# Jensen Beach High School

2019-20 Schoolwide Improvement Plan

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# Jensen Beach High School

## 2875 NW GOLDENROD RD, Jensen Beach, FL 34957

### martinschools.org/o/jbhs

**Demographics**

## Principal: Lori Vogel

Start Date for this Principal: 8/24/2015

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | High School<br>9-12 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2018-19 Title I School** | No |
| **2018-19 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 37% |
| **2018-19 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities<br>English Language Learners<br>Asian Students<br>Black/African American Students<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2018-19: A (68%)<br><br>2017-18: A (67%)<br><br>2016-17: A (67%)<br><br>2015-16: B (59%)<br><br>2014-15: A (73%) |
| **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** | N/A |
|---|---|

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

## School Board Approval

This plan is pending approval by the Martin County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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# Jensen Beach High School

2875 NW GOLDENROD RD, Jensen Beach, FL 34957

martinschools.org/o/jbhs

## School Demographics

| **School Type and Grades Served** (per MSID File) | **2018-19 Title I School** | **2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| High School 9-12 | No | 33% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 28% |

## School Grades History

| Year | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| Grade | A | A | A | B |

## School Board Approval

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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.**

Empowering All Students for Success.

**Provide the school's vision statement.**

A Collaborative Community Committed to Success.

### School Leadership Team

**Membership**
Identify the name, email address and position title for each member of the school leadership team:

| Name | Title | Job Duties and Responsibilities |
|------|-------|--------------------------------|
| Vogel, Lori | Principal | ? Support and actualize the district/School mission and vision<br>? Communicate effectively and appropriately within the school and community<br>? Promote public relations and facilitates positive communications between the school and community<br>? Observe and evaluate the performance of employees in accordance with collective bargaining agreements<br>? Interview and recommend applicants for employment according to federal, state and county policies and procedures<br>? Demonstrate appropriate knowledge of curriculum, and evaluates the instructional program and serve as the instructional leader<br>? Establish a positive school climate that includes high expectations, clearly defined goals and objectives<br>? Organize and supervise programs, tasks, and materials to enhance student learning and teacher effectiveness<br>? Implement and lead staff development for professional learning<br>? Oversee all curricular and extracurricular activities of the students and school<br>? Administer and improve the total school program in compliance with all procedures, standards, and regulations; allocates resources, supervises personnel, and coordinates schedules<br>? Implement and oversee procedures for student behavior and assure the safety and welfare of students and staff<br>? Supervise the maintenance and operation of all school facilities and grounds<br>? Organize and manage meetings, conflicts, reports, and paperwork<br>? Develop a school budget, according to established school board, county, and state regulations and guidelines<br>? Determine the validity and appropriateness of purchases; demonstrate consistently appropriate fiscal management of funds for which he/she is responsible in compliance with all applicable rules and regulations<br>? Delegate and maintain responsibility of tasks as appropriate<br>? Build capacity of leaders<br>? Member of Disaster Recovery Team (shelter site)<br>? Principals are designated as essential employees under the Martin Activation Program or (MAP) and maybe be required to perform as Shelter Managers during times of an emergency activation at a school site<br>? Perform other duties as assigned |

| Name | Title | Job Duties and Responsibilities |
|---|---|---|
| Thompson, Jaime | Assistant Principal | ? Assume responsibility of the school site in the absence of the principal<br>? Support and actualize the District/School mission and vision<br>? Implement and oversee procedures for student behavior and assure the safety and welfare of students<br>and staff<br>? Communicate effectively and appropriately with all stakeholders<br>? Promote public relations and facilitates positive communications between the school and community<br>? Observe and evaluate the performance of employees in accordance with collective bargaining<br>agreements<br>? Interview applicants for employment according to federal, state and county policies and procedures<br>? Demonstrate appropriate knowledge of curriculum, and supports in the evaluation of the instructional<br>program and serve as an instructional leader<br>? Support a positive school climate that includes high expectations, clearly defined goals and objectives<br>? Lead and support staff development for professional learning<br>? Assist in building capacity of leaders<br>? Delegate and maintain responsibility of tasks as appropriate<br>? Serve as a member of Disaster Recovery Team (shelter site)<br>? Assistant Principals are designated as essential employees under the Martin Activation Program or<br>(MAP) and maybe be required to perform as Shelter Managers during times of an emergency activation<br>at a school site<br>? Perform other duties as assigned |
| Reese, Stacy | Assistant Principal | ? Assume responsibility of the school site in the absence of the principal<br>? Support and actualize the District/School mission and vision<br>? Implement and oversee procedures for student behavior and assure the safety and welfare of students<br>and staff<br>? Communicate effectively and appropriately with all stakeholders<br>? Promote public relations and facilitates positive communications between the school and community<br>? Observe and evaluate the performance of employees in accordance with collective bargaining<br>agreements<br>? Interview applicants for employment according to federal, state and county policies and procedures<br>? Demonstrate appropriate knowledge of curriculum, and supports in the evaluation of the instructional<br>program and serve as an instructional leader<br>? Support a positive school climate that includes high expectations, clearly defined goals and objectives<br>? Lead and support staff development for professional learning<br>? Assist in building capacity of leaders |

