

Martin County School District

Jensen Beach High School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	14
Planning for Improvement	20
Positive Culture & Environment	24
Budget to Support Goals	24

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	14
Planning for Improvement	20
Title I Requirements	0
Budget to Support Goals	24

Jensen Beach High School

2875 NW GOLDENROD RD, Jensen Beach, FL 34957

martinschools.org/o/jbhs

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School 9-12</p>	<p>2019-20 Title I School</p> <p>No</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>29%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>29%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Name	Title	Job Duties and Responsibilities
Vogel, Lori	Principal	<ul style="list-style-type: none"> -Support and actualize the district/School mission and vision -Communicate effectively and appropriately within the school and community -Promote public relations and facilitates positive communications between the school and community -Observe and evaluate the performance of employees in accordance with collective bargaining agreements -Interview and recommend applicants for employment according to federal, state and county policies and procedures -Demonstrate appropriate knowledge of curriculum, and evaluates the instructional program and serve as the instructional leader -Establish a positive school climate that includes high expectations, clearly defined goals and objectives -Organize and supervise programs, tasks, and materials to enhance student learning and teacher effectiveness -Implement and lead staff development for professional learning -Oversee all curricular and extracurricular activities of the students and school -Administer and improve the total school program in compliance with all procedures, standards, and regulations; allocates resources, supervises personnel, and coordinates schedules -Implement and oversee procedures for student behavior and assure the safety and welfare of students and staff -Supervise the maintenance and operation of all school facilities and grounds -Organize and manage meetings, conflicts, reports, and paperwork -Develop a school budget, according to established school board, county, and state regulations and guidelines -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 -Delegate and maintain responsibility of tasks as appropriate -Build capacity of leaders -Member of Disaster Recovery Team (shelter site) -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 -Perform other duties as assigned

Name	Title	Job Duties and Responsibilities
Thompson, Jaime	Assistant Principal	<ul style="list-style-type: none"> -Assume responsibility of the school site in the absence of the principal -Support and actualize the District/School mission and vision -Implement and oversee procedures for student behavior and assure the safety and welfare of students and staff -Communicate effectively and appropriately with all stakeholders -Promote public relations and facilitates positive communications between the school and community -Observe and evaluate the performance of employees in accordance with collective bargaining agreements -Interview applicants for employment according to federal, state and county policies and procedures -Demonstrate appropriate knowledge of curriculum, and supports in the evaluation of the instructional program and serve as an instructional leader -Support a positive school climate that includes high expectations, clearly defined goals and objectives -Lead and support staff development for professional learning - Assist in building capacity of leaders -Delegate and maintain responsibility of tasks as appropriate -Serve as a member of Disaster Recovery Team (shelter site) -Assistant 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 -Perform other duties as assigned

Reese, Stacy	Assistant Principal	<ul style="list-style-type: none"> -Assume responsibility of the school site in the absence of the principal -Support and actualize the District/School mission and vision -Implement and oversee procedures for student behavior and assure the safety and welfare of students and staff -Communicate effectively and appropriately with all stakeholders -Promote public relations and facilitates positive communications between the school and community -Observe and evaluate the performance of employees in accordance with collective bargaining agreements -Interview applicants for employment according to federal, state and county policies and procedures -Demonstrate appropriate knowledge of curriculum, and supports in the evaluation of the instructional program and serve as an instructional leader -Support a positive school climate that includes high expectations, clearly defined goals and objectives -Lead and support staff development for professional learning -Assist in building capacity of leaders
--------------	---------------------	---

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> -Delegate and maintain responsibility of tasks as appropriate -Serve as a member of Disaster Recovery Team (shelter site) -Assistant 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 -Perform other duties as assigned
<p>Graff, Lauren</p>	<p>Assistant Principal</p>	<ul style="list-style-type: none"> - Assume responsibility of the school site in the absence of the principal - Support and actualize the District/School mission and vision - Implement and oversee procedures for student behavior and assure the safety and welfare of students and staff - Communicate effectively and appropriately with all stakeholders -Promote public relations and facilitates positive communications between the school and community -Observe and evaluate the performance of employees in accordance with collective bargaining agreements - Interview applicants for employment according to federal, state and county policies and procedures - Demonstrate appropriate knowledge of curriculum, and supports in the evaluation of the instructional program and serve as an instructional leader - Support a positive school climate that includes high expectations, clearly defined goals and objectives- Lead and support staff development for professional learning - Assist in building capacity of leaders - Delegate and maintain responsibility of tasks as appropriate - Serve as a member of Disaster Recovery Team (shelter site) - Assistant 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 - Perform other duties as assigned
<p>Calzadilla , Anthony</p>	<p>Assistant Principal</p>	<ul style="list-style-type: none"> - Assume responsibility of the school site in the absence of the principal - Support and actualize the District/School mission and vision - Implement and oversee procedures for student behavior and assure the safety and welfare of students and staff - Communicate effectively and appropriately with all stakeholders - Promote public relations and facilitates positive communications between the school and community - Observe and evaluate the performance of employees in accordance with collective bargaining agreements

