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Jones High

801 S RIO GRANDE AVE, Orlando, FL 32805

<https://joneshs.ocps.net/>

Demographics

Principal: Orlando Norwood

Start Date for this Principal: 7/11/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (46%) 2017-18: D (38%) 2016-17: D (38%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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Jones High

801 S RIO GRANDE AVE, Orlando, FL 32805

<https://joneshs.ocps.net/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">98%</p>

School Grades History

	2020-21	2019-20	2018-19	2017-18
Year				
Grade		C	C	D

School Board Approval

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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.

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

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Kirby, Allison	Principal	The principal is accountable for the total school program through teaching and learning (instructional leadership); all components of academic programs (all subject areas); and School Improvement Plan implementation. They monitor all school data points, prescribing and overseeing appropriate efforts and initiatives that ensure successful attainment of the school's mission and vision with a keen focus on student success. They supervise and lead all school-based leadership members, who serve to further the school's mission and vision by functioning as instructional leaders and inclusive leaders through shared decision making in assigned areas.
Jackson, Alex	Assistant Principal	Assistant Principals have administrative responsibility for the school in the absence of the Principal. They provide instructional and non-instructional observations/assessments and work with staff to identify appropriate research based instructional strategies and analyze academic and behavioral data while providing actionable feedback to teachers. They monitor all school data points, prescribing and overseeing appropriate efforts and initiatives that ensure successful attainment of the school's mission and vision with a keen focus on student success.
Coleman-Jones, Tiana	Assistant Principal	Assistant Principals have administrative responsibility for the school in the absence of the Principal. They provide instructional and non-instructional observations/assessments and work with staff to identify appropriate research based instructional strategies and analyze academic and behavioral data while providing actionable feedback to teachers. They monitor all school data points, prescribing and overseeing appropriate efforts and initiatives that ensure successful attainment of the school's mission and vision with a keen focus on student success.
Lowe, Brandon	Assistant Principal	Assistant Principals have administrative responsibility for the school in the absence of the Principal. They provide instructional and non-instructional observations/assessments and work with staff to identify appropriate research based instructional strategies and analyze academic and behavioral data while providing actionable feedback to teachers. They monitor all school data points, prescribing and overseeing appropriate efforts and initiatives that ensure successful attainment of the school's mission and vision with a keen focus on student success.
Steele, Lula	Dean	Deans analyze student behavior data to collaboratively develop behavior intervention plans with a strong focus on restorative justice.
Deas, Christopher	Dean	Deans analyze student behavior data to collaboratively develop behavior intervention plans with a strong focus on restorative justice.
Krumdick, Justin	Other	The Testing Coordinator coordinates the implementation and certification of required state and district testing; Maintains a high level of security for all

Name	Position Title	Job Duties and Responsibilities
		testing documents; Trains school-based test administrators and proctors for assessments; and follows state and district requirements related to testing.
Williams, Brandon	Instructional Media	The Media Specialist and Digital Coach supervises the organization and operation of the Media Center; Help students with digital device issues as well as manage the process of reporting lost/stolen devices according to OCPS Policies; and helps teachers with digital device issues and software issues, referring to proper team or personnel when necessary.
Clark, Jessica	Instructional Coach	The Instructional Coach analyzes student achievement and teacher observation data to inform lesson planning and interventions that relate to instruction; supports all Tigers with instructional strategies to increase student success; and develops and implements school-wide Professional Development.
Taunton, Alec	Other	The College and Career Specialist assists students with their post-graduation plans; plans and organizes college visits and information sessions; works with guidance department for student success; and supports campus-wide initiatives for student success.
Bennett, Corey	Other	The SAFE Coordinator utilizes referrals and analyzes attendance and behavior data points to develop crisis intervention plans, connecting students and families to appropriate resources.
Thomas, Maria		The Staffing Specialist coordinates with school staff, District Staffing Specialists (DSS), administrators, teachers, evaluators, families, and parent representatives to convene all Individual Education Plans (IEPs) and Intervention Tier 3-Education Planning Team (EPT) meetings at the school. They also facilitate and provide training to school staff relative to ESE procedures, least restrictive environments, PEER, and other issues involving ESE.
Curry, Whitney	Other	The MTSS Coordinator analyzes student behavior data to collaboratively develop behavior intervention plans with a strong focus on restorative justice; they utilize referrals and analyze attendance and behavior data points to develop crisis intervention plans, connecting students and families to appropriate resources.
Aikens, Travis	Dean	Deans analyze student behavior data to collaboratively develop behavior intervention plans with a strong focus on restorative justice.
Blackmon, Nicole	Other	Coordinating the implementation of the IB Diploma Programme and Middle Years Programme; Implementing, monitoring, and updating the IB DP and MYP Action Plans; Evaluating the training and professional development

