Houston Independent School District

006 Jones High School

2021-2022 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Jones Futures Academy has been created and re-purposed to meet the needs of the community and provide a quality education for each child in our community. The school utilizes a dual high school/college enrollment model that enables students to fulfill high school graduation requirements while simultaneously earning industry certification, college credits, and an Associate of Arts degree by August after their senior year. The ethnic breakdown our 342 Jones Futures Academy is as follows: is 38.3% African American, 59.94% Hispanic, .29% American Indian, .88% White, and Two and More .58%.. In addition, we are at 93% Economically Disadvantaged, 14% LEP, 18% and 7 % Special Education students. There are 25 instructional staff members that serve the students at Jones Futures Academy.

Demographics Strengths

Parents see the value in our programs, we have scholars that travel from different parts of Houston to take advantage of our dual credit and certifiations. Our staff is commitmented to buiding a positive, productive, and sustainable school culture, which positively impacts student learning.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: English Learners have not met the progress measure for TELPAS but are able to meet STAAR EOC standards. **Root Cause:** Lack of monitoring for TELPAS/ELD and more Sheltered Instruction strategy support.

Student Learning

Student Learning Summary

For 2018-2019 school year, we received an overall rating of a A. Domain 1 Scale Score: 89%, Domain 1 Rating:B, Domain 2 Part A: 91, Domain 2 Part B: 93, Domain 2 Rating: A, Domain 3 Scale Score 84, Domain 3 Rating: B. When analizing the TEA data, in closing the GAP, we met all 14 targets (STARR EOC and CCMR) but failed to meet TELPAS and Graduation Rate.Based on this year's data, we still did not meet TELPAS and graduation.

Based on assessment of our campus data, our focus area for 2021-2022 will be to improve percentage of English Language Learners, Special Education , and Economically Disadvantaged students approaching standards in reading and writing as well as the meets and masters level. We will continue to focus on TELPAS in order to increase our Domain 3. We will continue to monitor our ELL students' progress through ELD assessments and interventions with our specialist.

We dipped in English II, Algebra, Biology, and US History in approaches, meets, and mastrs. Algebra I increased 1 point for approaches.

Jones Futures Academy offers different programs to approach students' needs. We provide study labs, APEX, intervention, and tutorials. Students have the potential to receive a certification, an Associates of Arts degree or both . To meet the needs of our student subgroups and help them achieve academic excellence, we will ensure student growth through our interventions. Our teachers strive to practice and enforce an environment that reinforces students' ability to learn and grow academically. We progress monitor our students via OnTrack and teachers meet during PLC to collaborate on students that need enrich or intervention.

	% Approaches			% Meets			% Masters		
Year	2018	2019	2021	2018	2019	2021	2018	2019	2021
English I	60%	72%	83%	40%	40%	47%	4%	5%	7%

English II	74%	82%	78%	49%	63%	49%	4%	5%	9%
Algebra I	91%	92%	93%	73%	75%	14%	44%	57%	21%
Biology	94%	94%	92%	80%	69%	53%	23%	32%	19%
US History	94%	98%	88%	76%	88%	25%	39%	46%	30%

HS: 17
AutoCAD :6
NCCER: 15
OSHA 30: 3

HISD 2021 College, Career, and Military Readiness Projected Results (Domain 1)

As of March 25, 2021 (PEIMS Fall Resubmission)	2020 Ratings Actual		2021 Ratings Projected	
	Count	Percent*	Count	Percent
Total				
Total Graduates	112		102	
Total credit for CCMR criteria	105	94%	91	89%
Texas Success Initiative (TSI) Criteria				
Note: Records for the TSI Assessment are currently incomplete. The projection below is an underestimate.				
Met TSI in both ELA/Reading and Mathematics	89	80%	71	70%
Met TSI criteria for ELA/Reading	98	88%	83	81%
Met TSI assessment criteria	69	62%	28	28%
Met ACT criteria	1	1%	1	1%
Met SAT criteria	51	46%	32	31%
Earned credit for a college prep course	28	25%	53	52%
Met TSI criteria for Mathematics	92	82%	73	72%
Met TSI assessment criteria	81	72%	19	19%
Met ACT criteria	1	1%	1	1%
Met SAT criteria	29	26%	14	14%
Earned credit for a college prep course	18	16%	56	55%

