

# Houston Independent School District

## 006 Jones High School

### 2023-2024 Campus Improvement Plan

**Accountability Rating: B**

**Distinction Designations:**

Academic Achievement in Social Studies  
Top 25 Percent: Comparative Academic Growth



# Mission Statement

## Mission

The Mission of Jones Futures Academy is to create a culture of excellence where students are empowered to become lifelong learners and attain achievement by focusing on students' career interest. Focusing on Mastery!

Jones Futures Academy has been created to meet the needs of the community and provide a quality education for each scholar 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.

# Vision

## Vision

The Vision of Jones Futures Academy is to provide Rigor, Relevance and Relationships that create an environment that reinforces students ability to grow socially and academically.

# Value Statement

## Falcon Creed:

I will respect myself and others. I will do my personal best. I will make good decisions. I will honor myself, my family and my school. I will graduate prepared for college or the career of my choice.

Together we can, **WHATEVER IT TAKES! NO EXCUSES!**

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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

High-quality instructional materials aligned with instructional planning calendars and assessments provide a strong foundation for effective instruction. Teachers use various strategies and routines to engage students actively and manage their classrooms. Data, collected through both formative and interim assessments, is then used to drive instruction, allowing teachers to tailor their teaching to the specific needs of their students, adjust pacing, and continuously improve their teaching practices.

- Instructional materials are closely aligned with the design of both formative and interim assessments. This alignment ensures that what is taught in the classroom is directly linked to what will be assessed, making instruction more focused and effective.
- Teachers use questioning techniques to stimulate critical thinking and class discussions. Socratic seminars, in which students engage in dialogue about a specific text or topic, are examples of instructional strategies that foster deep thinking and communication skills.
- Data isn't just used to understand group performance but also individual student progress. For example, a teacher may notice through assessment data that a specific student is consistently struggling with vocabulary. In response, they can provide targeted vocabulary-building exercises to support that student's needs.

### Student Achievement Strengths

The following strengths were identified based on a review of the 2022-2023 data: Overall achievement for Jones Futures Academy in comparison the district averages was higher in English I , English II, Biology, and US History in approaches and Meets.

	ENG 1	Alg 1	Biology	ENG II	US History
Approaches	57% (68%)	67% (77%)	77% (85%)	62% (82%)	92% (94%)
Meets	41% (48%)	34% (32%)	40% (51%)	44% (60%)	63% (60%)
Masters	10% (7%)	18% (9%)	13% (7%)	7% (5%)	34% (30%)

HISD %

(%) = JFA

### Problems of Practice Identifying Student Achievement Needs

**Problem of Practice 1:** Educators need to translate data insights into instructional actions to harness the potential of student data. **Root Cause:** Perceived Complexity: Data analysis

and interpretation can appear daunting to teachers who are not familiar with statistical concepts or data visualization techniques. The perception of complexity can deter them from attempting to develop data literacy skills.

# School Culture and Climate

## School Culture and Climate Summary

1. We have small turn over of staff, and over 95% of our teachers describe Jones as a chosen place of employment. Staff feels supported by the administration and are able to provide quality instruction, with minimal distractions. The staff describes Jones Culture as a "family feeling" and are supporting our school vision focusing on rigor, relevance and relationships. Students sometimes feel overwhelmed by the amount of work, but they feel safe and have good relationship with their teachers.
2. Our current ADA attendance is at 94.2, but the students who are coming late, are missing school or having disciplinary issues are given several opportunities to make up the time (NG's due to attendance as well as missing grades) through our A.I.R. program. Increased number of phone calls, and working with the students to complete the after school academic A.I.R. program has resulted in less out of school suspensions thus far. Also, daily conversations with the students has led to students being more engaged in the classroom activities.
3. Our current enrolment is at 317 students, and having a smaller campus gives our staff and administrators to build positive relationships as well as to provide personalized supports to the students. Students feel like the teachers "get to know" them well. The students have multiple support systems and "mentors" to help them. Many of our students have siblings (younger) and when asked why did they sibling come to Jones, most of our students will say: because it is good campus.
4. Weekly door checks are in place and administration works with our custodial staff on checking the door locks - outside and inside daily. Our discipline data reveals that there are no suspensions due to gang violence or activity as well as limited number of the students who have been suspended due to physical altercations in comparison with other campuses.
5. Implementation of the school discipline systems in every classroom has resulted in less disruptions due to cell phone use as well as misbehavior. Thus far the number of suspensions of the 9th grade students is higher than among other grade levels. The root cause is the diversity of the middle schools that our 9th grade students come from and the time they need to understand and follow our discipline systems and consistency. Our academic data as well as the discipline data for the 10th through 12th grade is showing that our consistency across the board is efficient. Having in mind that our 9th grade students have lower entry and beginning of the year scores, they are showing some growth.