Name	Position Title	Job Duties and Responsibilities
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needs for new and experienced teachers and delivering appropriate school based professional development; Supporting staff in developing, delivering and reflecting on the IB written curriculum

Demographic Information

Principal start date

Tuesday 7/11/2017, Orlando Norwood

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

94

Total number of students enrolled at the school

1,701

Identify the number of instructional staff who left the school during the 2020-21 school year.

10

Identify the number of instructional staff who joined the school during the 2021-22 school year.

24

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	11	418	483	445	344	1701
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	3	233	274	307	233	1050
One or more suspensions	0	0	0	0	0	0	0	0	0	1	43	83	79	28	234
Course failure in ELA	0	0	0	0	0	0	0	0	0	8	90	115	261	47	521
Course failure in Math	0	0	0	0	0	0	0	0	0	8	68	91	208	123	498
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	4	122	173	135	135	569
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	1	128	168	131	54	482
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	440	470	0	0	910

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	8	195	267	296	188	954

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	8	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	13	18	25	15	72

Date this data was collected or last updated

Monday 7/19/2021

2020-21 - 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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	509	452	383	386	1730
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	152	139	132	137	560
One or more suspensions	0	0	0	0	0	0	0	0	0	0	103	140	73	45	361
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	124	285	64	62	535
Course failure in Math	0	0	0	0	0	0	0	0	0	0	91	234	158	145	628
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	185	145	148	162	640
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	170	144	59	170	543

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	251	288	183	202	924

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	9	1	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	10	23	17	70

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	509	452	383	386	1730
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	152	139	132	137	560
One or more suspensions	0	0	0	0	0	0	0	0	0	103	140	73	45	361
Course failure in ELA	0	0	0	0	0	0	0	0	0	124	285	64	62	535
Course failure in Math	0	0	0	0	0	0	0	0	0	91	234	158	145	628
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	185	145	148	162	640
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	170	144	59	170	543

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	251	288	183	202	924

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	9	1	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	10	23	17	70

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				24%	55%	56%	24%	54%	56%
ELA Learning Gains				32%	53%	51%	36%	51%	53%
ELA Lowest 25th Percentile				26%	40%	42%	34%	40%	44%
Math Achievement				20%	43%	51%	24%	49%	51%
Math Learning Gains				38%	49%	48%	28%	44%	48%
Math Lowest 25th Percentile				48%	46%	45%	35%	39%	45%
Science Achievement				55%	70%	68%	36%	66%	67%
Social Studies Achievement				57%	73%	73%	42%	69%	71%

Grade Level Data Review - State Assessments
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	2021					
	2019	27%	52%	-25%	55%	-28%
Cohort Comparison						
10	2021					
	2019	18%	50%	-32%	53%	-35%
Cohort Comparison		-27%				

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
2021					
2019	53%	67%	-14%	67%	-14%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	60%	69%	-9%	70%	-10%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	16%	63%	-47%	61%	-45%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	21%	53%	-32%	57%	-36%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