AP/IB Examination				
Met criterion score on an AP/IB exam in any subject	21	19%	23	23%
Dual Course Credits				
At least 3 hours (ELA or Math) or 9 hours in any subject	45	40%	46	45%
OnRamps Course Credit				
Earned at least 3 hours of university credit	0	0%	0	0%
Industry-Based Certifications				
Earned an industry-based certification from approved list	18	16%	30	29%
Level I and II Certificates				
Data not yet available	0	0%		
Associate's Degree				
Earned an associate's degree while in high school	36	32%	12	12%
Graduate with Completed IEP and Workforce Readiness				
Received graduation type code of 04, 05, 54, or 55	0	0%	0	0%
Special Education Graduates with Advanced Diplomas				
RHSP, DAP, FHSP-E, or FHSP_DLA	8	7%	6	6%
U.S. Armed Forces				
Enlisted in the U.S. Armed Forces (Doesn't Count in 2021)	2	2%		%
Met Non-CTE Criteria				
Met at least one criteria above	101	90%	91	89%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications				
CTE coherent sequence graduate with at least one CTE course aligned with an industry-based certification and not met any other criteria (1/2 credit) (Doesn't Count in 2021)	8	7%		%

Sources: PEIMS 2017-20, AP Student Data Files 2017-20, IB Student Data Files 2017-20, ACT Student Data Files 2017-20, SAT Student Data Files 2017-20, 2019 TSIA file includes students tested at HISD campuses only. Graduation Type, Associate Degree, Industry Certification, and Military Enlisted data was retrieved from PEIMS on 1/31/2021.
* May differ slightly from values on TEA reports due to rounding.

Student Learning Strengths

Students grew in English I by 9 points in approaches and both English I and English II grew in masters.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Scholars have a more difficulty time obtaining approaches , meets, and masters on English I and English II compared to Biology, Algebra, and US History. **Root Cause:** Eighth grade students are tested in Reading and seventh grade Writing. In ninth grade, students are expected to complete Reading, Revising and Editing, and a Composition in five hours.

School Processes & Programs

School Processes & Programs Summary

Eventhough we were in a pandemic, our campus attendance rate increased from 94.4% to 97.5%. We hold weekly meetings as checkpoints for individual students' weekly attendance and to discuss necessary interventions and supports. We discuss students that are chronically absent. Teachers post absent students on their doors at 8:10 a.m. and we make phone calls prior to ADA.

Teachers meet biweekly for PLCs by content departments for all subjects and EOC teachers have an additional PLC. We utlize OnTrack and other resources to disagregate data and implement targeted interventions.

Industry certifications are offered starting in 9th grade for Architecutre Pathway and 11th grade for Health Science.

Dual credit classes are offered with the ability to obtain their Associates degree starting in 10th grade.

Our campus benefits from various grants, we are the receipent of the PTECH grant which will allow us to build out our HVAC program with Level I, Level II, and a potential Associates.

Maintain a healthy and sustainable magnet program.

School Processes & Programs Strengths

JFA grew in the following areas:

- Attendance rate went up 3.1%.

Showed growth in several academic areas:

- English I : approaches and masters
- English II : masters

Number of students earning industry certifications increased.

- HS Certifications : 17
- AutoCAD: 6
- NCCER : 15
- OSHA 30 : 3

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Advanced Placement and Dual Credit show a decline from past years. **Root Cause:** Lack of student accountability, backwards planning, and rigor/lack

of monitoring systems

Perceptions

Perceptions Summary

JFA has created a culture where "focusing on mastery with a quality education. " Our campus stives to create a culture of inclusivity and stong, positive relationships amongst all stakeholders.

