Duval County Public Schools

Jacksonville Beach Elementary School

2019-20 Schoolwide Improvement Plan

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Jacksonville Beach Elementary School

315 10TH ST S, Jacksonville Beach, FL 32250

http://www.duvalschools.org/jbe

Demographics

Principal: Cameron Mattingly A

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	15%
2018-19 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 Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (91%) 2017-18: A (89%) 2016-17: A (89%) 2015-16: A (91%) 2014-15: A (98%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
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 was approved by the Duval County School Board on 10/1/2019.

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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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)
Elementary School KG-5	No	6%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

As a dedicated magnet school for gifted and academically talented students, we are committed to achieving excellence when meeting the academic, social, and emotional needs of every child.

Core Values:
• We believe that we must evaluate students' needs and strengths, and provide differentiated instruction to meet the needs of each individual.

• We will strive to help children develop personal value systems, appreciation and respect for others, and a positive self-concept.

• We will make standards and high expectations clear, and teach students that effort and responsibility will lead to their growth as learners.

• We strive to nurture the creativity and curious mind by providing opportunities and experiences that educate and develop the whole child.

• We are committed to continued professional learning and collaboration with all stakeholders including parents, teachers, and school community members.

Provide the school's vision statement.

At Jacksonville Beach Elementary School, we are committed to meeting the needs of all students by providing an enriching and challenging education; teaching children to seek, explore, discover, and develop their minds to the fullest potential; inspiring students for success in college or career; and teaching them the skills needed to be responsible citizens and lifelong learners.

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
Mattingly, Cameron	Principal	The Principal provides a common vision and mission for the school (based on Four Pillars of Excellent Instruction & District Excellence Subject-Area Documents); uses data-based, decision-making to ensure that faculty/staff are appropriately matched with teaching assignments and instructional supports/resources are being used with targeted students; ensures that instructional staff members are aligning daily instruction and formative/ summative assessments with Florida Standards (LAFS/MAFS/NGSSS); and that all classrooms have developed systems for differentiated instruction that meet the various learning needs of students as evidenced by current achievement data. Additionally, the principal provides instructional supports/ materials for RtI implementation by teachers, ensures implementation of intervention supports and documentation, ensures adequate professional development to support RtI & MTSS implementation, and communicates with parents regarding school-based instructional plans and activities.
Chin, Tracy	Teacher, K-12	Mrs. Chin serves as the lead teacher for gifted instruction in primary and intermediate content areas. She attends district meetings to learn more about new district initiatives and curricular expectations in the area of gifted education. She conducts professional development through modeling gifted curriculum delivery for other teachers, leading collaborative planning sessions, leading the school-based Gifted Committee, and providing workshops on early release days as necessary. She serves a lead school representative when teachers from other schools visit the JBE campus to observe gifted instruction and represents the school as a presenter at local professional conferences. Her daily duties include assisting her colleagues with EP development; small group instruction in the areas of ELA, Math, and Science; and facilitating the delivery of gifted curriculum components (i.e. Code.org; Genius Hour, research processes, project-based learning).
Cheanvechai, Lori	Teacher, K-12	Ms. Cheanvechai serves as a lead teacher on the Kindergarten grade level. She attends district meetings to learn more about new district initiatives and curricular expectations. She conducts professional development through serving as a model for "accelerated" Kindergarten instruction, leading collaborative planning sessions, and providing professional development to others through early release training sessions and/or committee meetings.
Shiver, Cathy	Teacher, K-12	Mrs. Shiver serves as a lead teacher on the 1st-grade level. She attends district meetings to learn more about new district initiatives and curricular expectations. She has served as a mentor to new teachers on her grade level, takes the lead during collaborative planning sessions with curriculum decisions, and provides professional development to others through early release training sessions and/or committee meetings.
Farrell, Pamela	Teacher, K-12	Ms. Farrell serves as a lead teacher on the 2nd grade level in the area of mathematics and science. She attends district meetings to learn more about new district initiatives and curricular expectations. She serves as a mentor to new teachers on her grade level, takes the lead with curriculum decisions during collaborative planning sessions , and provides professional

