication methods including School Messenger, newsletters, the schools website, fliers, and personalized calls to parents, Jones High School anticipates that 96% of all families will be actively involved as measured by attendance at family oriented school functions.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parental Involvement at Open House	400	54%	96%
Curriculum Nights	149	19%	96%
Back to School Celebration	300	38%	96%
Magnet Family Night	14	2%	96%
Family AVID Night	200	26%	96%
Family Curriculum Night	149	19%	96%
SAC Meetings	7	1%	96%

Area 10: Additional Targets

Additional targets for the school

Jones High School emphasizes achievement and participation in areas such as STEM, College and Career Readiness, Industry Certification, and advanced studies programs (AP, IB, AVID, Medical Magnet).

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase student enrollment in upper level mathematics and sciences courses through the participation of STEM related activities by 5%	111	15%	20%
Increase the number and percentage of students attending dual enrollment classes at OCPS Technical Centers and working toward Industry Certification by 5%	14	4%	9%
Increase the number of students attending college dual enrollment programs by 5%	17	4%	9%
Increased student enrollment in Advanced Programs (IB, Medical Magnet, AP, AVID, DE, Industry Cert) by 5%	326	44%	49%
Increase Career and College Readiness in Reading by 7%	85	53%	60%
Increase Career and College Readiness in Math by 7%	50	31%	38%

Goals Summary

G1. To utilize the four major areas of writing (focus, organization, conventions, and support), as defined by the FCAT 2.0, to increase student writing achievement across all content areas.

G2. To increase the proficiency of our student's with disabilities (SWD) population across all subject areas.

G3. To strengthen the use of appropriate and rigorous learning goals and scales as supported by the Marzano Instructional Model.

G4. To strengthen reading proficiency through all content areas.

Goals Detail

G1. To utilize the four major areas of writing (focus, organization, conventions, and support), as defined by the FCAT 2.0, to increase student writing achievement across all content areas.

Targets Supported
- Writing

Resources Available to Support the Goal
- My Access
- Orange County Writes prompts
- information on the four areas of writing provided to teachers in-house
- "Writing Wednesday" writing prompt bellwork examples

Targeted Barriers to Achieving the Goal
- Teachers lack the skills needed to teach writing strategies across subject areas.

Plan to Monitor Progress Toward the Goal

Department meetings to support content area teachers with writing instruction.

Person or Persons Responsible
Assistant principals/instructional coaches/teachers

Target Dates or Schedule:
Weekly

Evidence of Completion:
Agendas, sign in sheets, reflection forms.

G2. To increase the proficiency of our student's with disabilities (SWD) population across all subject areas.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Individual Education Plans (IEP)

- data collection systems (SMS, IMS, Performance Matters, EDW)

- MTSS

Targeted Barriers to Achieving the Goal

- Student placement in appropriate class levels

Plan to Monitor Progress Toward the Goal

Data chats, classroom waklthroughs, monitoring student achievement data

Person or Persons Responsible
Placement Specialist/Inclusion Coach

Target Dates or Schedule:
Monthly

Evidence of Completion:
Student assessment data

G3. To strengthen the use of appropriate and rigorous learning goals and scales as supported by the Marzano Instructional Model.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Math (High School, High School AMO's, High School FAA, High School FAA)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal
- "The Art and Science of Teaching" by Robert Marzano
- collaborative resources found within iObservation
- "A Handbook for the Art and Science of Teaching" by Robert Marzano

Targeted Barriers to Achieving the Goal
- Teachers lack an understanding of how to create rigorous learning goals and scales.

Plan to Monitor Progress Toward the Goal

Planning and reflection meetings with teachers

Person or Persons Responsible
Administration/instructional coaches

Target Dates or Schedule:
Year Long

Evidence of Completion:
Teacher assessment data.

G4. To strengthen reading proficiency through all content areas.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

Resources Available to Support the Goal
- Read 180

- Achieve 3000

- Systems 44

- student achievement data sources

- "Becoming a Reflective Teacher" by Robert Marzano

Targeted Barriers to Achieving the Goal
- Teachers lack an understanding of data analysis and how to provide appropriate academic interventions.

- Teachers lack an understanding of effective delivery of vocabulary instruction.

- Teachers lack an understanding of how to utilize available technology resources.

Plan to Monitor Progress Toward the Goal

Utilize data walls, department meetings, data chats.

Person or Persons Responsible
Administration/instructional coaches/teachers

Target Dates or Schedule:
Monthly

Evidence of Completion:
Data walls, meeting agendas, student achievement data

Action Plan for Improvement

Problem Solving Key

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

G1. To utilize the four major areas of writing (focus, organization, conventions, and support), as defined by the FCAT 2.0, to increase student writing achievement across all content areas.