| Name | Title | Job Duties and Responsibilities |
|---|---|---|
| | | ? Delegate and maintain responsibility of tasks as appropriate<br>? Serve as a member of Disaster Recovery Team (shelter site)<br>? Assistant Principals are designated as essential employees under the Martin Activation Program or<br>(MAP) and maybe be required to perform as Shelter Managers during times of an emergency activation<br>at a school site<br>? Perform other duties as assigned |
| Graff, Lauren | Assistant Principal | ? Assume responsibility of the school site in the absence of the principal<br>? Support and actualize the District/School mission and vision<br>? Implement and oversee procedures for student behavior and assure the safety and welfare of students<br>and staff<br>? Communicate effectively and appropriately with all stakeholders<br>? Promote public relations and facilitates positive communications between the school and community<br>? Observe and evaluate the performance of employees in accordance with collective bargaining<br>agreements<br>? Interview applicants for employment according to federal, state and county policies and procedures<br>? Demonstrate appropriate knowledge of curriculum, and supports in the evaluation of the instructional<br>program and serve as an instructional leader<br>? Support a positive school climate that includes high expectations, clearly defined goals and objectives<br>? Lead and support staff development for professional learning<br>? Assist in building capacity of leaders<br>? Delegate and maintain responsibility of tasks as appropriate<br>? Serve as a member of Disaster Recovery Team (shelter site)<br>? Assistant Principals are designated as essential employees under the Martin Activation Program or<br>(MAP) and maybe be required to perform as Shelter Managers during times of an emergency activation<br>at a school site<br>? Perform other duties as assigned |
| Calzadilla , Anthony | Assistant Principal | ? Assume responsibility of the school site in the absence of the principal<br>? Support and actualize the District/School mission and vision<br>? Implement and oversee procedures for student behavior and assure the safety and welfare of students<br>and staff<br>? Communicate effectively and appropriately with all stakeholders<br>? Promote public relations and facilitates positive communications between the school and community<br>? Observe and evaluate the performance of employees in accordance with collective bargaining<br>agreements |

| Name | Title | Job Duties and Responsibilities |
|---|---|---|
| | | ? Interview applicants for employment according to federal, state and county policies and procedures<br>? Demonstrate appropriate knowledge of curriculum, and supports in the evaluation of the instructional<br>program and serve as an instructional leader<br>? Support a positive school climate that includes high expectations, clearly defined goals and objectives<br>? Lead and support staff development for professional learning<br>? Assist in building capacity of leaders<br>? Delegate and maintain responsibility of tasks as appropriate<br>? Serve as a member of Disaster Recovery Team (shelter site)<br>? Assistant Principals are designated as essential employees under the Martin Activation Program or<br>(MAP) and maybe be required to perform as Shelter Managers during times of an emergency activation<br>at a school site<br>? Perform other duties as assigned |
| Gucciardo, Mary | Instructional Coach | Knowledge of the school district reading plan. Knowledge of reading curricula. Knowledge of<br>evidence based reading research programs and materials. Knowledge of current technology as it<br>relates to reading programs, materials and assessments. Knowledge of learning styles,<br>instructional strategies and varied teaching methods. Knowledge of current trends, evidence<br>based reading research, and best practices related to reading instruction. Ability to communicate<br>orally and in writing with adults and students. Ability to effectively assess levels of student<br>achievement, analyze test results and prescribe actions for improvement. Ability to plan,<br>establish priorities, implement and conduct staff development activities for maximum<br>effectiveness based on differentiated teacher needs. |

## Early Warning Systems

### Current Year

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 357 | 369 | 401 | 360 | 1487 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29 | 40 | 68 | 70 | 207 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 6 | 2 | 4 | 23 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 0 | 0 | 30 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**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 | 0 | 0 | 0 | 0 | |