## School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Even though the number of out of suspensions/incidents were higher than we wanted/predicted, we were able to prevent many of in-school and out of school suspensions due to repeated classroom disruptiveness, chronic late arrivals through students serving our after school Accelerated Instructional Recovery (A.I.R.) academic program. This program also helped our students academically.

## Problems of Practice Identifying School Culture and Climate Needs

**Problem of Practice 1:** Frequent disruptions, such as talking out of turn, not following instructions, or engaging in distracting behavior, can disrupt the flow of the lesson and impede the learning of other students. **Root Cause:** Lack of Effective Interventions by the teaching staff, lack effective strategies and interventions to address the root causes of behavior problems, such as trauma, emotional issues, or learning disabilities.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

At Jones Futures Academy we emphasize the vital importance of professional development to drive quality of instruction, as it plays a transformational role in pursuit of excellence in teaching, and ultimately, in our students' success. As campus leaders we commit to promoting the teacher leaders to lead on campus PD sessions, the instructional coaches also provide PLC's.

By allowing the teaching staff to lead and promote we ever-evolve with new teaching methods, technology implementation, that students need. To meet challenges effectively, continuous professional development is not a choice, it is imperative.

During the interview process we begin to identify the level of supports the teachers will need to be successful and pair with a mentor teacher and campus induction coach.

## Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data: Strength can be found in having a diverse pool of job applicants, representing different backgrounds, experiences, and perspectives. Data showing that staff members have access to professional development and career advancement opportunities is a strength. It indicates that employees have reasons to stay and grow within the organization due to the opportunities for leadership growth.

## Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

**Problem of Practice 1:** Recruitment in High-Needs Schools: It can be particularly challenging to recruit and retain highly qualified teachers in high-needs schools, which often serve disadvantaged communities. **Root Cause:** Provide ongoing professional development and mentorship programs to support teachers throughout their careers specifically with CTE courses.

# Parent and Community Engagement

## Parent and Community Engagement Summary

To address the current issues of schedule conflict Jones Academy will host parent parent/community meetings or events in person, online, and as recorded events as possible. To address language barriers Jones will have Spanish translations for events and written communication.

## Parent and Community Engagement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Went from "0" rating under HISD Face to earning a "Gold Certified" level for community engagement in one year.

### Multiple opportunities to engage:

- Parent Callouts in Spanish/English
- Online and recorded information meetings with Spanish translations
- Flyers sent out about local and community healthcare providers
- JFA announcement website provides an At-a-glance view of events - [www.houstonisd.org/JFAAnnouncements](http://www.houstonisd.org/JFAAnnouncements)

## Problems of Practice Identifying Parent and Community Engagement Needs

**Problem of Practice 1:** Many parents and community members are minimally engaged with the campus activities. **Root Cause:** Factors such as work commitments, and language barriers limit parent and community involvement.

**Problem of Practice 2:** Students are having trouble comprehending academic information and successfully using the information they have learned, through reading and other activities, to complete assigned work that requires them to apply their learning in more demanding ways than remembering. **Root Cause:** Illustrate higher order language skills and teach students how to question, infer meaning, make personal connections and generate predictions. Teach students about text structure such as the setting, characters, initiating events, problems, resolution, explicit themes, cause and effect, compare and contrast, as well as problem and solution across all content areas not simply ELA.



# 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
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates

## Student Data: Student Groups

- 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 rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Dual-credit and/or college prep course completion data

**Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- School safety data
- Enrollment trends

**Employee Data**

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- T-TESS data

**Parent/Community Data**

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

**Support Systems and Other Data**

- Organizational structure data
- Communications data
- Action research results

# Key Actions

**Key Action 1:** Coaching teachers to improve the quality of instruction that is aligned to mastery and supports a high-performance culture. Increase the number of student performance and at the mastery level in all E.O.C.'s.

**Strategic Priorities:**

Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

**Indicator of Success 1:** Conduct professional development on data review, and use of the data to identify and support students to reach mastery level - use a 3 tier system aligned to STAAR 2.0. The training, support, feedback, and coaching will be provided by data specialists and administrators.