9TH GRADE: BIOLOGY PMA, ELA - GRADE 9 PMA, MATHEMATICS - ALGEBRA 1 PMA, MATHEMATICS - GEOMETRY PMA, US HISTORY PMA

10TH GRADE: BIOLOGY PMA, ELA - GRADE 10 PMA, MATHEMATICS - ALGEBRA 1 PMA, MATHEMATICS - GEOMETRY PMA, US HISTORY PMA

11TH GRADE: BIOLOGY PMA, MATHEMATICS - ALGEBRA 1 PMA, MATHEMATICS - GEOMETRY PMA, US HISTORY PMA

12TH GRADE: BIOLOGY PMA, MATHEMATICS - ALGEBRA 1 PMA, MATHEMATICS - GEOMETRY PMA, US HISTORY PMA

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	104/319/33%	107/360/30%	125/340/37%
	Economically Disadvantaged	72/244/30%	75/283/27%	90/266/34%
	Students With Disabilities	4/30/13%	2/40/5%	5/39/13%
	English Language Learners	10/38/26%	9/41/22%	10/38/26%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	106/272/39%	107/320/33%	124/278/45%
	Economically Disadvantaged	84/213/39%	81/258/31%	96/220/44%
	Students With Disabilities	4/35/11%	8/42/19%	15/40/38%
	English Language Learners	15/33/45%	12/37/32%	13/35/37%
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	1/2/50%	1/3/33%	3/4/75%
	Economically Disadvantaged	1/1/100%	1/3/33%	2/3/67%
	Students With Disabilities	0/0/0%	0/0/0%	0/0/0%
	English Language Learners	0/0/0%	0/0/0%	0/0/0%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0/0/0%	2/9/22%	0/0/0%
	Economically Disadvantaged	0/0/0%	1/7/14%	0/0/0%
	Students With Disabilities	0/0/0%	0/3/0%	0/0/0%
	English Language Learners	0/0/0%	0/1/0%	0/0/0%

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	77/224/34%	80/333/24%	99/333/29%
	Economically Disadvantaged	57/169/34%	58/261/22%	74/262/28%
	Students With Disabilities	2/25/8%	0/36/0%	1/38/3%
	English Language Learners	1/17/6%	0/21/0%	3/24/13%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	56/188/30%	76/266/29%	81/244/33%
	Economically Disadvantaged	40/143/28%	62/215/29%	67/196/34%
	Students With Disabilities	5/29/17%	6/38/16%	6/32/19%
	English Language Learners	10/22/45%	3/23/13%	6/24/25%
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	87/236/37%	88/220/40%	90/230/39%
	Economically Disadvantaged	63/178/35%	64/167/38%	67/181/37%
	Students With Disabilities	6/33/18%	2/20/10%	5/23/22%
	English Language Learners	3/19/16%	2/11/18%	4/11/36%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	2/2/100%	5/29/17%	2/3/67%
	Economically Disadvantaged	2/2/100%	5/26/19%	2/3/67%
	Students With Disabilities	0/0/0%	0/6/0%	0/0/0%
	English Language Learners	0/0/0%	0/1/0%	0/0/0%
	Number/% Proficiency	Fall	Winter	Spring

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0/0/0%	0/0/0%	0/0/0%
	Economically Disadvantaged	0/0/0%	0/0/0%	0/0/0%
	Students With Disabilities	0/0/0%	0/0/0%	0/0/0%
	English Language Learners	0/0/0%	0/0/0%	0/0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6/73/8%	18/113/16%	11/98/11%
	Economically Disadvantaged	3/51/6%	10/85/12%	6/73/8%
	Students With Disabilities	2/21/10%	3/28/11%	3/19/16%
	English Language Learners	2/8/25%	2/13/15%	3/11/27%
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0/0/0%	2/2/100%	0/0/0%
	Economically Disadvantaged	0/0/0%	1/1/100	0/0/0%
	Students With Disabilities	0/0/0%	0/0/0%	0/0/0%
	English Language Learners	0/0/0%	0/0/0%	0/0/0%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	86/238/36%	119/261/46%	104/252/41%
	Economically Disadvantaged	56/167/34%	76/180/42%	70/171/41%
	Students With Disabilities	4/28/14%	2/30/7%	3/28/11%
	English Language Learners	5/15/33%	4/18/22%	5/18/28%

Grade 12					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		0/0/0%	0/0/0%	0/0/0%
	Economically Disadvantaged		0/0/0%	0/0/0%	0/0/0%
	Students With Disabilities		0/0/0%	0/0/0%	0/0/0%
	English Language Learners		0/0/0%	0/0/0%	0/0/0%
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		0/5/0%	7/20/35%	3/15/20%
	Economically Disadvantaged		0/3/0%	6/16/38%	2/9/22%
	Students With Disabilities		0/2/0%	2/4/50%	1/4/25%
	English Language Learners		0/1/0%	1/4/25%	0/4/0%
		Number/% Proficiency	Fall	Winter	Spring
Biology	All Students		0/0/0%	0/0/0%	0/1/0%
	Economically Disadvantaged		0/0/0%	0/0/0%	0/1/0%
	Students With Disabilities		0/0/0%	0/0/0%	0/0/0%
	English Language Learners		0/0/0%	0/0/0%	0/0/0%
		Number/% Proficiency	Fall	Winter	Spring
US History	All Students		4/5/80%	2/8/25%	14/17/82%
	Economically Disadvantaged		3/4/75%	1/7/14%	10/12/83%
	Students With Disabilities		0/1/0%	0/2/0%	1/1/100%
	English Language Learners		0/0/0%	0/1/0%	0/0/0%
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	7	20	22	4	13	10	22			91	76
ELL	7	24	33	9	19	25				100	93
BLK	26	34	27	10	15	25	32	54		97	88
HSP	22	20	18	7	13	23	40	69		100	94
FRL	25	31	24	9	14	23	30	50		98	88

