

Martin County School District

Jensen Beach High School



2021-22 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 (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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	37%
2020-21 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%)
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	

* 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

<p>School Type and Grades Served (per MSID File)</p> <p>High School 9-12</p>	<p>2020-21 Title I School</p> <p>No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>28%</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>31%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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	Position 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	Position 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
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Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - 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>Wonnell , Kathleen</p>	<p>Dean</p>	<ul style="list-style-type: none"> ? Conduct thorough, detailed student investigations ? Identify students requiring interventions and assist in problem solving ? Assist in establishing campus safety procedures ? Understand the Code of Student Conduct, Board policies and Florida Statutes as it relates to student discipline and welfare ? Provide supervision of students ? Facilitate PBIS, Character Counts and MTSS structure campus wide ? Assist with Prevention Programs ? Develop positive relationships with students, families and community through collaborative efforts ? Assist with Social emotional Learning (SEL) ? Be a member of the Threat Assessment Team ? Perform other duties as assigned
<p>Calzadilla , Anthony</p>	<p>Assistant Principal</p>	<p>Assume responsibility of the school site in the absence of the principal</p> <ul style="list-style-type: none"> -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

Name	Position Title	Job Duties and Responsibilities
		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	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.

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.*

6

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.*

12

Total number of teacher positions allocated to the school

71

Total number of students enrolled at the school

1,436

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

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

5

Demographic Data

Early Warning Systems

2021-22

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	364	370	372	401	1507
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	58	47	55	62	222
One or more suspensions	0	0	0	0	0	0	0	0	0	24	15	7	7	53
Course failure in ELA	0	0	0	0	0	0	0	0	0	23	14	7	5	49
Course failure in Math	0	0	0	0	0	0	0	0	0	13	27	12	1	53
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	41	33	30	7	111
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	51	61	33	8	153
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	41	33	30	7	111

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	53	53	35	11	152

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	2	3	0	4	9

Date this data was collected or last updated

Monday 10/11/2021

2020-21 - 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	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	0
Course failure in Math	0	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	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	0

2020-21 - 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	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	0
Course failure in Math	0	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	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	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

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				72%	71%	56%	73%	69%	56%
ELA Learning Gains				61%	59%	51%	64%	59%	53%
ELA Lowest 25th Percentile				50%	55%	42%	56%	52%	44%
Math Achievement				70%	69%	51%	67%	63%	51%
Math Learning Gains				48%	52%	48%	50%	56%	48%
Math Lowest 25th Percentile				47%	46%	45%	45%	44%	45%
Science Achievement				84%	82%	68%	83%	82%	67%
Social Studies Achievement				87%	84%	73%	80%	76%	71%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	70%	61%	9%	55%	15%
Cohort Comparison						
10	2021					
	2019	72%	59%	13%	53%	19%
Cohort Comparison		-70%				

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
2021					
2019	85%	74%	11%	67%	18%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	87%	78%	9%	70%	17%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	72%	75%	-3%	61%	11%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	69%	65%	4%	57%	12%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The Martin County School District requires the following progress monitoring assessments to be given: Progress Monitoring Tests (PMT), Common Quarterly Assessments (CQA), Unit Assessments and Interim Assessments (UA and IA), and Adaptive Progress Monitoring (APM).

PMTs are a process used to determine whether a student's academic performance is improving, and how effective instruction has been. PMTs are not given at the high school level.

CQAs measure student performance on standards being taught during each quarter. CQAs are given in the following subjects: Algebra 1, Geometry, Biology, and US History.

UAs and IAs measure student performance on standards being taught during each unit and/or specific time period. UAs and IAs are given in grades 9-12 in English Language Arts.

APMs are a process used to determine whether a student's academic performance is improving, at what rate it is improving, and how effective instruction has been. APMs are given in 9th and 10th grade English Language Arts.