Name	Title	Job Duties and Responsibilities
		development to others through early release training sessions and/or committee meetings. She also serves as the Lead Magnet Teacher and assumes the responsibility for arranging school-based magnet tours, leading the School Choice Expo, and orienting newly accepted families to JBE during the New Parent Orientation.
Horton, Nichole	Teacher, K-12	Mrs. Horton serves as a lead teacher on the 5th-grade level and a content area expert in mathematics. She attends district meetings to learn more about new district initiatives and curricular expectations. She conducts professional development through serving as a model teacher within the school community, leading collaborative planning sessions, and providing professional development to others through early release training sessions and/or committee meetings.
Kolb, Johanna	Teacher, K-12	Ms. Kolb serves as a lead teacher on the 3rd grade level and a content area expert in mathematics. She attends district meetings to learn more about new district initiatives and curricular expectations. She conducts professional development through serving as a model teacher within the school community, leading collaborative planning sessions, and providing professional development to others through early release training sessions and/or committee meetings. She serves a lead school representative when teachers from other schools visit the JBE campus to observe gifted instruction and represents the school as a presenter at local professional conferences.
Peters, Pam	Teacher, K-12	Mrs. Peters serves as a lead teacher on the 4th-grade level and a content area expert in ELA. She attends district meetings to learn more about new district initiatives and curricular expectations. She conducts professional development through serving as a model teacher within the school community, leading collaborative planning sessions, and providing professional development to others through early release training sessions and/or committee meetings.
Chatman, Edna	Teacher, K-12	She develops, leads, and evaluates school core content standards/ programs; and identifies/analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. She identifies systematic patterns of student need from the "whole child" perspective while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with school -wide screening programs that provide early intervention services for children considered to be “at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development aligned with teachers' observed/self-reported needs; and provides support for assessment and implementation monitoring of instructional plans.

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	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	

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	1	1	1	0	4	0	0	0	0	0	0	0	7
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)

30

Date this data was collected or last updated

Tuesday 8/27/2019

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	14	3	4	1	5	3	0	0	0	0	0	0	0	30
One or more suspensions	2	2	1	0	0	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	3	0	0	4	0	2	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	0	2	0	0	0	0	0	0	0	0	2

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	1	0	0	0	0	0	0	0	0	1

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	97%	50%	57%	97%	49%	55%
ELA Learning Gains	82%	56%	58%	82%	56%	57%
ELA Lowest 25th Percentile	84%	50%	53%	78%	54%	52%
Math Achievement	99%	62%	63%	99%	62%	61%
Math Learning Gains	91%	63%	62%	82%	63%	61%
Math Lowest 25th Percentile	88%	52%	51%	85%	54%	51%
Science Achievement	95%	48%	53%	97%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
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)

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
03	2019	99%	51%	48%	58%	41%
	2018	93%	50%	43%	57%	36%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	96%	52%	44%	58%	38%
	2018	96%	49%	47%	56%	40%
Same Grade Comparison		0%				
Cohort Comparison		3%				
05	2019	97%	50%	47%	56%	41%
	2018	98%	51%	47%	55%	43%
Same Grade Comparison		-1%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	100%	61%	39%	62%	38%
	2018	98%	59%	39%	62%	36%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	98%	64%	34%	64%	34%
	2018	98%	60%	38%	62%	36%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019	99%	57%	42%	60%	39%
	2018	99%	61%	38%	61%	38%
Same Grade Comparison		0%				
Cohort Comparison		1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	95%	49%	46%	53%	42%
	2018	96%	56%	40%	55%	41%
Same Grade Comparison		-1%				
Cohort Comparison						