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	14	19	13	14	35		50	59		88	60
ELL	17	27	27	15	30	38	50	58		73	79
BLK	24	31	26	18	38	49	53	56		86	73
HSP	29	36	29	37	53		78	69		85	65
FRL	22	29	24	20	36	43	55	56		87	72
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	22
Total Points Earned for the Federal Index	430
Total Components for the Federal Index	11
Percent Tested	83%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Based on the School Data Review concerning each School Grade Component:

- Achievement in ELA and Mathematics was lower than district and state averages
- Learning Gains in ELA and Mathematics were lower than district and state averages
- Learning Gains amongst the Lowest 25th Percentile in ELA was lower than district and state averages
- Learning Gains amongst the Lowest 25th Percentile in Mathematics was higher than district and state averages
- Achievement in Science and Social Studies was lower than district and state averages

Based on the Grade Level Data Review - Assessments:

- Performance in statewide assessments for 9th grade ELA was lower than district and state averages
- Performance in statewide assessments for 10th grade ELA was lower than district and state averages
- Performance in statewide assessments for Algebra 1 was lower than district and state averages
- Performance in statewide assessments for Geometry was lower than district and state averages
- Performance in statewide assessments for Biology was lower than district and state averages
- Performance in statewide assessments for US History was lower than district and state averages

Based on the Subgroup Data Review concerning relevant data between 2018 and 2019, of critical note:

- ELA, Math, Science, and Social Studies Achievement increased for Students with Disabilities (SWD), also rate of graduation and career readiness
- ELA Learning Gains and Learning Gains for the Lowest 25th for SWD decreased
- Math Learning Gains and Learning Gains for the Lowest 25th for SWD increased

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on performance of Jones HS students compared to the district and state averages in 2019 state assessments, the greatest needs of improvement are related to:

- Overall achievement in ELA and Mathematics assessments, which saw the proficiency of JHS students significantly lower than the district and state averages (Ex: School/District/ State & School-District Comparison/School-State Comparison) including 9th grade ELA = 27/52/55% & -25/-28%; 10th grade ELA = 18/50/53% & -32/-35%; Algebra 1 = 16/63/61% & -47/-45%; and Geometry - 21/53/57% & -32/-36%

Based on relevant data from the 2019 state assessments compared to averages of the progress monitoring activities during the 2020-2021 school year, the greatest needs of improvement are related to:

- Overall performance in Biology and US History, which saw a decrease of proficiency between the 2019 EOC and average PMA data of 14% (Biology) and 19% (US History)
- Overall performance across all progress monitoring activities for the Students with Disabilities subgroup, with performance proficiency rates lower than the overall average in each PMA subject

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors to this need for improvement include:

- A lack of foundational skills in math and regressed Lexile levels for both math and ELA
- Teachers not fully engaged in best practices to consistently facilitate proficiency
- The impact of the pandemic and the role it played in learning, the classroom, and assessments

The new actions that need to be taken to address the needs include:

- Continued tiered support and intervention for all students for math and ELA - especially focusing on the bottom 25th percentile of students
- Professional Development and coaching for all teachers to support best practices in the classroom
- Data monitoring and the application of relevant assessment data within planned learning communities to support assessment proficiency

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on performance of Jones HS students compared to the district and state averages in 2019 state assessments, the most improvement is related to:

- Overall achievement in Science and Social Studies assessments, which saw the proficiency of JHS students closer to the district and state averages (Ex: School/District/ State & School-District Comparison/School-State Comparison) including Biology = 53/67/67% & -14/-14% and US History = 60/69/70% & -9/-10%

Based on relevant data from the 2019 state assessments compared to averages of the progress monitoring activities during the 2020-2021 school year, the most improvement is related to:

- Overall performance in ELA and Mathematics, which saw a increase of proficiency between the 2019 EOC and average PMA data of 6% (ELA 9), 11% (ELA 10), 19% (Algebra 1), and 5% (Geometry)
- Overall performance across all progress monitoring activities for the Economically Disadvantaged subgroup, with performance proficiency rates on average with the total in each PMA subject

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors and new actions taken to this improvement in Science included:

- Significant investment occurred in the coaching of science teachers
- An Orange County Public Schools (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

Using what worked with Science department, Jones HS would take the following actions:

- Continued Professional Development and coaching for all teachers to support best practices in the classroom
- Data monitoring and the application of relevant assessment data within planned learning communities to support assessment proficiency

What strategies will need to be implemented in order to accelerate learning?