**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 | 0 | 0 | 0 | 0 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**FTE units allocated to school (total number of teacher units)**

77

**Date this data was collected or last updated**

Tuesday 9/17/2019

## Prior Year - As Reported

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

| Indicator | Grade Level | Total |
|---|---|---|
| Attendance below 90 percent | | |
| One or more suspensions | | |
| Course failure in ELA or Math | | |
| Level 1 on statewide assessment | | |

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

| Indicator | Grade Level | Total |
|---|---|---|
| Students with two or more indicators | | |

## Prior Year - Updated

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 46 | 64 | 68 | 101 | 279 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 66 | 54 | 39 | 31 | 190 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**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 | 0 | 0 | 0 | 0 | |

## Part II: Needs Assessment/Analysis

**School Data**
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 | 2019 | | | 2018 | | |
|---|---|---|---|---|---|---|
| | School | District | State | School | District | State |
| ELA Achievement | 72% | 71% | 56% | 70% | 67% | 53% |
| ELA Learning Gains | 61% | 59% | 51% | 61% | 56% | 49% |
| ELA Lowest 25th Percentile | 50% | 55% | 42% | 52% | 40% | 41% |
| Math Achievement | 70% | 69% | 51% | 64% | 63% | 49% |
| Math Learning Gains | 48% | 52% | 48% | 59% | 62% | 44% |
| Math Lowest 25th Percentile | 47% | 46% | 45% | 52% | 59% | 39% |
| Science Achievement | 84% | 82% | 68% | 75% | 76% | 65% |
| Social Studies Achievement | 87% | 84% | 73% | 81% | 79% | 70% |

| EWS Indicators as Input Earlier in the Survey | | | | | |
|---|---|---|---|---|---|
| Indicator | Grade Level (prior year reported) | | | | Total |
| | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 357 (0) | 369 (0) | 401 (0) | 360 (0) | 1487 (0) |
| Attendance below 90 percent | 29 () | 40 () | 68 () | 70 () | 207 (0) |
| One or more suspensions | 11 (0) | 6 (0) | 2 (0) | 4 (0) | 23 (0) |
| Course failure in ELA or Math | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |
| Level 1 on statewide assessment | 0 (0) | 30 (0) | 0 (0) | 0 (0) | 30 (0) |
| | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |

**Grade Level Data**
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| | ELA | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 09 | 2019 | 70% | 61% | 9% | 55% | 15% |
| | 2018 | 77% | 62% | 15% | 53% | 24% |
| Same Grade Comparison | -7% | | | | | |
| Cohort Comparison | | | | | | |
| 10 | 2019 | 72% | 59% | 13% | 53% | 19% |
| | 2018 | 67% | 59% | 8% | 53% | 14% |
| Same Grade Comparison | 5% | | | | | |
| Cohort Comparison | -5% | | | | | |

| | 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** |
| 2019 | 85% | 74% | 11% | 67% | 18% |
| 2018 | 83% | 73% | 10% | 65% | 18% |
| Compare | 2% | | | | |

| | CIVICS EOC | | | | |
|---|---|---|---|---|---|
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2019 | | | | | |
| 2018 | | | | | |

| | HISTORY EOC | | | | |
|---|---|---|---|---|---|
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2019 | 87% | 78% | 9% | 70% | 17% |
| 2018 | 79% | 74% | 5% | 68% | 11% |
| Compare | 8% | | | | |

| ALGEBRA EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 72% | 75% | -3% | 61% | 11% |
| 2018 | 75% | 70% | 5% | 62% | 13% |
| Compare | | -3% | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 69% | 65% | 4% | 57% | 12% |
| 2018 | 61% | 61% | 0% | 56% | 5% |
| Compare | | 8% | | | |