We offering the following in order to meet our campus needs:

- Coffee With The Principal - offered in the morning and evening (English & Spanish)
- Clear school mission
- Frequent monitoring
- High expectations
- Home/School relations
- Instructional Leadership
- Oppportunity to learn
- Safe and orderly environment
- Home visits
- College/Finanical Aid Night
- Certification Parent Meeting
- Dual Credit Parent Meeting

Perceptions Strengths

- Attendance rate continuously increases due to targeted interventions, including home visits and attendance contracts.
- Data disagregation aligned to targeted individualized student learning to postive student outomes.
- Growing partnerships with community leaders for CTE interships such as with Harris Health System LBJ Hospital, NextLevel Urgent Care, Methodist Hospital, and Collaborate

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: We have 56% of our scholars are coded as at-risk indicators with multiple codes. **Root Cause:** Failure to provide and monitor adequate interventions for attendance, academic achievement, and special populations.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Board Goals

Board Goal 1: ELAR The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 1: ELAR

    Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: By the end of the 2021-2022 school year, our overall English I and English II performance for approaches will increase from 81% to 86% , meets from 48% to 53%, and masters from 8% to 13%.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Evaluation Data Sources: OnTrack Data Results
    District Assessments
    Individual teacher Data Tracking
    STAAR EOC
    HB3 Board Goal				

Strategy 1: The JFA scholars are taking part in a class rotation based on their low TEKS. The groups are measured, and activities provided according to populations. For example, ELLs/ ESLs/Regular Ed and Pre-AP students are grouped according to the data provided from Renaissance 360, Ontrack and A4E dashboard and progress in their classrooms.
STAAR WRITING FOCUS
Six Traits of Writing
* Organization
* Development of ideas
* Revising for Word choice and Clarity
* Transitions (categorically)
* Closing statements with a reflection
* Drafting Analysis
* Drafting Wrap-up
* Presentations
STAAR Writing prompt
1. Practice writing a composition on the 26-lined paper
2. Use the TEA writing rubric to score essays
3. Use the 24 points for scoring essays (results)
PACING CALENDAR 2021-2022
* ENG 1
-Memoirs

* Inquiry/Research
--Informational Writing
* ENG II
--Expository-Informational
4. Poetry
5. Argumentative composition
Inquiry/Research
GRAMMAR
 (review throughout first semester)

Sentence Fluency
* Sentence analysis-deconstruction
* Sentence combining
* Sentence Punctuations
* Terminal punctuations
1. Word usage/mechanics: identifying double negatives, run-ons, sentence fragments, subj-verb-agreement, pronoun case, "all" types of phrases to include the appositive phrase.
2. CUPS review (ongoing)
3. 6+1 Traits of Writing (ongoing)
STAAR Reading Focus
* Read short stories to longer passages (selections) picture books with and without words, poetry, articles, plays, script, study forewords of and novels.
-Use Annotations: reread a portion of the text that's confusing

Double block ELAR
Offer tutorials

> **Strategy's Expected Result/Impact:** To increase Reading and Writing EOC scores
>
> **Staff Responsible for Monitoring:** Administration, ELAR teachers, and teachers
>
> **Action Steps:** Ongoing PD for ELAR integration across content areas, targeted TEKS instruction, and tutorials.
>
> **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Students will increase levels on Reading assessments (i.e from approaches to meets, or meets to masters) every 6 weeks.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Evaluation Data Sources: OnTrack Data Results District Assessments Individual teacher Data Tracking STAAR EOC **HB3 Board Goal**				

Strategy 1: STAAR Reading Focus

Read short stories to longer passages (selections) picture books with and without words, poetry, articles, plays, script, study forewords of and novels.
-Use Annotations: reread a portion of the text that's confusing"

Strategy's Expected Result/Impact: To increase Reading EOC scores

Staff Responsible for Monitoring: Administration, ELAR teachers, and teachers

Action Steps: Ongoing PD for ELAR integration across content areas, targeted TEKS instruction, and tutorials.

