

Orange County Public Schools

Jones High



2022-23 Schoolwide Improvement Plan

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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: 6/1/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (42%) 2018-19: C (46%) 2017-18: 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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

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

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C	C	C	C

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

SIP Authority

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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 that lead our students to success.

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

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Norwood, Orlando	Principal	<p>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.</p>
Wilson, Demetria	Assistant Principal	<p>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.</p>
Jackson, Alex	Assistant Principal	<p>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.</p>
Corn, Frederick	Assistant Principal	<p>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.</p>
Steele, Lula	Dean	<p>Deans analyze student behavior data to collaboratively develop behavior intervention plans with a strong focus on restorative justice. Deans provide mentorship to students on campus and help students to understand how their behavior affects their academic</p>

Name	Position Title	Job Duties and Responsibilities
		<p>progress. Deans help to change behaviors in the classroom through classroom management support and effective ways to address negative student behaviors.</p>
Aikens, Travis	Dean	<p>Deans analyze student behavior data to collaboratively develop behavior intervention plans with a strong focus on restorative justice. Deans provide mentorship to students on campus and help students to understand how their behavior affects their academic progress. Deans help to change behaviors in the classroom through classroom management support and effective ways to address negative student behaviors.</p>
Williams, Duaron	Dean	<p>Deans analyze student behavior data to collaboratively develop behavior intervention plans with a strong focus on restorative justice. Deans provide mentorship to students on campus and help students to understand how their behavior affects their academic progress. Deans help to change behaviors in the classroom through classroom management support and effective ways to address negative student behaviors.</p>
Clark, Jessica	Curriculum Resource Teacher	<p>The Curriculum Resource Teacher analyzes student achievement and teacher observation data to inform lesson planning and interventions that relate to instruction; supports all Tigers with instructional strategies to increase student success; and develops and implements school-wide Professional Development. The CRT provides coaching cycles for new and beginning teachers, monitors in-service points for all faculty, and provides input for the School Improvement Plan.</p>
Williams, Latorrie	Instructional Coach	<p>The Math Coach analyzes student achievement and teacher observation data to inform lesson planning and interventions that relate to math instruction; supports the entire math department with instructional strategies to increase student academic success; and develops and implements school-wide math professional development opportunities.</p>
Ross, Marilyne	Instructional Coach	<p>The ELA Coach analyzes student achievement and teacher observation data to inform lesson planning and interventions that relate to ELA instruction; supports the entire english department with instructional strategies to increase student academic success; and develops and implements school-wide english professional development opportunities.</p>
Blackmon, Nicole	Other	<p>Coordinating the implementation of the IB Diploma Programme and Middle Years Programme; Implementing, monitoring, and updating the IB DP and MYP Action Plans;</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Evaluating the training and professional development needs for new and experienced teachers and delivering appropriate school based professional development; Supporting staff in developing, delivering and reflecting on the IB written curriculum.</p>
Georges, Naggine	Other	<p>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.</p>
Coffey-Wilson, La'tanya	Other	<p>The At-Risk Senior Coordinator works directly with the Guidance Department and College and Career Specialist to provide support for senior students that are at risk of not graduating from high school. The At-Risk Coordinator meets weekly with at-risk seniors and tracks their academic and attendance throughout the school year. Other duties for the At-Risk Coordinator will be to work closely with the SAFE Coordinator in conducting home visits to seniors and meeting with At-Risk Senior parents.</p>
Bennett, Corey	Other	<p>The SAFE Coordinator utilizes referrals and analyzes attendance and behavior data points to develop crisis intervention plans, connecting students and families to appropriate resources. The SAFE Coordinator completes home visits for students and families when necessary and works with the guidance department to meet the needs of all JHS students.</p>
Thomas, Maria	Staffing Specialist	<p>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.</p>
Curry, Whitney	Behavior Specialist	<p>The Behavior Specialist analyzes student behavior data to collaboratively develop behavior intervention plans with a strong focus on restorative justice; they utilize referrals and analyze attendance and behavior data points to develop crisis intervention plans, connecting students and families to appropriate resources. The Behavior Specialist also ensures ESE/504 plans are being implemented in the classroom with fidelity and work with students to understand their plan and coping mechanisms for dealing with behavior.</p>

Name	Position Title	Job Duties and Responsibilities
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.
Mason, Terri	Other	The Testing Coordinator coordinates the implementation and certification of required state and district testing; Maintains a high level of security for all testing documents; Trains school-based test administrators and proctors for assessments; and follows state and district requirements related to testing.