Jones HS will implement evidence-based strategies in order to accelerate learning and take the necessary steps to promote continuous improvement including:

- Ensuring data-driven decision making to determine our needs assessment and plan for improvement
- Engaging with internal and external stakeholders to receive timely and meaningful consultation
- Using relevant and evidence-based intervention strategies that match with our identified needs including but not limited to the What Works Clearinghouse (WWC) and the Education Resources Information Center (ERIC)
- Performance monitoring and data-collection to track progress, determine any changes that need to be made, and to reflect on the strategies being implemented

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Jones High School is committed to ensuring teachers will be provided with Professional Development to gain the necessary skills to support student growth. Teachers will address equity in the classroom, cultural awareness, restorative practices, and teaching with IB in mind. The leadership team will conduct observations and provide teachers with actionable feedback on standards based instruction and mastery based learning. Professional development will be presented on supplemental resources and monitoring procedures to ensure our high expectations are being met with fidelity.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

- Jones HS will work in partnership with external stakeholders to ensure further support is available through tutoring, coaching, and workshops to support student achievement in college/career readiness. This collaborative work will support increasing test scores for the SAT and ACT national test.
- Jones HS students will be given multiple opportunities this school year and beyond to earn acceleration in career readiness through industry certification examinations.
- Jones HS is working with the community to ensure services are provided to students and families including counseling/mentoring, healthcare/physical-wellbeing, and other initiatives that promote a positive culture and climate.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning

Description: Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally

Area of Focus Description and Rationale:

Rationale: Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school’s culture for social and emotional learning, we will address the following school needs:

- Achievement in ELA and Math; supporting the bottom 25th percentile of students; increasing the proficiency rates of the ELA, Math, Biology, and US History subgroups; supporting the SWD subgroup
- Continued tiered support and intervention for all students for math and ELA
- Professional Development and coaching for all teachers to support best practices in the classroom
- Parent and family engagement to strengthen a culture for social and emotional learning

Measurable Outcome:

We will use the following measurable outcome:

- Early Warning Systems indicator data
- Panorama survey data of students, families, and teachers/staff
- Culture & Climate Continuum data

Monitoring:

The following will be used for monitoring:

- Culture & Climate Continuum data
- Classroom Walkthrough trend data
- Evaluative instructional and leadership practice observational data
- Qualitative data from students, staff, and families

Person responsible for monitoring outcome:

Allison Kirby (allison.kirby@ocps.net)

Evidence-based Strategy:

Evidence-based Strategy: Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families.

Rationale for Evidence-based Strategy:

Description of Monitoring: Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.

Rationale for Strategy Selection: In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change.

Resources/Criteria: Research indicates that for sustainable improvement efforts to be

realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

Action Steps to Implement

Implement a school-wide SEL curriculum:

- Ensure a school team receives training on implementation of a school-wide SEL curriculum
- Create a training plan that leverages the trained school team members to train all necessary stakeholders in implementation of the curriculum
- Implement a school-wide SEL curriculum

Person Responsible Corey Bennett (37343@ocps.net)

Integrating Aligned Instructional and SEL Strategies

- Identify student social and emotional learning needs to prepare for academic instruction
- Determine cognitive and conative strategies that align with the standard
- Interpret standards and student needs to intentionally integrate aligned instructional strategies

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

Deliberate School SEL Supports for Families

- Identify strategies to support family engagement based on Panorama Family Members Survey - Barriers to - - Engagement that relates to strengthening communication, building community and creating connections

Examples include:

- Create and facilitate opportunities to welcome families and introduce key staff (back to school night, Open House, principal breakfast)
- Create a welcoming environment where family culture and languages are recognized and respected (staff greetings, office appeal)
- Establish a family -friendly system with multiple ways to gather and respond to families' questions, suggestions and needs

Person Responsible Corey Bennett (37343@ocps.net)

Monitor, Measure, and Modify

- Evaluate the climate and culture for social and emotional learning to implement necessary responsive practices
- Implement a continuous improvement plan for social and emotional learning & leadership that uses cycles of professional learning.
- Evaluate the impact of cycles of professional learning on improvement efforts
- Monitor, measure, and modify the plan for continuous improvement in social and emotional learning & leadership using data-based instructional leadership to positively impact climate and culture

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

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Description: Integrate and monitor resources and strategies that strengthen student learning proficiency and addresses achievement gaps of Jones HS students.