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Students will increase levels on Writing composition and Revising and Editing (i.e from approaches to meets, or meets to masters) every 6 weeks based on rubric.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Evaluation Data Sources: OnTrack Data Results District Assessments Individual teacher Data Tracking STAAR EOC Teacher Scoring **HB3 Board Goal**				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Strategy 1: Six Traits of Writing
* Organization
* Development of ideas
* Revising for Word choice and Clarity
* Transitions (categorically)
* Closing statements with a reflection
* Drafting Analysis
* Drafting Wrap-up

* Presentations
STAAR Writing prompt
1. Practice writing a composition on the 26-lined paper
2. Use the TEA writing rubric to score essays
3. Use the 24 points for scoring essays (results)
PACING CALENDAR 2021-2022
* ENG 1
-Memoirs
* Inquiry/Research
--Informational Writing
* ENG II
--Expository-Informational
4. Poetry
5. Argumentative composition
Inquiry/Research
GRAMMAR
 (review throughout first semester)

Sentence Fluency
* Sentence analysis-deconstruction
* Sentence combining
* Sentence Punctuations
* Terminal punctuations
1. Word usage/mechanics: identifying double negatives, run-ons, sentence fragments, subj-verb-agreement, pronoun case, "all" types of phrases to include the appositive phrase.
2. CUPS review (ongoing)
3. 6+1 Traits of Writing (ongoing)

    Strategy's Expected Result/Impact: To increase Writing EOC scores

    Staff Responsible for Monitoring: Administration, ELAR teachers, and teachers

    Action Steps: Ongoing PD for ELAR integration across content areas, targeted TEKS instruction, and tutorials. PLC with writing rubric to address areas of improvement, teacher feedback on writing composition.

    Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Board Goal 2: MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 1: MATH

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: By the end of the 2021-2022, our Algebra I performance for our approaches will increase from 93% to 98% %, meets from 14% to 19% and mastery from 21% to 26%.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evaluation Data Sources: OnTrack Data Results District Assessments Individual teacher Data Tracking STAAR EOC				

Strategy 1: "Utilize OnTrack Results from assessments taken every 3 and 6 weeks to drive instruction with targeted focus on non-mastered standards. Daily use of formative CFU to gauge for understanding.

Strategy's Expected Result/Impact: To increase Algebra I scores in the areas of approaches, meets, and masters.

Staff Responsible for Monitoring: Administrator and teachers

Action Steps: Provide OnTrack training and support for teachers to implement and consistently utilize for data driven instruction.

Double block Algebra

Offer Saturday tutorials

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Students will increase levels on math assessments (i.e from approaches to meets, or meets to masters) every 6 weeks.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evaluation Data Sources: OnTrack Data Results District Assessments Individual teacher Data Tracking STAAR EOC				

Strategy 1: PLC afterschool with focus on LEAD4ward support for data dive to support tiered instruction.

Strategy's Expected Result/Impact: To increase Algebra I scores in the areas of approaches, meets, and masters.

Staff Responsible for Monitoring: Administrator and teachers

Action Steps: Afterschool PLC

Provide OnTrack training and support for teachers to implement and consistently utilize for data driven instruction.

Double block Algebra

Offer Saturday tutorials

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 3 Details			Reviews			
Measurable Objective 3: Increase the percentage of approaches, meets, and masters by 3% in each subpop in Algebra.			**Formative**			**Summative**
Evaluation Data Sources: OnTrack Data Results(Banding Reports) District Assessments Individual teacher Data Tracking STAAR EOC			**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue			

Strategy 1: Utilize OnTrack's Banding report to target subpops of concerns.

Strategy's Expected Result/Impact: To increase Algebra I scores in the areas of approaches, meets, and masters for all subpops

Staff Responsible for Monitoring: Administrator and teachers

Action Steps: PD on analyzing and interpreting Lead4ward student/teacher report data to backwards plan and create tailored instruction. PD on OnTrack's banding reports (instruction on special populations) Continued appraiser lead PLCs to ensure strong protocols and backwards planning

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: SCHOOL PROGRESS

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: By the end of the 2021-2022, our CCMR perfromance will increase from 89% to 94%.	**Formative**			**Summative**
Evaluation Data Sources: We will use our assessments to monitor the progress to ensure that we meet CCMR data such as: 1. 3 on an AP or a 4 on an IB examination 2. Associate's Degree 3. Industry-Based Certification (based on updated list of 245 IBCs) 4. OnRamps Dual Enrollment Course Credit 5. TSI criteria in Reading and Mathematics (SAT/ACT/TSIA/College Prep course) 6. Dual credit course requirements ([?] 3 hours in ELAR OR Mathematics or [?] 9 hours total across subjects) 7. Completed IEP and workforce readiness (graduation type code of 04, 05, 54, or 55) 8. SpEd Graduate with RHSP, DAP, FHSP-E, or FHSP-DLA **HB3 Board Goal**	**Nov**	**Jan**	**Mar**	**June**

Strategy 1: Teacher integration of certifications in the curriculum.
Apex Learning per area needed to meet standard.
Teacher integration of TSI concept for Reading, Writing, and Math.