Demographic Information

Principal start date

Wednesday 6/1/2022, Orlando Norwood

Number of teachers with a 2022 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 2022 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.*

13

Total number of teacher positions allocated to the school

98

Total number of students enrolled at the school

1,700

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

24

Identify the number of instructional staff who joined the school during the 2022-23 school year.

18

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	7	436	456	452	391	1742
Attendance below 90 percent	0	0	0	0	0	0	1	0	5	184	206	257	248	901
One or more suspensions	0	0	0	0	0	0	0	0	2	99	123	114	63	401
Course failure in ELA	0	0	0	0	0	0	0	0	0	34	34	125	22	215
Course failure in Math	0	0	0	0	0	0	0	0	3	43	31	26	34	137
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	1	0	4	214	194	227	0	640
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	1	0	4	168	258	242	109	782
Number of students with a substantial reading deficiency	0	0	0	0	0	0	1	0	4	382	452	0	0	839

Using the table above, complete the table below with the number of students by current grade level who have 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	1	0	6	224	257	293	132	913

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	14	22	10	19	68

Date this data was collected or last updated

Wednesday 8/17/2022

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	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

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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	24%	49%	51%				24%	55%	56%
ELA Learning Gains	34%						32%	53%	51%
ELA Lowest 25th Percentile	31%						26%	40%	42%
Math Achievement	10%	36%	38%				20%	43%	51%
Math Learning Gains	27%						38%	49%	48%
Math Lowest 25th Percentile	47%						48%	46%	45%
Science Achievement	61%	31%	40%				55%	70%	68%
Social Studies Achievement	57%	43%	48%				57%	73%	73%

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

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
2022					
2019	53%	67%	-14%	67%	-14%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	60%	69%	-9%	70%	-10%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	16%	63%	-47%	61%	-45%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	21%	53%	-32%	57%	-36%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	13	27	24	11	23	40	50	50		85	10
ELL	7	35	38	8	28	59	45	36		90	30
BLK	24	33	30	10	27	46	61	56		96	32
HSP	22	34	33	13	23	53	56	56		76	56
WHT	55	80									
FRL	20	32	31	10	26	47	56	58		95	34
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

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
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	29
Total Points Earned for the Federal Index	448
Total Components for the Federal Index	11
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	0
Native American Students	
Federal Index - Native American Students	

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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Overall trends emerging from state level data shows:

- Achievement in ELA at the school level is lower than both the district and the state.
- Achievement in Mathematics at the school level is lower than both the district and the state.
- Achievement in Science at the school level is higher than the district and the state (20-21 data for state).
- Achievement in Social Studies at the school level is lower than both the district and the state.

Overall trends emerging from grade level data shows:

- ELA 9 increased in proficiency from PMA 3 to the state assessment by 2%.
- ELA 10 decreased in proficiency from PMA 3 to the state assessment by 4%.
- Algebra I increased in proficiency from PMA 3 to the state assessment by 1%.
- Geometry decreased in proficiency from PMA 3 to the state assessment by 8%.
- Biology decreased in proficiency from PMA 3 to the state assessment by 6%.
- US History increased in proficiency from PMA 3 to the state assessment by 23%.

Overall Learning Gains and Learning Gains amongst the lowest 25% shows:

- Learning gains and learning gains amongst the lowest 25% increased significantly from 20-21 to 21-22.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Analyzing performance data, the components which demonstrate the greatest need for improvement are overall achievement in ELA and Mathematics. Even though we improved in the areas of learning gains and learning gains amongst the lowest 25%, both components were lower than the district and state averages for the 21-22 school year.

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:

- Learning loss among students due to the pandemic, adjusting to virtual learning, and then readjusting to learning in the classroom with modifications.
- A lack of foundational skills in mathematics and regressed Lexile levels for both math and ELA.
- The social/emotional toll the pandemic had on students, teachers, administrators, and families.
- Daily attendance amongst students in grades 9 and 10.