Area of Focus Description and Rationale:

Rationale: Based on the Needs Assessment/Analysis and all relevant data, by strengthening student learning proficiency and addressing achievement gaps of Jones HS students, we will address the following school needs:
 - Achievement in ELA and Math; supporting the bottom 25th percentile of students; increasing the proficiency rates of the ELA, Math, Biology, and US History subgroups; supporting the SWD subgroup
 - Continued tiered support and intervention for all students for math and ELA
 - Professional Development and coaching for all teachers to support best practices in the classroom

Measurable Outcome:

We will use the following measurable outcomes:
 - Early Warning Systems indicator data
 - Progress monitoring activity and assessment data

Monitoring:

The following will be used for monitoring:
 - Student and staff quarterly data meetings
 - Classroom Walkthrough trend data
 - Evaluative instructional and leadership practice observational data
 - Qualitative data from students, staff, and families

Person responsible for monitoring outcome:

Allison Kirby (allison.kirby@ocps.net)

Evidence-based Strategy:

Evidence-based Strategy: Using a distributive leadership, evidence-based strategies will be implemented concerning student performance include teacher development through PD series within the PLC; a bolstered school-wide intervention strategy to support lowest 25th percentile students; using data in and out of the classroom to monitor student performance and analyze best strategies; and school and community initiatives for student engagement and family support.

Rationale for Evidence-based Strategy:

Rationale for Strategy Selection: These strategies are a continuation of prior initiatives for student achievement. They will continue to be used and monitored this school year.
 Resources/Criteria: Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support our areas of greatest need.

Action Steps to Implement

Data from PMAs and unit culminating tasks will be used to analyze student proficiency in tested content areas.

Person Responsible

Allison Kirby (allison.kirby@ocps.net)

Teachers, with support from instructional coaches and administrators, will reteach and adjust future lesson plans as informed by PMA data.

Person Responsible

Allison Kirby (allison.kirby@ocps.net)

Average daily attendance will be tracked by the Attendance Clerk and the Parent Engagement Liaison in order to assure attendance averages and will coordinate home visits with the Social Worker and SAFE Coordinator.

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

Students 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. They will track student progress on all common assessments, grades, and attendance to ensure appropriate learning gains are met.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

For the 2021-2022 school year, Jones High School's primary area of monitoring for discipline will be the SESIR incident of Fighting. Reviewing the 2019-2020 data, SESIR incidents accounted for 6.6% (104 incidents per 1,583 students) of all incidents at Jones High School, but the Fighting category of SESIR incidents accounted for 58.6% (61 incidents per 104 total incidents) of all incidents logged. Restorative Justice Practices, Classroom Environment Strategies, and Community Engagement will be focal points of the Discipline and SEL teams to promote a positive school climate for all stakeholders and decrease fighting occurring on our campus by 25%. Through these points of emphasis, the administrative team of Jones High School will evaluate how each focal point is decreasing our incidents of fighting on campus and helping to improve our academic achievement among students.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Jones High School collaborates with internal and external stakeholders to ensure that all students, staff, and families are provided a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that

values trust, respect and high expectations. We will integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Identified stakeholders and their roles include:

- Teachers and staff: teachers serve as the frontline of promoting a positive culture and environment within their classrooms. School staff and leadership ensures that a positive culture and environment reaches school-wide and is entwined in the school's mission, vision, and goals. Leadership also ensures that all other internal and external stakeholders are connected to a positive culture and environment.
- Students and families: families connect themselves to the work of promoting a positive culture and environment through serving on the SAC and PTSA, providing input through relevant surveys and data-gathering and feedback initiatives, and active participation in the learning and growing process of their students. Students promote a positive culture and environment by self-advocating for their needs, using the resources available to them, and supporting their peers/families.
- Volunteers and school board members: school board members will take part in the decision-making process and leadership of school-wide initiatives, through serving on the SAC and PTSA, and through collaboration with Jones HS leadership and staff. Volunteers will work to promote the positive culture and environment through many school-wide events and initiatives that support students and families.
- Community partners: Community partners include early childhood providers, community colleges and universities, social services, and business partners. They will promote a positive culture and environment at Jones HS through their support of students, families, teachers, and the community at-large.