Strategy's Expected Result/Impact: To ensure that scholars are prepared for post secondary opportunities after graduation.

Staff Responsible for Monitoring: Administration and teachers

Action Steps: Backwards planning
Progress monitoring
The nurse will help support the skills and concepts component for Health Science certifications.
We will provide Saturday tutorials for intervention on each area that students have to meet TSI.

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Connect high school to career and college

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: The amount of students meeting TSI requirements in both English/Writing and Math will increase from 63% to 68%.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evaluation Data Sources: Accuplacer data APEX data				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Strategy 1: Classroom TSI Integration
Monthly TSI testing
APEX support
Saturday tutorials

Strategy's Expected Result/Impact: Increase the amount of students meeting TSI requirements in both English/Writing and Math

Staff Responsible for Monitoring: Teachers and administration

Action Steps: We will provide Saturday tutorials for intervention on each area that students have to meet TSI.

Apex Learning per area needed to meet standard.

Teacher integration of TSI concept for Reading, Writing, and Math.

Progress monitoring"

Title I Schoolwide Elements: 2.4, 2.6

Board Goal 4: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 1: CLOSING THE GAPS

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: The percentage of Special Education students approaching standards on STAAR English I from approaches 11 % to 15%, and English II 45% to 49% in 2021, meets from 11% to 15% for English I and from 9% to 15% for English II.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evaluation Data Sources: OnTrack Data Results(Banding Reports) District Assessments Individual teacher Data Tracking STAAR EOC				

Strategy 1: The Special Education Teacher/Department Chair will collaborate weekly on each student. The Chair will create physical and electronic IEP binders that will list and track IEP goals, accommodations, progress, and weekly use of accommodations to share with parents/students, and district personnel.
 Proof of individual student IEP compliance and campus compliance will be collected on a weekly basis and sent to Houston ISD Special Education District Personnel.

Strategy's Expected Result/Impact: Increase in Sped data by 3% in all EOCs.

Staff Responsible for Monitoring: Administrator, Sped teachers, and general education teachers

Action Steps: The special education teacher will create physical and electronic IEP binders that will list and track IEP goals, accommodations, progress, and weekly use of accommodations to share with parents/students, and district personnel.

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: The percentage of special population students approaching standards on all STAAR EOC in 2021 will increase by 3% end of the 2021 school year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evaluation Data Sources: OnTrack Data Results District Assessments Individual teacher Data Tracking STAAR EOC				

Strategy 1: PD on analyzing and interpreting Lead4ward student/teacher report data to backwards plan and create tailored instruction. PD on OnTrack's banding reports(instruction on special populations) Continued appraiser lead PLCs to ensure strong protocols and backwards planning

Strategy's Expected Result/Impact: To increase the percentage of special population students approaching standards on all STAAR EOC in 2021 will increase by 3% end

of the 2021 school year.

Staff Responsible for Monitoring: Administrator, and teachers

Action Steps: PD on analyzing and interpreting Lead4ward student/teacher report data to backwards plan and create tailored instruction. PD on OnTrack's banding reports (instruction on special populations) Continued appraiser lead PLCs to ensure strong protocols and backwards planning

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Measurable Objective 3 Details		Reviews			
Measurable Objective 3: By the end of the 2021-2022 school year, TELPAS will increase from 21% to 36%		**Formative**			**Summative**
Evaluation Data Sources: ELD Data		**Nov**	**Jan**	**Mar**	**June**
TELPAS Data					

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Strategy 1: Incorporate ESL strategies from Sheltered Instruction (Literacy Routines) Pre-service PD to lesson plans, class activities, instruction and assessments. Progress monitor EL students and provide small-group and differentiation during classroom instruction.