## Subgroup Data

| 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 | 37 | 43 | 36 | 41 | 45 | 37 | 58 | 70 | | 85 | 29 |
| ELL | 38 | 64 | 73 | 52 | 61 | | | | | 60 | 42 |
| BLK | 48 | 44 | 39 | 47 | 50 | 50 | 48 | 77 | | 85 | 31 |
| HSP | 70 | 65 | 65 | 71 | 45 | 43 | 80 | 83 | | 83 | 48 |
| MUL | 74 | 57 | | 45 | 41 | | 75 | | | 100 | 47 |
| WHT | 74 | 63 | 51 | 74 | 49 | 48 | 89 | 89 | | 95 | 71 |
| FRL | 60 | 57 | 48 | 63 | 51 | 46 | 77 | 80 | | 86 | 46 |
| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 38 | 51 | 49 | 43 | 47 | 42 | 53 | 41 | | 69 | 31 |
| ELL | 19 | 52 | 54 | 40 | 40 | 42 | 46 | 41 | | 60 | 58 |
| BLK | 43 | 51 | 52 | 31 | 38 | 33 | 50 | 43 | | 82 | 36 |
| HSP | 68 | 59 | 44 | 60 | 46 | 41 | 79 | 59 | | 74 | 55 |
| MUL | 61 | 65 | | 62 | 55 | | 69 | 83 | | 86 | 50 |
| WHT | 77 | 65 | 62 | 73 | 52 | 49 | 87 | 88 | | 92 | 68 |
| FRL | 60 | 56 | 47 | 55 | 45 | 43 | 69 | 63 | | 78 | 45 |
| 2017 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 2015-16 | C & C Accel 2015-16 |
| SWD | 28 | 34 | 31 | 38 | 44 | 35 | 38 | 39 | | 84 | 26 |
| ELL | 13 | 33 | 29 | 34 | 52 | 56 | 17 | 18 | | 40 | |
| BLK | 34 | 50 | 43 | 33 | 42 | 43 | 43 | 59 | | 94 | 24 |
| HSP | 60 | 61 | 53 | 51 | 55 | 53 | 59 | 64 | | 85 | 70 |
| MUL | 55 | 67 | | 64 | 68 | | 80 | 88 | | 100 | 50 |
| WHT | 77 | 63 | 54 | 70 | 61 | 53 | 81 | 86 | | 92 | 67 |
| FRL | 53 | 51 | 46 | 50 | 53 | 45 | 55 | 66 | | 84 | 47 |

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | N/A |
| OVERALL Federal Index – All Students | 67 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 0 |
| Progress of English Language Learners in Achieving English Language Proficiency | 57 |
| Total Points Earned for the Federal Index | 733 |
| Total Components for the Federal Index | 11 |
| Percent Tested | 100% |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 48 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| **English Language Learners** | |
| Federal Index - English Language Learners | 56 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| **Native American Students** | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |
| **Asian Students** | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| **Black/African American Students** | |
| Federal Index - Black/African American Students | 52 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |

| Hispanic Students | |
| --- | --- |
| Federal Index - Hispanic Students | 64 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| **Multiracial Students** | |
| Federal Index - Multiracial Students | 63 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| **Pacific Islander Students** | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |
| **White Students** | |
| Federal Index - White Students | 70 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| **Economically Disadvantaged Students** | |
| Federal Index - Economically Disadvantaged Students | 61 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The ELA FSA scores in on level ninth grade English classes dropped to 38% proficient from 47% in 2018. That is on over all 9% proficiency drop in on-level 9th grade English and Reading class on ELA FSA. Our ninth grade students have not scored over 50% proficient on the ELA FSA in the past 2 years. The ninth grade honors classes maintained 70% proficiency for the past 2 years.

We moved away from a school-wide writing program and a summer reading program. We also dropped from a full time literacy coach to a half time literacy coach last year who was only on campus every other day. Our ELL para was on leave for a quarter of the school year.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Within our ESE sub groups, we are not closing the learning gaps as we are in the rest of our sub groups. ELA 40% gap, Math 40% gap, Bio 30% gap, US History 20%.

Many of these students have never been proficient in these subject areas in their educational career. Students and parents have now been educated that state wide assessments need to be taken and can be waived after one attempt. Some students continue to take assessments until they pass at parent request.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Our black students sub group in biology increased to a 41% gap in our sub group data. There we 11 students representing this sub group, however, the monitoring process lacked fidelity with all sub groups.

**Which data component showed the most improvement? What new actions did your school take in this area?**

US History increased from 80% in 2018 to 89% proficient in 2019 with decreased learning gaps in every sub group on campus. Black decreased from 45% to 12%, Hispanic from 29% to 6%, ESE from 44% to 20%, ELL from 65% to 42%, ED from 25% 10%.