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - Interview applicants for employment according to federal, state and county policies and procedures - Demonstrate appropriate knowledge of curriculum, and supports in the evaluation of the instructional program and serve as an instructional leader - Support a positive school climate that includes high expectations, clearly defined goals and objectives - Lead and support staff development for professional learning - Assist in building capacity of leaders - Delegate and maintain responsibility of tasks as appropriate - Serve as a member of Disaster Recovery Team (shelter site) - Assistant 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 - Perform other duties as assigned

Gucciardo, Mary	Instructional Coach	<p>Knowledge of the school district reading plan. Knowledge of reading curricula. Knowledge of evidence based reading research programs and materials. Knowledge of current technology as it relates to reading programs, materials and assessments. Knowledge of learning styles, instructional strategies and varied teaching methods. Knowledge of current trends, evidence based reading research, and best practices related to reading instruction. Ability to communicate orally and in writing with adults and students. Ability to effectively assess levels of student achievement, analyze test results and prescribe actions for improvement. Ability to plan, establish priorities, implement and conduct staff development activities for maximum effectiveness based on differentiated teacher needs.</p>
-----------------	---------------------	--

Demographic Information

Principal start date

Monday 8/24/2015, Lori Vogel

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

0

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

4

Total number of teacher positions allocated to the school

76

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	37%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (68%) 2017-18: A (67%) 2016-17: A (67%) 2015-16: B (59%)
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](#).

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	0	341	351	353	385	1430
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	34	19	24	34	111
One or more suspensions	0	0	0	0	0	0	0	0	0	0	4	1	0	1	6
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	30	0	30
Level 1 on 2019 statewide Math assessment	0	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	55	37	179	68	339

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	22	13	26	15	76
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 10/27/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	357	369	401	360	1487
Attendance below 90 percent	0	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	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	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	30	0	0	30

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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	
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	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	30	0	0	30

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	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	0
Students retained two or more times	0	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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(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.

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%

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
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%	0

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%	0
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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%	0
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%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	70
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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 an overall 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 prior to the 2020 assessments being cancelled due to the pandemic. It is important to note that the data we are reviewing is 2 year old data and all comes from middle school assessments.

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.

In 2019, our black students' sub group in biology increased to a 41% gap in our sub group data. There were 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% to 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. Professional learning community work is taking place with fidelity, the use of formative and summative assessment, and all instruction is data driven.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

With remote learning options in place this year, it is difficult to maintain attendance, student engagement, and assist struggling learners with the same level of attention as years prior. We are working on ways to engage students both remote and in the classroom via new Kagan training meant to bridge gaps between remote and in person learners as well as having admin assigned to a grade level to assist with phone calls and individual meetings with students.

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

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

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and 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.

- Measurable Outcome:**
- ELA Learning Gains in Grade 10 for students taking ELA 10 for will increase from 61% to 66%
 - Increase L25 Learning Gains in Grade 10 ELA from 49% to 54%
 - Proficiency for Algebra I for first time test takers will increase from 72% to 76%
 - Proficiency for Geometry for first time test takers will increase from 70% to 74%
 - Math Learning Gains for students taking Algebra I for the first time will increase from 62% to 66%
 - Math Learning Gains for students taking Geometry for the first time will increase from 39% to 43%
 - Increase L25 Learning Gains in Math Grades 9 & 10 from 47% to 51%
 - Improve Biology EOC Scores from 85% proficiency to 87% proficiency
 - Improve History EOC Scores from 87% to 89%
 - Decrease student incidents leading to suspension from 307 school incidents to 292 school incidents as reported in Focus
 - Improve School wide AP test scores to 78% over all pass rate
 - Improve AP Test Scores in
 - o Statistics from 50% to 70%
 - o Environmental Science from 63% to 70%
 - o US Government and Politics from 64% to 70%
 - o US History from 61% to 70%
 - o Macroeconomics from 32% to 45%
 - Maintain School of Excellence designation from the FLDOE

Person responsible for monitoring outcome: Lori Vogel (vogell@martinschools.org)

- Evidence-based Strategy:**
- Kagan
 - Student shedding research
 - Increased focus on grade levels by administration with meetings, monitoring and personalized service.
 - Developing Assessment Capable Visible Learners- John Hattie- Book study with leadership team and conference attended.
 - Exploring Grading Practices- Dylan Williams Conference attended and book study
 - 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 Steps to Implement

1. Each administrator has taken on a grade level to assist in monitoring and building relationships with students.

2. Student services plc meets weekly to address all grade levels concerns with our school-wide interventionist leading the team.
3. Professional developments completed/planned are centered around school data and research based strategies and educational trends as indicated in the previous section.
4. Focus on PLC process is threaded throughout all subsequent professional learning offerings.