**Indicator 1:** Students demonstrate progress on unit common assessments- data increase by 5% on spiral reviews such as teachers created exit tickets, checkpoints etc. 50% of teachers are rated proficient on 1.1 by December 2023.

**Indicator 2:** 100% of the teachers utilize instructional strategies playlist provided by lead4ward as evidence of learning. For example: Connect 4 Thinking, Show, Tell and Teach, Tabletop Tweet, etc evident in spot observation form section "purposeful instruction,

**Indicator 3:** By using Lead4ward HEAT MAPS we will demonstrate progress from MOY to EOY. Specifically on traditionally low performing T.E.K.S. and on the T.E.K.S. that are yet mastered; by 30% on M.O.Y. assessments, and target 70% on the E.O.C. assessment.

**Key Action 1:** Coaching teachers to improve the quality of instruction that is aligned to mastery and supports a high-performance culture. Increase the number of student performance and at the mastery level in all E.O.C.'s.

**Indicator of Success 2:** Data-Driven Decisions: Success is indicated when data is actively used to inform and guide decisions and actions. Data Documentation is well-documented with metadata and descriptions. Success is indicated by comprehensive data documentation on CANVAS.

**Indicator 1:** Collaborate and coach teachers on analyzing the data and developing an action plan based on a 3 tier system to address different levels of preparedness of the students.

**Indicator 2:** Monitor the data tracking system on a three weeks basis, align the data collection to the student learning objectives. Needs improvement, developing, proficient, accomplished, or distinguished .

**Key Action 2:** Raise the percentage of students earning industry-based certifications for CTE pathways (I.B.C.)

**Strategic Priorities:**

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

**Indicator of Success 1:** Monitor students' progress via module analyzer as well as the certification database to make sure that at least 80% are certified by the end of senior year.

**Indicator 1:** By October 2023 the spot-on observations will indicate 25% completion on the CCMA certification modules have been successfully completed. This percentage will increase to 80% by February 2024.

**Indicator 2:** Student performance on modules is calendared throughout the year, data tracking performed by the CTE teachers will then ensure an increase in the number of students who are industry certified from 51% to 61% by senior year.

**Indicator 3:** Nurse, student, Health Science teacher engage in data conversations by end of each grading cycle to individually develop a plan of action to complete online modules or interventions. This action provides students an strategy to increase number of graduating seniors who will be certified in Phlebotomy by 20%

**Key Action 3:** To provide high school students with hands-on training and knowledge in the field of Heating, Ventilation, and Air Conditioning (HVAC) through a specialized PTECH (Pathways in Technology Early College High School) program

**Strategic Priorities:**

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

**Indicator of Success 1:** Regularly assess the effectiveness of the curriculum, instructional methods, and student outcomes through evaluations, feedback, and performance tracking. Partner with Momentum for mentorship opportunities.

**Indicator 1:** Ensure a diverse and inclusive student body by actively encouraging applications from underrepresented groups, evident in the application process submitted through School Choice application.

**Indicator 2:** 100% of the students and families in PTECH program meet quarterly with the PTECH coordinator to discuss academic growth that is monitored on a six-week basis.

**Indicator 3:** Business Partners attend quarterly advisory meetings to calendar opportunities to provide students with a strong foundation in HVAC skills, expose them to real-world scenarios, and connect them with potential career opportunities in the industry. Evidence of mentorships, field experiences, and completion of HCC HVAC courses with C or higher.

**Key Action 4:** Raise the number of students who are college ready - specifically the number of students who are T.S.I. ready.

**Strategic Priorities:**

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

**Indicator of Success 1:** To best prepare students for the level of rigor necessary for college courses; students will participate in a diagnostic. Diagnostic test advice staff on the appropriate intervention on digital platforms. T-TESS Dimensions 2.5 Monitor and Adjust

**Indicator 1:** Track the data of the number of students who achieve the 4000 or higher scale score on S.T.A.A.R. in English 2 and Algebra 1 to secure exemption from T.S.I. testing. Potentially enroll into English 1301/1302 and Math 1314.

**Indicator 2:** Calendar the testing dates, monitor the progress of students who test on a six-week cycle on TSI for 11th and 12th graders.

**Indicator 3:** 100% of the students have attempted TSI by the end of May 2024. The data is utilized as a baseline for interventions in College Prep ELA and College Prep Math teachers. 90% completion of Texas College Bridge platform.