Strategy's Expected Result/Impact: Increase TELPAS scored from 21% to 36%

Staff Responsible for Monitoring: Administration and teachers

Action Steps: PD on sheltered instruction (Literacy Routines) for implementation of ESL strategies. 2 Monitor Sheltered instruction through lesson plans, informal/formal walkthroughs and observations. 3. Provide teachers with exemplars of implementation of ESL strategies through during PLCs scheduled throughout the school year. 4 Progress Monitoring through ELDs

Title I Schoolwide Elements: 2.4, 2.6

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE : By the end of the 2021-2022 school year, the attendance rate will increase from 97.5% to 98.0%

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: By the end of the 2021-2022 school year, the attendance rate will increase from 97.5% to 98.0% **Evaluation Data Sources:** Dashboard, weekly reports, and Powerschool	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	⮕ Continue/Modify	✖ Discontinue	

Strategy 1: Home visits after 5 absences by principal and attendance clerk
Create a contract for students and parents who are constantly having unexcused absences
Notice will be sent after 3 unexcused absences (students may be assigned afterschool detention)
File Truancy
Build attendance awareness to the parents and community during Title 1 parent meeting by sharing attendance goals, reports, money loss, and implications
Solicit feedback from parents and community for improving campus attendance goals

Strategy's Expected Result/Impact: Increase attendance .5%

Staff Responsible for Monitoring: Administration, SIRS, and teachers

Action Steps: Teacher will post students that are not on campus at 8:10 a.m. Phone calls will be made afterwards. Teachers will notify administration of students with excessive absences.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details		Reviews			
Measurable Objective 1: By the 2021-2022 school year, we will decrease the amount of suspensions from 68 to 58.		**Formative**			**Summative**
Evaluation Data Sources: Discipline data		**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Strategy 1: Strategic placement of campus personnel for the monitoring of student behavior and safety during morning duty, in the cafeteria during lunch, and during dismissal.
Develop a Discipline and Safety committee to monitor behavior progress of our students with chronic misbehavior and provide mentorship as necessary.
Systematic referral to the school counselor as a preventative measure for students who have previously been identified as major to severe behavior problems, this class will focus on problem resolution.
IAT Referral as needed

Strategy's Expected Result/Impact: Decrease the amount of suspensions from 68 to 58.

Staff Responsible for Monitoring: Administration and teachers

Action Steps: Step 1
* Teacher's Classroom - Implementation of the effective classroom management practices. Student conferences (document the conference/incident.
This is the most important support system
Step 2
* Contact parents/guardians (document the conference)
Step 3
* Send the student to a counselor (with proper documentation)
Step 4
* Send the student with the discipline card to an administrator.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details		Reviews			
Measurable Objective 1: By the end of the 2021-2022 school year, we will decrease the number of incident reports by 5%. **Evaluation Data Sources:** Incident referral submission		Formative			Summative
		Nov	**Jan**	**Mar**	**June**
_{0%} No Progress _{100%} Accomplished ➡ Continue/Modify ✖ Discontinue					

Strategy 1: 1. SEL Training
2. Building relationships
3.Parent Conference
4. Student Conference
5. Counselor referral
6. Wraparound Specialist

    Strategy's Expected Result/Impact: Decrease the number of incident reports by 5%.

    Staff Responsible for Monitoring: Teachers and Admnistration

    Action Steps: 1. De-escalation Training
2. Building relationships
3. Parent Conference
4. Student Conferences and Counseling "

    Title I Schoolwide Elements: 2.4, 2.5, 2.6

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			

Measurable Objective 1: The percentage of Special Education students approaching standards on STAAR will increase by 3% in English I, English II, Algebra, Biology, and US History.
    Evaluation Data Sources: OnTrack Data Results(Banding Reports)
    District Assessments
    Individual teacher Data Tracking
    STAAR EOC
	Formative			Summative

	Nov	**Jan**	**Mar**	**June**
0% No Progress	**100% Accomplished**	➡ Continue/Modify	✗ Discontinue	

Strategy 1: The Special Education Teacher/Department Chair will collaborate weekly on each student. The Chair will create physical and electronic IEP binders that will list and track IEP goals, accommodations, progress, and weekly use of accommodations to share with parents/students, and district personnel.
 Proof of individual student IEP compliance and campus compliance will be collected on a weekly basis and sent to Houston ISD Special Education District Personnel.