G1.B1 Teachers lack the skills needed to teach writing strategies across subject areas.

G1.B1.S1 Teachers will plan weekly writing lessons together with the support of the CRT and/or Reading Coach and implement during "Writing Wednesdays"

Action Step 1

Professional development and support provided to all teachers to assist in providing writing instruction in their content areas with a focus on textual evidence via the use of content vocabulary.

Person or Persons Responsible

CRT/Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Agenda, sign-in sheets, reflection forms.

Facilitator:

CRT/Reading Coach

Participants:

Classroom teachers

Action Step 2

Provide continuous support with lesson planning and support for writing instruction in all content areas

Person or Persons Responsible

CRT/Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, work samples

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

Perform data analysis utilizing student work samples and teacher documentation to ensure alignment of writing standards with the goal. Perform data analysis via Progress Book to monitor writing achievement scores.

Person or Persons Responsible

Reading Coach/Administration

Target Dates or Schedule

Bi-Monthly

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B1.S1

Analyze data from bi-monthly My Access writing prompts and student grades on writing assignments via Progress Book

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

7 days after writing prompt has been administered/Bi-Monthly

Evidence of Completion

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

G2. To increase the proficiency of our student's with disabilities (SWD) population across all subject areas.

G2.B2 Student placement in appropriate class levels

G2.B2.S1 Upon receiving all testing data, prior year achievement scores, and prerequisite data, students will be placed in a placement grid to be grouped according to their areas of need.

Action Step 1

Student achievement data and prior year data will be collected

Person or Persons Responsible

CRT/Guidance Counselor /Inclusion Coach/Placement Specialist/Assistant Principal of Instruction (API)

Target Dates or Schedule

September-October

Evidence of Completion

Student testing data, retention lists

Action Step 2

Students will be placed into a grid using a variety of factors to determine proper placement

Person or Persons Responsible

CRT/Guidance Counselor/Inclusion Coach/Placement Specialist/Assistant Principal of Instruction

Target Dates or Schedule

September-October

Evidence of Completion

Completed grid.

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Perform alignment of student IEP with appropriately selected classes via classroom walk-throughs and collection of student work samples.

Person or Persons Responsible

Inclusion Coach/Placement Specialist

Target Dates or Schedule

Year Long

Evidence of Completion

Work samples, IEP revisions, classroom walkthrough feedback

Plan to Monitor Effectiveness of G2.B2.S1

Perform student achievement data analysis

Person or Persons Responsible

Inclusion Coach/Placement Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Collection of formative and summative assessement data, MTSS, data chats

G2.B2.S2 IEPs will be reviewed to ensure proper placement of SWD students across all levels.

Action Step 1

Exceptional education students who need to be placed in new classes based on IEP updates will be evaluated and receive schedule changes to an appropriate placement.

Person or Persons Responsible

Inclusion Coach, Placement Specialist, Guidance Counselors

Target Dates or Schedule

September-October

Evidence of Completion

Student schedule change history, updated IEPs.

Action Step 2

All student individual education plans (IEPs) will be reviewed to evaluate compliance and placement options.

Person or Persons Responsible

Placement Specialist, Exceptional Student Education (ESE) Instructor, Inclusion Coach

Target Dates or Schedule

September

Evidence of Completion

Revised Individual Education Plans

Plan to Monitor Fidelity of Implementation of G2.B2.S2

Perform alignment of student placement in appropriate academic placement based on individual student accommodation and achievement data.

Person or Persons Responsible

Inclusion Coach, Placement Specialist

Target Dates or Schedule

Quarterly

Evidence of Completion

Student achievement data, IEP meeting minutes

Plan to Monitor Effectiveness of G2.B2.S2

Perform student achievement data analysis

Person or Persons Responsible

Inclusion Coach/Placement Specialist

Target Dates or Schedule

Quarterly

Evidence of Completion

Collection of formative and summative data, MTSS, data chats

G3. To strengthen the use of appropriate and rigorous learning goals and scales as supported by the Marzano Instructional Model.

G3.B1 Teachers lack an understanding of how to create rigorous learning goals and scales.

G3.B1.S1 Provide professional development on learning goals and scales.

Action Step 1

Provide professional development on writing rigorous and academically relevant learning goals and scales.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

September through December

Evidence of Completion

Evidence of learning goals and scales on lesson plans, classroom walkthroughs, training agendas.