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	84	77	71	89	65	60	70				

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
ASN	98	84	81	100	99	94	97				
BLK	100	70		94	60						
HSP	100	81		100	88		100				
MUL	95	74		100	97		87				
WHT	96	84	84	99	88	89	97				
FRL	100	86		100	86						

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	87	85		90	69						
ASN	97	82	64	98	90	79	98				
BLK	94			100							
HSP	100	71		100	94						
MUL	96	81	90	100	90		100				
WHT	95	79	70	99	89	86	95				
FRL	97	74	90	97	83	91	91				

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	81	68	55	92	79	70	75				
ASN	99	83	78	100	89	100	100				
BLK	100	82		93	82						
HSP	93	61		100	72						
MUL	97	92		100	92		100				
WHT	97	84	79	99	78	77	100				
FRL	97	76		90	86	73	85				

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	91
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	
Total Points Earned for the Federal Index	636
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	74
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	93
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	81
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	94
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	91
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	
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	91
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	93
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.

After reviewing overall data points and those disaggregated by subgroups, it is evident that ELA learning gains and LPQ learning gains (especially for Students With Disabilities) had the lowest performance compared to other components included in the school grade. The only subgroups that showed less achievement than Students with Disabilities related to ELA learning gains were Black and Multi-Racial students. The data shows that Math learning gains and LPQ learning gains for Students With Disabilities generally are the lowest when compared to other subgroups (except for Black Students who have less performance in Math Learning Gains). When reviewing Science data, Students with Disabilities have significantly lower performance levels than all other subgroups. After reviewing subgroup data in its entirety, it is very apparent that Students with Disabilities is the subgroup that has the lowest performance overall when compared to other subgroups within the school community. The Federal Index for this group of students is lower than any other subgroup by 7% and is 20% lower than the highest performing subgroup.

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

Data points showing the greatest decline were Science achievement (decreased by 1% from 96% to 95%), 5th grade ELA proficiency (decreased by 1% from 98% to 97%), 4th grade ELA learning gains (decreased from 82% o 81%), and 4th grade Math LPQ learning gains (decreased from 89% to 79%). Subgroup areas showing the greatest decline were Students with Disabilities ELA learning gains (decreased from 85% to 77%), Multi-Racial ELA learning gains (decreased from 81% to 74%), Hispanic Math learning gains (decreased from 94% to 88%), and Multi-Racial Science achievement (decreased from 100% to 87%). In ELA, potential factors contributing to this decline are the lack of intensive intervention materials focused on comprehension, only having funds to hire a part-time reading interventionist for intermediate grades, lack of consistent writing curriculum for all grades, and

curriculum catering to students who are struggling or on target learners (not meant to enrich higher-level learners). In Math, potential factors contributing to this decline are only having funds to hire a part-time math interventionist for intermediate grades, drastic change in standard complexity from 3rd to 4th grade, lack of fact fluency, limited use of manipulatives, and proper pacing to effectively cover Measurement, Data, & Geometry lessons (lowest categorical area for all tested grades). In Science, potential factors contributing to this decline are Science teachers being new to the content area, new curriculum that was not fully aligned with the NGSSS standards/item specifications, science teachers, student difficulty with vocabulary, and inconsistency implementing center rotations.

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.

Based on comparison data between the school and state averages, the data component that had the greatest gap was Science which was 42% in our favor. Although the overall Science proficiency has been noted to decrease over the past few years (2%in 2016, 1% in 2018, and 1% in 2019), it maintains significantly higher than the state average based on the following factors: correlated reading gaps in our favor (41% over the state average in ELA for 5th grade), integration of technology to increase engagement in the content (i.e. Brain Pop, Gizmos, Penda, Study Jams), use of vocabulary resources to promote knowledge of subject-area vocabulary (Measuring Up, Passwords, increased use of leveled readers during guided reading rotations), and continuous monitoring of data (i.e. standards-based district assessments, benchmark/unit checks, exit tickets).