The new actions needed to address this need for improvement include:

- Continued tiered support for students in ELA and Mathematics. Continued focus on building small group instructional strategies in the classroom.
- Increased interventions for students taking ELA and Mathematics that are in our bottom 25th percentile.
- Improved data monitoring within professional learning communities to support assessment proficiency.
- Professional Development and coaching cycles for teachers to support best practices in the classroom.
- SEL strategies to help teachers develop meaningful relationships with students to support them in the classroom.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Analyzing 2022 state assessments, Jones HS students showed the most improvement in Learning Gains across ELA and Mathematics, Learning Gains across the lowest 25% in ELA and Mathematics, and Achievement in Science and Social Studies.

- ELA learning gains increased by 2% from 20-21 to 21-22, ELA learning gains amongst the lowest 25% increased by 6% from 20-21 to 21-22.
- Mathematics learning gains increased by 12% from 20-21 to 21-22 and Mathematics learning gains amongst the lowest 25% increased by 24% from 20-21 to 21-22.
- Achievement in Science increased by 25% from 20-21 to 21-22.
- Achievement in Social Studies increased by 3% from 20-21 to 21-22.

Jones HS also showed grade level proficiency increases in ELA and Biology from the last full state assessment in 18-19 to 21-21.

- ELA 9 improved in proficiency by 2% from 18-19 to 21-22.
- ELA 10 improved in proficiency by 5% from 18-19 to 21-22.
- Biology improved in proficiency by 6% from 18-19 to 21-22.

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

The contributing factors to this improvement include:

- More focus in PLC's on the delivery of instruction to students.
- A focus on processing and monitoring strategies for teachers to implement in the classroom.
- Program Specialist from Orange County Public Schools (OCPS) worked closely with teachers analyzing PMA data, adjusting lessons, and creating remediation plans.

Jones HS will take the following actions for continued improvement in this area including:

- Continued Professional Development and coaching for all teachers to support best practices in the classroom.
- Data monitoring within PLC's to discuss relevant data, remediation, and support assessment proficiency.
- Continued support from Program Specialist within PLC's.

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

Jones HS will implement evidence-based strategies to accelerate learning among students and take necessary steps to promote continued improvement including:

- Continuing to use relevant data to drive decision making to determine our needs assessment and plan for improvement.
- Engage all stakeholders to receive timely and meaningful consultation to accelerate learning.
- Use evidence-based intervention strategies to accelerate learning and increase proficiency.
- Continue performance monitoring and data collection to track progress, determine if changes are necessary, and reflect on all strategies being implemented in the classroom.

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 HS is committed to providing teachers and staff with relevant Professional Development to gain the necessary skills to support student growth both academically and socially. Teachers will address equity, cultural awareness, restoratives, and teaching with an IB mindset in the classroom. Instructional coaches will work with teachers to ensure lessons meet the rigor of the standard and are implemented effectively in the classroom. The leadership team will conduct observations and coaching rounds to

provide actionable feedback to teachers on standards based instruction and mastery learning. Professional development will presented both in a whole school format and within PLC's on processing and monitoring strategies along with supplemental resources to ensure high expectations are being met throughout the campus.

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 utilize these additional services to ensure sustainability of improvement:

- Jones High CPS will work with external stakeholders to support academic achievement through tutoring, coaching, and workshops to increase academic proficiency and provide support success on the SAT and ACT national test.
- Jones HS students will be given multiple opportunities to earn career readiness acceleration through industry certification examinations.
- Jones HS CPS will continue to work with the community to provide services to students and their families including counseling/mental health, mentoring programs, healthcare/physical-wellbeing, professional workshops, and other initiatives that promote a positive culture and climate.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Description: Integrate and monitor school-wide close reading strategies and the gradual release model in the classroom to strengthen student processing and teacher monitoring for overall academic growth and proficiency in our critical academic areas.

Rationale: Academic learning is enhanced when students have a clear understanding of the importance of the assignment, how to complete the assignment, and how the assignment aids them in mastery of learning. By strengthening this area through student processing and teacher monitoring, we will address the following needs:

- Overall achievement in ELA and Math; increasing the proficiency rates, learning gains, and bottom 25th percentile learning gains for ELA and Math.
- Overall proficiency increase in Biology and US History.
- Increase in the graduation rate for our students
- Professional development and coaching for teachers to support best practices and evidence-based strategies for academic success amongst our students.

Our goal is to improve student readiness for the public postsecondary level based on an annual analysis of the postsecondary feedback report data.