**Key Action 5:** By the end of the 2023-2024 school year, 25% of students with disabilities will achieve the "meets" level of proficiency or higher on the English Language Arts (ELA) and Math sections of the State of Texas Assessments of Academic Readiness (STAAR) exam.

**Strategic Priorities:**

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency

**Indicator of Success 1:** Collaboration with the special education chair, EOC teachers and Graduation Coach to embed additional APEX intervention courses.

**Indicator 1:** Maintain 100% compliance for all required documents and services. Including IEPs, ARD meetings, Progress Trackers, Progress Reporting, Related Services, Modifications, and Accommodations.

**Indicator 2:** Monitor to ensure 80% of students receiving Special Education services will show at least 2 years progress in their learning from the Beginning of the year (BOY) to the end of the year (EOY) using the NWEA assessment

# State Compensatory

## Budget for 006 Jones High School

**Total SCE Funds:** \$24,442.00

**Total FTEs Funded by SCE:** 1

### Brief Description of SCE Services and/or Programs

Direct instruction for the students at the 11th and 12th grade level, the funds are allocated to cover 55% of a teacher salary. The additional funds are used for tutorials and tutorials.

## Personnel for 006 Jones High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Robert Lotspeich	Social Studies Teahcer	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Marisol Garza	Parent Engagement Representative	High School Community Engagement	Full time. 100% funded from Title 1.



# Plan Notes

The mission of Jones Futures Academy is to create a culture of excellence where students are empowered to become lifelong learners and attain achievement by focusing on students' career interests. 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.

Jones Futures Academy (JFA) offers an Academy of Architecture & Construction Technology, an Academy of Health Science to District students and a PTECH Heating Ventilation and Air Conditioning pathway. The school has established partnerships and affiliations with Prairie View A&M University College of Nursing, Prairie View A&M University School of Architecture, Houston Community College, Harris Health System (LBJ Hospital), NextLevel Urgent Care, Methodist Hospital, Gensler Architect Firm and the Greater Houston Builders Association. JFA is a dual enrollment model that enables students to fulfill high school graduation requirements while simultaneously earning industry certifications, college credits, and/or an Associate of Arts by the end of their senior year. The Academy of Architecture & Construction Technology and The Academy of Health Science prepares students for real-world career opportunities.

Jones Futures Academy CTE Program's goal is to develop challenging academic and technical standards and assist students in meeting these standards, including preparation for high skill, high wage, or high demand occupations through a project-based learning environment. The project-based learning environment will tie classroom experiences to the real world.

Health Science:

## Certification Program

Students will achieve industry-recognized skill and knowledge requirements through simulation training for:

Certified Medical Assistant (CMA)

Certified Phlebotomy Technician (CPT)

Certified EKG Technician (CET)

OSHA 30

## Clinical Observation Rotations

Students will be involved and exposed to career awareness and exploration experiences through clinical observation rotations with our partners:

Harris Health System LBJ Hospital

NextLevel Urgent Care

Methodist Hospital

## Internships

Students will be prepared for immediate employment upon graduation and for further education or training through sponsored internships with our partner:

NextLevel Urgent Care – we are working to increase the number of paid interns.

Methodist Hospital

Architecture & Construction Technology:

Students will achieve industry-recognized skill and knowledge requirements through preparation for

- AutoCAD

Heating, Ventilation, Air Conditioning:

Certification Program

HVAC Certification Level 1 with Houston Community College

Using pathways allows students to benefit from two years of college tuition paid by the Houston Independent School District. Jones Futures Academy serves a population of 317 students. The ethnic breakdown of our 317 Jones Futures Academy is as follows: is 34% African American, 64%% Hispanic ,0% American Indian, .006% White, and Two and More .012%. In addition, we are at 96% Economically Disadvantaged, 20% LEP, 14% GT, and 7% Special Education students. 53% of the student population meet at At-Risk Indicator such as; LEP, Protective Services, homeless, placement facility, incarcerated, retained, failed state assessment, pregnant/parent, alternative placement, expelled or at risk of dropping out.

Jones Futures Academy offers different programs to approach students' needs. We provide study labs, AVID, 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 enrichment or intervention. Our major initiatives will be the following:

- Progress monitoring for EOC, CCMR, attendance, and graduation
- Assessments to monitor student progress via OnTrack within the 3rd, and 6th week
- Integration of Reading and Writing and Discourse across all content areas to support with reaching TELPAS growth measures.