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

2019 data points with the most growth were 3rd grade ELA proficiency (increased by 6%), 5th grade ELA learning gains (increased by 7%), 4th grade ELA learning gains (increased by 4%), 5th grade ELA LPQ learning gains (increased by 15%), and overall ELA LPA learning gains (increased by 11%). Last year, there were many concerted efforts to focus on overall learning gains and LPQ gains

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

When reviewing behavioral data over the past two years, JBE has made significant progress in reducing the number of Level 2 and 3 Code of Conduct infractions. The number of Level 2 referrals was decreased from 26 in 2017-2018 to 9 in 2018-2019, and the number of Level 3 referrals was decreased from 3 in 2017-2018 and 0 in 2018-2019. In addition, the total number of overall referrals was reduced from 34 involving 16 students to 15 involving 10 students. Although these data points are not an area of concern, it is important to note that current strategies being implemented need to be refined and continued in order to have positive data trends.

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

1. ELA learning gains will increase from 82% to 86% and LPQ learning gains from 84% to 88%.
2. Math LPQ learning gains will increase from 88% to 89%.
3. Science proficiency will increase from 95% to 97%.
4. The overall number of referrals will involve fewer students in 2019-2020 than 2018-2019 (total of 10 students).
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increasing overall Science proficiency for all subgroups
Rationale	From 2017 to 2019, the overall Science proficiency rate has decreased by 1% each year for a total of -2% (from 97% to 95%). From 2018 to 2019, the overall Science proficiency rate for Students with Disabilities is at 70% (lowest performance rate for that subgroup when compared to other content areas). From 2018 to 2019, the overall Science proficiency rates for the following subgroups have decreased: Asian (from 98% to 97%) and Multi-Racial (from 100% to 87%),
State the measurable outcome the school plans to achieve	The overall Science proficiency rate will increase from 95% to 97% with the subgroup proficiency rate for Students with Disabilities increasing from 70% to 75%.
Person responsible for monitoring outcome	Cameron Mattingly (mattinglyc@duvalschools.org)
Evidence-based Strategy	JBE will provide students with hands-on experiences, technology resources, and differentiated center activities on a consistent basis in order to effectively engage them with science content at an appropriate level of rigor and challenge to master grade-level standards.
Rationale for Evidence-based Strategy	Providing hands-on application activities and integration of technology into classroom instruction will increase student engagement during daily lessons and assist students with better retaining information being presented. Because students enter our classrooms at different levels of standards mastery, it is vital that they are provided with scaffolded core work tasks and differentiated center activities (i.e. vocabulary stations, standards remediation activities, guided reading with leveled science readers) when learning and/or reviewing targeted standards for the grade level. In order for 5th-grade students to improve their performance, K through 4th-grade students need to be receiving meaningful science instruction at all levels.
Action Step	
Description	1. Assist teachers with the planning and implementation of differentiated center activities based on data collected through multiple assessments (i.e. exit tickets, PMAs, benchmark assessments, unit pre- and post-tests). These centers will include guided teacher-led stations involving standards-based remediation and practice using supplemental materials, lab activities, integration of reading into science, and technology. 2. JBE will work with the FOJBE PTO to fundraise annually in order to hire a part-time STEM resource teacher and purchase supplementary curriculum materials in order to support primary science instruction occurring in the classroom. Having this resource at the school level ensures that all students are exposed to meaningful and standards-based science instruction. 3. Provide science teachers with professional development opportunities (i.e. district training sessions, observing model Science classrooms within the school district, training on the use of curriculum materials, technology training). 4. Implement the use of student-led conferencing in order for students to increase ownership of their data and develop the skills necessary to articulate their academic needs in the classroom setting. 5.