In addition, the district requires a diagnostic test to be given in 11th and 12th grade English Language Arts.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48.95	0	56.75
	Economically Disadvantaged	35.11	0	39.66
	Students With Disabilities	22.86	0	23.33
	English Language Learners	18.18	0	10.81
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23.26	11.04	14.53
	Economically Disadvantaged	13.87	6.71	8.96
	Students With Disabilities	5.56	4.76	1.96
	English Language Learners	8.00	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	44.89	70.	59.57
	Economically Disadvantaged	32.93	54.76	43.53
	Students With Disabilities	14.29	23.33	34.48
	English Language Learners	33.33	50.0	36.36
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48.09	0	56.90
	Economically Disadvantaged	35.02	0	41.52
	Students With Disabilities	22.64	0	26.53
	English Language Learners	17.02	0	10.81
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23.76	11.69	14.72
	Economically Disadvantaged	13.77	6.71	8.89
	Students With Disabilities	10.17	4.62	1.75
	English Language Learners	13.33	3.45	0.00
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	44.89	70.0	59.57
	Economically Disadvantaged	32.93	54.76	43.5
	Students With Disabilities	14.29	23.33	34.48
	English Language Learners	33.33	50.	36.36
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46.35	0	57.28
	Economically Disadvantaged	28.97	0	42.17
	Students With Disabilities	28.26	0	38.46
	English Language Learners	19.05	0	14.29
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13.55	3.31	6.80
	Economically Disadvantaged	12.05	2.02	4.76
	Students With Disabilities	7.69	2.13	0
	English Language Learners	15.38	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	18.97	61.58	37.95
	Economically Disadvantaged	14.77	60.67	33.72
	Students With Disabilities	8.82	42.11	1.15
	English Language Learners	7.14	66.67	21.43

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	6.45	0	0
	Economically Disadvantaged	12.50	0	0
	Students With Disabilities	12.50	0	0
	English Language Learners	12.50	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7.02	1.30	4.35
	Economically Disadvantaged	4.0	0	4.55
	Students With Disabilities	6.25	0	0
	English Language Learners	12.50	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	32	30	26	23	38	28	55	46		93	25
ELL	36	47	38	23	31		50	36		73	27
ASN	86	82									
BLK	46	50	35	21	37	43	57	40		97	14
HSP	66	65	39	42	32	10	70	75		89	59

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
MUL	81	69		47	38		73				
WHT	74	59	53	59	33	43	85	78		96	63
FRL	55	55	44	40	40	38	67	62		93	44
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	77
Total Points Earned for the Federal Index	687
Total Components for the Federal Index	11
Percent Tested	95%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	44
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	84
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	44
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	56
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	62
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	64
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	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

While graduation rate has increased in the past 2 years, our college and career acceleration points have been on the decline. ELA achievement has also been increasing while math learning gains and proficiency have been declining. Math proficiency and learning gains in algebra and geometry is an area for us to focus on.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

While the 2019 data did not show significant decline in algebra and geometry, the 2021 data shows there is work to be done to bring proficiency back to pre-covid levels. There was a significant decrease in proficiency in both areas with our African American and ELL subgroups showing the biggest decline in algebra and geometry. Scheduling students effectively in 2020 and 2021 proved to be difficult for students lacking skills to be successful in the next math class in their progression. Further analysis sees a need for improvement in for ELL and ESE students in Biology achievement and a deeper need for all sub-group performance in Us History.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors include the COVID impact on remote learners and less engagement for in person learners last year. Attendance was an issue all around due to policies in place as well as the challenge of getting students to come to school who weren't showing adequate progress. Gaps from school closures in the 2020 school year also contributed to the decline in scores as teachers were faced with bridging gaps and less time to cover standards.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA in 9th and 10th grade stayed on par with previous years performance. Sub-group achievement stayed the same with fluctuations in increases and declines within 2-5% range. 10th grade ELA proficiency increased in 2021 despite the COVID impacts and 10th grade only saw a slight decrease.

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

The ELA team of teachers is a veteran team who have been working in their content together for a number of years. They take intentional planning days each school year to review progress monitoring and formative data to make informed instructional decisions for students.

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

Essential standards within the scope and sequence will need to be looked at to find room for remediation and bridge gaps. We will revisit student engagement strategies as students re-acclimate back to a traditional learning environment. Ensuring that the PLC cycle is being followed with fidelity will also be critical so that teachers can effectively use formative data to make teaching decisions that are tailored to their student population needs. Administrators and counselors need to look at deep historical data student by student in order to make sure they are scheduled into the next appropriate math class that is aligned with their ability. Focused tutoring centered around standards will be implemented to target areas of deficiency.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Kagan refresher course was scheduled during pre-school week to re-acclimate to traditional in school engagement strategies. Student choice and voice PD is scheduled to help teachers find alternate ways for students to show mastery of standards. Flexible grouping and differentiated instruction will also be introduced in 2021 professional development. Special training for meeting the needs of students with disabilities will also be implemented. Further professional development will include culturally relevant teaching strategies.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services include before and after school tutoring with weekends offered. A newly founded Equity, Diversity, and Inclusion Committee was formed to increase opportunity and availability of curriculum to all students and build a safe climate conducive to learning.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale: College and career readiness goes hand in hand with graduation rate and students taking rigorous coursework and those students enrolled in a CTE pathway. We have seen a decrease in college and career acceleration points over the past few years and need to focus on these areas for improvement.