New scheduling procedures are in place with homogeneous grouping: on-level and honors students are combined in the same classes. On level students had the opportunity to learn alongside honors students and there is increased rigor in all classes. Students have the ability to analyze material at a higher level. On level students had the opportunity to complete honors level work to earn honors credit.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Attendance continues an area of concern. After an in depth review of our student and parent surveys from 2018-2019 we are working with students leadership to create innovating ways to encourage students to want to come to school daily. We continue to build relationships with students and are willing to meet them where they are at to motivate and encourage them. Our goal is to break barriers to ensure all students get what they need to be successful.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Sub Groups in all tested areas including AP classes.
2. Honoring the PLC Process with fidelity in all content areas
3. Grading Practices
4. Culture/Relationships
5. College and Career Acceleration

## Part III: Planning for Improvement

**Areas of Focus:**

| #1 | |
|---|---|
| **Title** | Breaking barriers to build relationships and foster a culture of collaboration for the success of students and staff. |
| **Rationale** | In order to truly reach every child, Jensen Beach High School has committed to break barriers and think outside the box to meet the needs of our students. Having a school culture with the belief that all students can and will learn is of paramount importance. Part of that is making sure that each of our children have a champion in their corner. |
| **State the measurable outcome the school plans to achieve** | - ELA Learning Gains in Grade 10 for students taking ELA 10 for will increase from 61% to 66%<br>- Increase L25 Learning Gains in Grade 10 ELA from 49% to 54%<br>- Proficiency for Algebra I for first time test takers will increase from 72% to 76%<br>-Proficiency for Geometry for first time test takers will increase from 70% to 74%<br>-Math Learning Gains for students taking Algebra I for the first time will increase from 62% to 66%<br>- Math Learning Gains for students taking Geometry for the first time will increase from 39% to 43%<br>- Increase L25 Learning Gains in Math Grades 9 & 10 from 47% to 51%<br>- Improve Biology EOC Scores from 85% proficiency to 87% proficiency<br>- Improve History EOC Scores from 87% to 89%<br>- Decrease student incidents leading to suspension from 307 school incidents to 292 school incidents as reported in Focus<br>- Improve School wide AP test scores to 78% over all pass rate<br>-Improve AP Test Scores in<br>o Statistics from 50% to 70%<br>o Environmental Science from 63% to 70%<br>o US Government and Politics from 64% to 70%<br>o US History from 61% to 70%<br>o Macroeconomics from 32% to 45%<br>- Maintain School of Excellence designation from the FLDOE |
| **Person responsible for monitoring outcome** | Lori Vogel (vogell@martinschools.org) |
| **Evidence-based Strategy** | -Kagan<br>-Student sheduling research<br>-Increased focus on grade levels by administration with meetings, monitoring and personalized service.<br>-Developing Assessment Capable Visible Leaners- John Hattie- Book study with leadership team and conference attended.<br>-Exploring Grading Practces- Dylan Williams Conference attended and book study<br>-Continue to dig deeper into the PLC process- DuFour (Solution Tree) |
| **Rationale for Evidence-based Strategy** | This goal entails many strategies as breaking barriers is our overarching goal meant to be a mindset to help JBHS reach their individualized goals for all students. The book studies and strategies listed in this goal were selected based on measurable efficacy and results as indicated by the research. We will ensure that all staff has access to the latest research based strategies by respected educators in the field in order to have the tools necessary for our students to achieve the goals set for them. |
| Action Step | |

| | |
|---|---|
| **Description** | 1. Each administrator has taken on a grade level to assist in monitoring and building relationships with students.<br>2. Student services plc meets weekly to address all grade levels concerns with our school-wide interventionist leading the team.<br>3. Professional developments completed/planned are centered around school data and research based strategies and educational trends as indicated in the previous section.<br>4. Focus on PLC process is threaded throughout all subsequent professional learning offerings. |
| **Person Responsible** | Lori Vogel (vogell@martinschools.org) |

| **#2** | |
|---|---|
| **Title** | College and Career Acceleration |
| **Rationale** | Currently our CCA is 64% and not a reflection of our student's capabilities. Our rate has been stagnant for the past 3 years. |