Strategy's Expected Result/Impact: To increase the percentage of Special Education students approaching standards on STAAR will increase by 3% in English I, English II, Algebra, Biology, and US History.

Staff Responsible for Monitoring: Teachers and Administrators

Action Steps: PD on analyzing and interpreting Lead4ward student/teacher report data to backwards plan and create tailored instruction. PD on OnTrack's banding reports (instruction on special populations) Continued appraiser lead PLCs to ensure strong protocols and backwards planning

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1 Details			Reviews			

Measurable Objective 1: The percentage of special population students approaching standards on all STAAR EOC in 2021-2022 will increase by 3% end of the 2021 school year.
    Evaluation Data Sources: OnTrack Data Results(Banding Reports)
    District Assessments
    Individual teacher Data Tracking
    STAAR EOC
			Formative			**Summative**

			Nov	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished		→ Continue/Modify		✕ Discontinue	

Strategy 1: We will continue to hold training on the utilization of Sheltered instruction, PLDs, progress monitoring via Ontrack, Saturday tutorials as well as an interventionist to further assist our students.

    Strategy's Expected Result/Impact: To increase the percentage of special population students approaching standards on all STAAR EOC in 2021-2022 will increase by 3% end of the 2021 school year.

    Staff Responsible for Monitoring: Administration and teachers

    Action Steps: Provide tutorials on Saturday for identified special population students who are at risk of failing.
Double blocking our EOC classes.
Use our interventionist to service struggling reading students based on progress monitoring.
EOC/AP tutorials offerred during the regular school day (before, after, lunch and other times as appropriate).

    Title I Schoolwide Elements: 2.4, 2.5, 2.6

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details			Reviews			
Measurable Objective 1: By the 2021-2022 school year, there will be a 5% increase in parental/community involvement. **Evaluation Data Sources:** Increase parental involvement as evidenced by sign-in sheets from meetings/events, surveys			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue			

Strategy 1: Communicate events/activities effectively and in a timely manner (call-outs, flyers, TEAMS, weekly e-mails); provide different events (Colleg/FAFSA, Dual Credit, Title 1); Family Programs

Strategy's Expected Result/Impact: Increase in parental/community involvement by 5%

Staff Responsible for Monitoring: Teachers, Administration, and Wraparound Specialist

Action Steps: Communicate events/activities effectively and in a timely manner (call-outs, flyers, TEAMS, weekly e-mails); provide different events (Colleg/FAFSA, Dual Credit, Title 1); Family Programs

Title I Schoolwide Elements: 3.1, 3.2

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.				
Measurable Objective 2 Details	Reviews			
Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.				
Measurable Objective 3 Details	Reviews			
Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.				

Measurable Objective 4 Details	Reviews			
Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.				

Measurable Objective 5 Details	Reviews			
Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.				

Measurable Objective 6 Details	Reviews			
Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.				

Measurable Objective 7 Details	Reviews			
Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report summitted to Health and Medical Services.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED: Number of AEDs on campus:				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)
The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

    Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 006 Jones High School

Account Code	Account Title	Budget
6100 Payroll Costs		
210000000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$53,833.37
	6100 Subtotal:	**$53,833.37**

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Jones Futures Academy has been created and re-purposed to meet the needs of the community and provide a quality education for each child in our community. The school utilizes a dual high school/college enrollment model that enables students to fulfill high school graduation requirements while simultaneously earning industry certification, college credits, and an Associate of Arts degree by August after their senior year. The ethnic breakdown our 342 Jones Futures Academy is as follows: is 38.3% African American, 59.94% Hispanic, .29% American Indian, .88% White, and Two and More .58%.. In addition, we are at 93% Economically Disadvantaged, 14% LEP, 18% and 7 % Special Education students. There are 25 instructional staff members that serve the students at Jones Futures Academy.