Person Responsible	Edna Chatman (chatmane@duvalschools.org)

#2	
Title	Consistent implementation of PBIS
Rationale	In the 2018-2019 school year, the increase in consistent and strategie PBIS implementation led to a significant decrease in behavioral incidents and referrals when compared to the 2017-2018 school year. The total number of referrals decreased from 34 to 15, the number of students involved in the referrals decreased from 16 to 10, the number of Level 3 referrals decreased from 3 to 0, and the number of OSS events decreased from 19 to 0.
State the measurable outcome the school plans to achieve	The total number of students involved in behavioral incidents as reflected by discipline referrals this year will be less than the previous year (decrease from 10).
Person responsible for monitoring outcome	Edna Chatman (chatmane@duvalschools.org)
Evidence-based Strategy	All faculty/staff members at JBE will engage in developing and consistently implementing school-wide and classroom-based PBIS systems focused on reinforcement on positive behaviors exhibited by students within the school environment. These practices will be in alignment with expectations established through the Florida PBIS Project in an effort to become a PBIS Model School.
Rationale for Evidence-based Strategy	Through consistent use of PBIS strategies and practices outlined through the Florida PBIS Project during the 2018-2019 school year, the behavioral data collected at the school level shows significant improvement in all areas (as noted above). By creating school-wide and classroom-based systems focused on acknowledging and rewarding positive behaviors exhibited by students, students learn that they will receive more recognition for desired behaviors versus undesired behaviors. Since PBIS systems have been shown to have a positive impact on a school's culture and climate, implementation of these systems will positively impact classroom communities and keep the focus on learning versus instructional interruptions due to negative behaviors.
Action Step	
Description	1. Ensure that all grade levels and classrooms have structured PBIS systems that are being used every day with fidelity. 2. Provide school-wide incentives that reward positive behaviors of school citizens (i.e. RODEO Bingo for the Cafeteria, Lunch Table Trophy of the Week, Golden Starfish Program, Kindness Tree, Students of the Week program). 3. Utilize curriculum materials that promote positive mental health and classroom cultures (i.e. Sanford Harmony, Wellness Wednesdays, CHAMPs). 4. Continue to implement strategies from Growth MIndset resource books aligned with monthly mantras. 5.
Person Responsible	[no one identified]

#3	
Title	Increasing ELA overall learning gains and LPQ learning gains
Rationale	Although ELA learning gains greatly increased (overall gains going from 79% to 82% and LPQ learning gains going from 73% to 84%) in 2018-2019, these school grade categories continue to be the lowest values when compared to other components. From 2018 to 2019, the Students with Disabilities subgroup decreased from 85% to 77%, and the Multi-Racial subgroup decreased from 81% to 74%.
State the measurable outcome the school plans to achieve	In the area of ELA, the overall learning gains will increase by 4% from 82% to 86%, and the LPQ learning gains will increase by 4% from 84% to 88%.
Person responsible for monitoring outcome	Cameron Mattingly (mattinglyc@duvalschools.org)
Evidence-based Strategy	JBE will provide students with scaffolded core work tasks and differentiated center activities on a consistent basis in order to effectively engage them with reading (foundational skills, fluency, vocabulary, comprehension) and writing content at an appropriate level of rigor and challenge (match with item specifications and ALDs) to master grade-level standards.
Rationale for Evidence-based Strategy	Providing data-driven center activities and integration of technology into classroom instruction will increase student engagement during daily lessons and assist students with closing gaps and/or enriching their current background knowledge. Because students enter our classrooms at different levels of standards mastery, it is vital that they are provided with scaffolded core work tasks and center activities specifically targeted on their areas of needs/strengths (i.e. choice stations, vocabulary development, phonics skills, comprehension, project-based learning) when learning and/or reviewing targeted standards for the grade level.
Action Step	
Description	1. Utilize the LLI and Barton curricula to provide intensive interventions to students who are functioning significantly below grade level in the area of reading. 2. Utilize the Writing City & Top Score programs to support consistent and meaningful writing instruction (narrative, informational/expository, opinion) across all grade levels. 3. Utilize Measuring Up, iReady Teacher Toolbox, and Achieve 3000 supplemental resources to provide intervention for students who are below grade-level expectations in various reading domains as outlined in standards-based assessment reports. Utilize technology programs (i.e. Brain Pop, Whooo's Reading) to provide checks for understanding and reading accountability for students). 4. Provide ELA teachers with professional development opportunities (i.e. district training sessions, data chats with administration/lead teachers, training on the use of new curriculum materials, technology training). 5. Provide targeted small group support to specific subgroups through services from the part-time reading interventionist, paraprofessionals, Gifted Lead Teacher, and ESE Teachers.