| | |
|---|---|
| **State the measurable outcome the school plans to achieve** | Increase CCA from 64% to 69% in the 2019-2020 school year.<br>Increase AP enrollment in sub groups<br>Increase dual enrollment participation<br>Monitor all students in CTE programs and ensure those enrolled complete certification prior to graduation. |
| **Person responsible for monitoring outcome** | Lori Vogel (vogell@martinschools.org) |
| **Evidence-based Strategy** | In order to improve CCA, we need to identify students that are eligible for AP or DE classes and encourage them to participate in upper level course work.<br>At the end of 9th grade, we will identify every student with a 3.0 GPA and counsel them on their options for AP coursework and the option to take SLS on campus.<br>New AP Capstone diploma option with option for ala carte coursework option.<br>More dual enrollment options on campus including SLS, ENC 1101 and 1102.<br>New CTE program for Early Childhood began August 2019. |
| **Rationale for Evidence-based Strategy** | When students have more options to participate in CCA programs they will be able to choice a career path that interests them and be ready for the college or the world of work when they graduate from high school. |
| **Action Step** | |
| **Description** | 1. Monitor students in CTE programs and the testing program with Fidelity<br>2. Identify students with s 3.0 GPA who are eligible to enroll in SLS at the completion of 9th grade. Educate the students and their parent/guardian on the classes available on the JBHS campus for college level course work.<br>3. Create a sophomore cohort in our AP Capstone Diploma Academy with the 9th graders who are currently enrolled in Human Geography or who currently have 3.0 GPA,<br>4. Continue to build enrollment in all choice programs at JBHS / educate all parents across the district about programs specific to JBHS<br>5. Send AP teachers to training for their courses to ensure all course have a pass rate of 70% or higher. |
| **Person Responsible** | Lori Vogel (vogell@martinschools.org) |

| #3 | |
|---|---|
| **Title** | Improve proficiency in ELA and learning gains across all sub groups |
| **Rationale** | Increasing proficiency in ELA will help students be successful in all content areas. All subject areas are working together to take ownership of student growth in ELA by infusing reading and writing skills in to their subject areas. |

| | |
|---|---|
| **State the measurable outcome the school plans to achieve** | ELA proficiency will increase by 8 percentage points as indicated by the 9th and 10th Grade FSA results at the end of the 2019-2020 school year. |
| **Person responsible for monitoring outcome** | Lori Vogel (vogell@martinschools.org) |
| **Evidence-based Strategy** | Deliver four part professional learning series designed to address the PLC cycle and effective grading practices. (Solution Tree) Engage ELA PLC's in small study on assessment capable learners and aligning instructional strategies that are high impact to their specific data. (John Hattie) Writing Across the Curriculum professional development for teachers to infuse writing in all content areas. School-wide instructional strategies that are high impact and practiced quarterly. (Hattie) |
| **Rationale for Evidence-based Strategy** | John Hattie and Solution Tree provide research based practices and strategies for educators that are proven to increase and enhance student achievements. |

| Action Step | |
|---|---|
| **Description** | 1. School-wide review of data to pinpoint ELA areas of focus 2. Training on the PLC process 3. Writing Across the Curriculum Training for all instructional staff. 4. Visible Learning Book Study and roll out to staff 5. Choosing high impact strategies for instructional focus. |
| **Person Responsible** | [no one identified] |

## Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

# Part IV: Title I Requirements

**Additional Title I Requirements**
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

NA

**PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

NA

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

NA

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

NA

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

NA

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

| 1 | III.A. | Areas of Focus: Breaking barriers to build relationships and foster a culture of collaboration for the success of students and staff. | | | | $8,000.00 |
|---|--------|------|------|------|-----|-----|
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 1000 | 239-Other | 0351 - Jensen Beach High School | School Improvement Funds | | $5,000.00 |
| | | | Notes: Avid Training, travel expenses, and supplemental materials. | | | |
| | 1000 | 239-Other | 0351 - Jensen Beach High School | General Fund | | $3,000.00 |
| | | | Notes: Dylan William National Conference on Grading Reform | | | |
| 2 | III.A. | Areas of Focus: College and Career Acceleration | | | | $5,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |

| | | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
|---|---|---|---|---|---|---|---|
| | | 1000 | 239-Other | 0351 - Jensen Beach High School | School Improvement Funds | | $5,000.00 |
| | | | | Notes: AP Training for teachers, travel expenses, and supplemental materials for students. CTE early childhood program development and training. | | | |
| 3 | III.A. | **Areas of Focus: Improve proficiency in ELA and learning gains across all sub groups** | | | | | **$6,000.00** |
| | | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | | 1000 | 239-Other | 0351 - Jensen Beach High School | School Improvement Funds | | $4,000.00 |
| | | | | Notes: Student reading and writing materials for students in ELA and reading classes in grades 9 and 10. AVID WICOR school-wide training and cornell note taking. | | | |
| | | 1000 | 239-Other | 0351 - Jensen Beach High School | Other | | $2,000.00 |
| | | | | Notes: Hattie Visible Learning Professional Learning including books for PLC study and implementation. | | | |
| | | | | | | **Total:** | **$19,000.00** |