Facilitator:

Leadership Team

Participants:

Classroom teachers

Action Step 2

Provide follow up support to targeted professional development through PLC meetings

Person or Persons Responsible

Leadership Team/department heads

Target Dates or Schedule

Monthly

Evidence of Completion

PLC agendas, continued evidence of appropriate learning goals and scales in lesson plans.

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Perform classroom walkthroughs

Person or Persons Responsible

Administration/instructional coaches

Target Dates or Schedule

September - November

Evidence of Completion

Classroom walk-through results as detailed on coaching forms, feedback given to teachers

Plan to Monitor Effectiveness of G3.B1.S1

Informal and formal teacher observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Year Long

Evidence of Completion

Teacher observation scores on Design Question 1, element 1.

G4. To strengthen reading proficiency through all content areas.

G4.B1 Teachers lack an understanding of data analysis and how to provide appropriate academic interventions.

G4.B1.S1 Provide professional development in the area of data analysis and it's use in differentiating instruction through PLC's.

Action Step 1

Provide professional development on the systems used to access data (SMS, EDW, IMS, Performance Matters)

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

October - December

Evidence of Completion

Training agendas, exit slips, sign in sheets.

Facilitator:

Leadership Team

Participants:

Classroom teachers

Action Step 2

Provide follow-up meetings

Person or Persons Responsible

instructional coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Meeting agendas, evidence of targeted differentiated instruction in lesson plans

Plan to Monitor Fidelity of Implementation of G4.B1.S1

PLC and Data Meetings

Person or Persons Responsible

instructionalcoaches/teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas, meeting minutes, collected data

Plan to Monitor Effectiveness of G4.B1.S1

Collection of student data as prepared and turned in by teachers based the instructional focus calendar and relevant benchmarks.

Person or Persons Responsible

instructional coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Student achievement data collected from teachers, usage reports from systems that allow such reports such as Progress Book.

G4.B2 Teachers lack an understanding of effective delivery of vocabulary instruction.

G4.B2.S1 Teachers will participate in PLC's and common planning to create lessons with an intense focus on content specific vocabulary.

Action Step 1

Content area instructional coaches will participate in PLC meetings and common planning meetings to assist with increasing rigorous vocabulary intervention within lesson plans.

Person or Persons Responsible

Instructional coaches

Target Dates or Schedule

Weekly for common planning, monthly for PLC meetings

Evidence of Completion

Lesson plan review, meeting agendas, teacher reflections

Action Step 2

Provide opportunities for teachers to observe classrooms with highly effective vocabulary strategies within/across subject areas.

Person or Persons Responsible

Administration/instructional coaches

Target Dates or Schedule

Year long

Evidence of Completion

Teacher reflections, observation agendas

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Classroom walkthroughs, lesson plan feedback, PLC meetings, informal and formal teacher observations

Person or Persons Responsible

Administration/instructional coaches

Target Dates or Schedule

Year long

Evidence of Completion

Classroom walkthrough results, teacher observation results, lesson plans, meeting agendas

Plan to Monitor Effectiveness of G4.B2.S1

Progress monitoring of student achievement results within the specific category of vocabulary.

Person or Persons Responsible

Administration/instructional coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Formal and informal student assessment data.

G4.B3 Teachers lack an understanding of how to utilize available technology resources.

G4.B3.S1 Provide target professional development on the use of each individual system such as our Instructional Management System (IMS), Student Management System (SMS), Performance Matters, Education Data Warehouse (EDW), etc..

Action Step 1

Identify the appropriate program usage that should be occurring in classrooms regarding Achieve 3000, Systems 44, Read 180, etc.

Person or Persons Responsible

Assistant Principal/Instructional Coach/CRT

Target Dates or Schedule

September-October

Evidence of Completion

List of teachers using the system

Action Step 2

Provide professional development broken down into sections relating to each individual program.

Person or Persons Responsible

Assistant Principal/Instructional Coach/CRT

Target Dates or Schedule

October-November

Evidence of Completion

Sign in sheets, agenda, ext slips

Facilitator:

Leadership Team

Participants:

Reading Teachers

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Perform classroom walkthroughs, look for evidence of software use in lesson plans

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plan feedback, classroom walk-through feedback, conversations with teachers, software usage reports.