Person Responsible Lori Vogel (vogell@martinschools.org)

#2. Instructional Practice specifically relating to Graduation

Area of Focus Description and 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.
Measurable Outcome:	<p>Increase CCA from 64% to 69% in the 2019-2020 school year.</p> <p>Increase AP enrollment in sub groups</p> <p>Increase dual enrollment participation</p> <p>Monitor all students in CTE programs and ensure those enrolled complete certification prior to graduation.</p>
Person responsible for monitoring outcome:	Lori Vogel (vogell@martinschools.org)
Evidence-based Strategy:	<p>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.</p> <p>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.</p> <p>New AP Capstone diploma option with option for ala carte coursework option.</p> <p>More dual enrollment options on campus including SLS, ENC 1101 and 1102.</p> <p>New CTE program for Early Childhood began August 2019.</p>
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 Steps to Implement

1. Monitor students in CTE programs and the testing program with Fidelity
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.
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,
4. Continue to build enrollment in all choice programs at JBHS / educate all parents across the district about programs specific to JBHS
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. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: Improve proficiency in ELA and learning gains across all sub groups. 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.

Measurable Outcome: 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)

Deliver four part professional learning series designed to address the PLC cycle and effective grading practices. (Solution Tree)

Evidence-based Strategy: Engage all PLC's in the use of formative and summative assessments to inform instruction, differentiation, and small group instruction.

School-wide instructional practices that are standards based and engaging for remote and in person learners.

Rationale for Evidence-based Strategy: Dylan Williams and Solution Tree provide research base practices and strategies for educators that are proven to increase and enhance student achievements.

Action Steps to Implement

1. School-wide review of data to pinpoint ELA areas of focus
2. Training on the PLC process
3. Engagement strategies to bridge remote and in person learners
4. Assessment practices professional development.

Person Responsible Lori Vogel (vogell@martinschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The school leadership team has scheduled intentional planning days for teachers in all testes areas to review district data and formative assessment data. Teams will identify students in sub groups and lowest quartile and plan for learning to meet student individual needs. Professional development decisions are being made based on data and needs analysis from the perspective of the pandemic to include additional Kagan training to bridge the gap between remote learners and in person learners. Additionally, administrators and the student services collaborative teams are working in concert to call home for students and/or meet with them on a more personalized level. Credit recovery options for students in the second semester are being planned using grade book data.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Jensen Beach High School is a Gold Model PBIS (Positive Behavioral Interventions and Supports) school for the 2019-2020 school year. Our PBIS committee works closely with students, parents, staff and community members to provide opportunities for our students and staff members to be recognized for promoting a positive school climate. Discipline data is examined monthly by our Core PBIS Team to ensure equitable disciplinary outcomes for all students on campus. Intensive, targeted interventions are implemented based on students' needs and are monitored for fidelity.

The Safe School Ambassadors Program is an evidence-based program that harnesses the power of students to prevent and stop bullying and mistreatment. It is considered a social-emotional learning program which outside stakeholders from Impact Associates came to train staff and students on how to facilitate positive change. Social emotional learning is embedded into our weekly schedule through community building activities created by student services.

Additionally, JBHS holds schools based information sessions for each grade level as well as college financial planning and local scholarship information sessions each year. We also host information sessions for stakeholders (IRSC) and ensure that we communicate information through multiple outlets including our website and social media.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1000	239-Other	0351 - Jensen Beach High School	School Improvement Funds		\$5,000.00
			<i>Notes: Coach Rudy SEL learning professional development for staff. Continue to work on building engagement in the classroom with Kagan add on PD to address remote learning needs and post COVID needs for both teachers and students.</i>			

2	III.A.	Areas of Focus: Instructional Practice: Graduation				\$3,000.00
Function	Object	Budget Focus	Funding Source	FTE	2020-21	
1000	239-Other	0351 - Jensen Beach High School	School Improvement Funds		\$3,000.00	
<i>Notes: Assist students with ACT and SAT exam fees and tutoring.</i>						
3	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$3,000.00
Function	Object	Budget Focus	Funding Source	FTE	2020-21	
1000	239-Other	0351 - Jensen Beach High School	School Improvement Funds		\$3,000.00	
<i>Notes: Professional development on standards based instruction and equitable grading practices.</i>						
Total:					\$11,000.00	