For 2018-2019 school year, we received an overall rating of a A. Domain 1 Scale Score: 89%, Domain 1 Rating:B, Domain 2 Part A: 91, Domain 2 Part B: 93, Domain 2 Rating: A, Domain 3 Scale Score 84, Domain 3 Rating: B. When analizing the TEA data, in closing the GAP, we met all 14 targets (STARR EOC and CCMR) but failed to meet TELPAS and Graduation Rate.Based on this year's data, we still did not meet TELPAS and graduation.

Based on assessment of our campus data, our focus area for 2021-2022 will be to improve percentage of English Language Learners, Special Education , and Economically Disadvantaged students approaching standards in reading and writing as well as the meets and masters level. We will continue to focus on TELPAS in order to increase our Domain 3. We will continue to monitor our ELL students' progress through ELD assessments and interventions with our specialist.

We dipped in English II, Algebra, Biology, and US History in approaches, meets, and mastrs. Algebra I increased 1 point for approaches.

Jones Futures Academy offers different programs to approach students' needs. We provide study labs, APEX, intervention, and tutorials. Students have the potential to receive a certification, an Associates of Arts degree or both . To meet the needs of our student subgroups and help them achieve academic excellence, we will ensure student growth through our interventions. Our teachers strive to practice and enforce an environment that reinforces students' ability to learn and grow academically. We progress monitor our students via OnTrack and teachers meet during PLC to collaborate on students that need enrich or intervention.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

- SDMC members evaluated the data and gave feedback.
- Department chairs help develop the strategies.
- Teachers also provided information and feedback from our campus data that helped form certain parts of the CIP.

- All stake holders are committed to the mission and vision of our campus.

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

- Weekly attendance meetings are used checkpoints for individual students' weekly attendance and to discuss necessary interventions and supports.
- Calls are made daily to families to check on absences.
- Teachers meet bweekly for PLCs by content departments, for all subjects with backwards pannning in mind. In addition, EOC teachers meet an additional day afterschool to plan and dissegrate data.
- Weekly administrative meetings to monitor different initiatives on campus.
- Weekly CCMR/Dual credit meetings to monitor progress

2.3: Available to parents and community in an understandable format and language

The SIP is available to parents in the following locations:

Front Office

The SIP was made available to parents by:

Title I Parent Meeting

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

- 1.Progress monitoring for EOC, CCMR, attendance, and graduation
- 2. Assessments to monitor student progress via OnTrack within the 3rd, and 6th week.
- 3. IAT/RTI strategies to help ensure interventions are in place to provide additional support
- 4. Integration of Reading and Writing across all content areas

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

- Increased Project Based Learning strategies in all classrooms
- Hands on application for pathways

- Targeted interventions based on data
- Saturday tutorials , Academic boot camps, and assessments

2.6: Address needs of all students, particularly at-risk

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas: Reading and Math
- Proficient Tier 1 explicit instruction taking place in all content areas:
- Bi-weekly PLC
- Small Group Instruction based on student data needs

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent
- Teacher
- Adm

The PFE was distributed

- Newsletter
- Campus distribution with Wednesday Newsletter

The languages in which the PFE was distributed include

- English

Four strategies to increase Parent and Family Engagement include:

1.College and FAFSA Nights
2. Title I Parent Meetings in the morning and afternoon
3. Involve more parents in planning and implementation of major campus events such as open house, family nights, all campus fundraising events, appreciation luncheon, health fair etc.
4. Involve more community members, business partners, and guest speakers to parent meetings to address parent concerns relating to student achievement and social wellbeing
5. Send phone public announcements to inform paents about students progress and performance (report cards, progress reports).

3.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - September 30, 2021
- Meeting #1 Alternate -
- Meeting #2 - October 28, 2021
- Meeting #2 Alternate -
- Meeting #3 - December 2, 2021
- Meeting #3 Alternate -
- Meeting #4 - January 27, 2021
- Meeting #4 Alternate -

Title I Personnel

Name	Position	Program	FTE
April Coleman	Instructional Specialist		
Deborah Mims	Teacher, class reduction		
Doris McGlockton	Reading Intervention Teacher		