Plan to Monitor Effectiveness of G4.B3.S1

Administer assessments using Achieve 3000, System 44, and Read 180 materials

Person or Persons Responsible

Administration/instructional coaches/teachers

Target Dates or Schedule

Year long

Evidence of Completion

Student achievement data

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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.
Title I 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 II:
Jones HS receives $7,000 in Title II funds and utilizes these funds to support highly qualified teachers with training through Professional Learning Communities (PLC's) to increase collaboration and communication. This is done with an emphasis on utilization of progress monitoring data to increase differentiated instruction based on the needs of individual students. The major focus of PLC's and professional development will be to train all teachers to utilize data to differentiate instruction and develop interventions to support the students at different levels of need, utilizing the Florida Continuous Improvement Model (FCIM) and MTSS frameworks. An additional emphasis will be placed on helping our staff become proficient in utilizing Marzano strategies in the classroom to increase student achievement across all levels. Title II funds are also utilized to send teachers to off site professional development opportunities that provide a variety of information on subjects directly related to increasing student achievement. Teachers that are afforded this opportunity are expected to provide in house professional development to the rest of the staff upon their return to campus.
Title III:
Services are provided through the district for educational materials and ELL district services to improve the education of immigrant and ELL's. 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 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.

Housing Programs:

N/A

Head Start:

N/A

Adult Education:

N/A

Career and Technical Education:

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

Job Training:

Job training for our students is provided by two of our school's Partners in Education: Junior Achievement of Central Florida and Professional Opportunities Program for Students.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. To utilize the four major areas of writing (focus, organization, conventions, and support), as defined by the FCAT 2.0, to increase student writing achievement across all content areas.

G1.B1 Teachers lack the skills needed to teach writing strategies across subject areas.

G1.B1.S1 Teachers will plan weekly writing lessons together with the support of the CRT and/or Reading Coach and implement during "Writing Wednesdays"

PD Opportunity 1

Professional development and support provided to all teachers to assist in providing writing instruction in their content areas with a focus on textual evidence via the use of content vocabulary.

Facilitator

CRT/Reading Coach

Participants

Classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Agenda, sign-in sheets, reflection forms.

G3. To strengthen the use of appropriate and rigorous learning goals and scales as supported by the Marzano Instructional Model.

G3.B1 Teachers lack an understanding of how to create rigorous learning goals and scales.

G3.B1.S1 Provide professional development on learning goals and scales.

PD Opportunity 1

Provide professional development on writing rigorous and academically relevant learning goals and scales.

Facilitator

Leadership Team

Participants

Classroom teachers

Target Dates or Schedule

September through December

Evidence of Completion

Evidence of learning goals and scales on lesson plans, classroom walkthroughs, training agendas.

G4. To strengthen reading proficiency through all content areas.

G4.B1 Teachers lack an understanding of data analysis and how to provide appropriate academic interventions.

G4.B1.S1 Provide professional development in the area of data analysis and it's use in differentiating instruction through PLC's.

PD Opportunity 1

Provide professional development on the systems used to access data (SMS, EDW, IMS, Performance Matters)

Facilitator

Leadership Team

Participants

Classroom teachers

Target Dates or Schedule

October - December

Evidence of Completion

Training agendas, exit slips, sign in sheets.

G4.B3 Teachers lack an understanding of how to utilize available technology resources.

G4.B3.S1 Provide target professional development on the use of each individual system such as our Instructional Management System (IMS), Student Management System (SMS), Performance Matters, Education Data Warehouse (EDW), etc..

PD Opportunity 1

Provide professional development broken down into sections relating to each individual program.

Facilitator

Leadership Team

Participants

Reading Teachers

Target Dates or Schedule

October-November

Evidence of Completion

Sign in sheets, agenda, ext slips

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	To strengthen the use of appropriate and rigorous learning goals and scales as supported by the Marzano Instructional Model.	$3,500
G4.	To strengthen reading proficiency through all content areas.	$3,500
	Total	$7,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title II	$7,000	$7,000
Total	$7,000	$7,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G3. To strengthen the use of appropriate and rigorous learning goals and scales as supported by the Marzano Instructional Model.

G3.B1 Teachers lack an understanding of how to create rigorous learning goals and scales.

G3.B1.S1 Provide professional development on learning goals and scales.

Action Step 2

Provide follow up support to targeted professional development through PLC meetings

Resource Type

Professional Development

Resource

Materials

Funding Source

Title II

Amount Needed

$3,500

G4. To strengthen reading proficiency through all content areas.

G4.B3 Teachers lack an understanding of how to utilize available technology resources.

G4.B3.S1 Provide target professional development on the use of each individual system such as our Instructional Management System (IMS), Student Management System (SMS), Performance Matters, Education Data Warehouse (EDW), etc..

Action Step 2

Provide professional development broken down into sections relating to each individual program.

Resource Type

Professional Development

Resource

Materials

Funding Source

Title II

Amount Needed

$3,500