Measurable Outcome:

- Increase graduation rate by 5%
- Increase percent of unique students in rigorous in AP and dual enrollment courses by 5%
- Increase number of students concentrating in a CTE pathway by 5%
- Increase the number of unique students earning Industry Certification by 5%

Monitoring:

-

Weekly meetings for the student services PLC to track student progress towards goals. They are tracked on a sheet that contains a wide range of data including GPA, credits, grades, attendance, quality points, discipline, etc. Monitoring and counseling on course requests by using data to call home to students meeting criteria for CTE or rigorous coursework. Participating in district local needs assessments for CTE courses to help expand our medical skills program and refresh our current offerings. Monitoring enrollment in new Pre-ap courses for percentage increases over the next 5 years.

Person responsible for monitoring outcome: Jaime Thompson (thompsj@martinschools.org)

Evidence-based Strategy: The PLC cycle will be used to help monitor our progress towards measurable outcomes. The PLC cycle allows the team to employ checks and balances on our

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Out of 505 high schools in the state, Jensen Beach High School ranked 116th. Jensen Beach High School reported 1.8 incidents per 100 students, in comparison to an average 3.3 incidents per 100 students statewide. In suspensions, JBHS ranked 177 out of 505 high schools, with a total of 121 suspensions, or 8.2 per 100 students. This number has steadily decreased each year, down from 257 incidents of suspension in 2014. Violent incidents and drug/public order incidents were ranked low in comparison to other high schools in the state, but property incidents were ranked high in comparison to other high schools statewide.

During the upcoming school year, Jensen Beach High School will continue to monitor our incidents resulting in suspension, as we know the negative impacts that out of school suspension has on students in terms of academic progress and future predictability of successful citizenship. This will be our primary area of focus, as keeping students in school will be particularly important this year to combat the academic deficits that have occurred as a result of the COVID-19 pandemic. Additionally, we will focus on property incidents as our secondary area of concern, improving campus security to reduce theft and ensure students value the campus environment and their peers' property.

Through a schoolwide Positive Behavioral Interventions and Support (PBIS) program, the school culture and environment will be monitored and JBHS will focus on rewarding students for exhibiting positive behavior. We will continuously work on improving the culture, maintaining an environment that focuses on safety, while promoting student ownership and a family mentality. We will work diligently on teaching and reinforcing behavioral expectations while preparing students to enter postsecondary institutions, military or public service arenas, and/or the ever-changing workforce.

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.

Jensen Beach High School is a Gold Model PBIS (Positive Behavioral Interventions and Supports) school for the 2021-2022 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 a continuing program at Jensen Beach High School and 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 have come 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. Jensen Beach High School also continues its' participation in the district's Communication Circles program. The Communication Circles program's explicit goal is to build and foster better community in schools through shared discussion in a safe environment.

New to Jensen Beach High School for the 2021-2022 school year are two new leadership committees. Both teams are comprised of administration members and selected teachers who have a passion for improving the school culture through targeted (intervention? Data analysis?). The Literacy Leadership Team (LLT) will be tasked with developing a multi-tiered system of support(s?) for literacy growth and achievement. The focus for the team will be to develop short and long-term literacy goals for the school, as well as creating the school-wide system of support(s?). The Equity, Diversity, and Inclusion Committee (EDIC) has been developed to ensure students of all backgrounds, wealth class, race, gender, etc. succeed and thrive at Jensen Beach High School. The EDIC team hopes to identify areas of need amongst the school's (minority?) populations, then develop action plans to address and correct those areas of deficiency.

Lastly, 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Along with the administration team, leading teachers are identified and promoted to positions of leadership within the school. As mentioned above, the LLT and EDIC teams have been developed to give leading teachers an increased voice in school-wide community building. The administrative team believes that inviting teachers to participate in leadership teams and school initiatives helps to invest those teachers into school outcomes. Additionally, administrative leaders actively search for invested parents and community members to participate in school programs and committees.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Graduation	\$0.00
Total:			\$0.00