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

Jones HS plans to increase their proficiency in ELA by 8% and in Mathematics by 10% as measured on PM 3 and the Algebra 1 and Geometry End of Course Exam.

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

The following tools will be used to monitor our area of focus for the desired measurable outcome:

- Analysis of summative and formative student data in PLC's.
- Quarterly data meetings with students and teachers.
- Analysis of classroom walkthrough trend data.
- Analysis of evidence-based strategies through classroom walkthrough trend data.
- Evaluative instructional and leadership practice observational data.

Person responsible for monitoring outcome:

Orlando Norwood (62227@ocps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Two evidence-based strategies will be implemented to improve this area of focus: school wide close reading strategies and the gradual release model.

- School Wide Close Reading: The use of evidence-based strategies centered around guided questions and repeated readings of text to improve student comprehension.
- Gradual Release Model: This model allows for the cognitive work to shift intentionally from the teacher to the student, with equal responsibility of the cognitive work along the way being shared by teacher and student.

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

Rationale for school wide close reading strategies and the gradual release model:

- School wide Close Reading Strategies: Implementation of this strategy allows students to enhance their reading comprehension skills of text for understanding and mastery which aids in both ELA and Mathematics.

resources/criteria used for selecting this strategy.

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

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Person Responsible Orlando Norwood (62227@ocps.net)

Work with teachers to review data, implement strategies, observe strategies, and provide feedback on what worked and needed improvement in the classroom on a daily basis.

(Instructional Coaches and Administration)

Person Responsible Orlando Norwood (62227@ocps.net)

#2. Positive Culture and Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Description: Integrate and create a culture and environment that promotes positive relationships that strengthen the social and emotional learning to help every student grow academically, socially, and emotionally.

Rationale: Academic learning is enhanced when students have opportunities to create meaningful relationships with their peers and with faculty and staff. By strengthening and enhancing our school's culture through social and emotional learning, we will be able to address both academic and non-academic needs including:

- Overall Academic Achievement in ELA and Mathematics.
- Support our Bottom 25th Percentile of Students in both ELA and Mathematics.
- Providing Effective Professional Development and Coaching for all Teachers to support best practices in the classroom.
- Create positive outcomes through Parent and Family Engagement activities to strengthen school culture.

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

Jones HS plans to increase their proficiency in ELA by 8% and in Mathematics by 10% as measured on PM 3 and the Algebra 1 and Geometry End of Course Exam.

Jones HS plans to increase their school climate as observed on the Panorama Survey's among students, teachers, families, and staff by the following:

- Student Results will increase by 20%.
- Teacher Results will increase by 20%.
- Staff Results will increase by 20%.
- Family Results will increase by 10%.

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

This area of focus will be monitored through:

- Culture and Climate Survey Data (Quarterly).
- School Panorama Survey Data.
- Classroom Walkthrough Trend Data.

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

Person responsible for monitoring outcome:

Orlando Norwood (62227@ocps.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Evidence-Based Strategy: Jones HS will use Distributive Leadership and Service Leadership to implement a continuous improvement plan for social emotional learning to thrive on campus and in the community and create a positive culture and climate.

Rationale for Evidence-based Strategy: Explain the

Rationale for Evidence-Based Strategy: To achieve sustainable academic improvement within ELA and Mathematics, the school culture and climate must be strengthened and all stakeholders must invest in the academic outcomes of the school. Opportunities to strengthen the school culture and climate through service leadership

rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

will help to empower and harness professional skills and leadership capabilities in students, staff, and families. Through distributive leadership, our school will strengthen instructional strategies and supports for teachers and students to improve our organization.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Leadership team will meet to discuss the critical needs of the school and go over the Panorama Data from 2021-2022.

Person Responsible Orlando Norwood (62227@ocps.net)

Leadership team developed key steps to help improve the culture and climate of Jones High School. This includes the following actions:

- Teacher Thoughtful Thursday (Each Month)
- Staff Tiger of the Week
- Monthly Faculty/Staff Luncheon
- Student of the Month
- Tiger Paws Student Monthly Celebrations
- Tiger Pride Trivia (Every Friday)
- Wake Up Tigers (Friday Morning Celebrations)
- Tiger Awards for Feeder School Programs

Multiple members of the Leadership Team are responsible for these initiatives.

Person Responsible Orlando Norwood (62227@ocps.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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.