Person Responsible	Cameron Mattingly (mattinglyc@duvalschools.org)

#4	
Title	Maintain Math overall learning gains and increase Math LPQ learning gains
Rationale	Although Math LPQ learning gains increased by 1% in 2019 from 87% to 88%, this school grade component falls short of the Math overall learning gains which increased from 90% to 91% in 2019. From 2018 to 2019, the Students with Disabilities subgroup decreased from 69% to 65% in the area of Math overall learning gains, and the Hispanic subgroup decreased from 94% to 88%. The Black and Students with Disabilities subgroups showed the lowest performance related to Math overall learning gains when compared with other subgroups in 2019.
State the measurable outcome the school plans to achieve	In the area of Math, the overall learning gains will be maintained at 91%, and the LPQ learning gains will increase by 1% from 88% to 89%.
Person responsible for monitoring outcome	Cameron Mattingly (mattinglyc@duvalschools.org)
Evidence-based Strategy	JBE will provide students with scaffolded core work tasks and differentiated center activities on a consistent basis in order to effectively engage them with math content at an appropriate level of rigor and challenge (match with item specifications and ALDs) to master grade-level standards across various domains (i.e. fact fluency, numbers and operations in base ten, fractions, measurement and geometry).
Rationale for Evidence-based Strategy	Providing data-driven center activities and integration of technology into classroom instruction will increase student engagement during daily lessons and assist students with closing gaps and/or enriching their current background knowledge. Because students enter our classrooms at different levels of standards mastery, it is vital that they are provided with scaffolded core work tasks and center activities specifically targeted on their areas of needs/strengths (i.e. choice stations, number sense, place value knowledge, practice with word problems, use of concrete manipulatives, project-based learning) when learning and/ or reviewing targeted standards for the grade level.
Action Step	
Description	1. Utilize Measuring Up, iReady Teacher Toolbox, and FOCUS supplemental resources to provide intervention for students who are below grade-level expectations in various reading domains as outlined in standards-based assessment reports. Utilize technology programs (i.e. Brain Pop) to provide checks for understanding and math accountability for students). 2. Provide Math teachers with professional development opportunities (i.e. district training sessions, data chats with administration/lead teachers, training on the use of various curriculum resources, technology training). 3. Provide targeted small group support to specific subgroups through services from the part-time math interventionist, paraprofessionals, Gifted Lead Teacher, and ESE Teachers. The primary focus of these services will be to remediate skills deficits that are serving as barriers to understanding grade-level content (especially in the area of measurement, data, and geometry-lowest tested domain in 3rd and 5th-grade math from 2019, and fractions-lowest tested domain in 4th-grade math in 2019).
Person Responsible	Cameron Mattingly (mattinglyc@duvalschools.org)

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 V: Budget

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

1	**III.A.**	**Areas of Focus: Increasing overall Science proficiency for all subgroups**				**$13,125.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6500		1441 - Jacksonville Beach Elementary School	Other	600.0	$875.00
			Notes: The Gizmos program includes interactive math and science simulations for grades 3-12. Gizmos use an inquiry-based approach to learning that has been validated by extensive research as a highly effective way to build a conceptual understanding of Science content through the integration of technology.			
	3336		1441 - Jacksonville Beach Elementary School	Other	600.0	$250.00
			Notes: The Measuring Up Science curriculum materials provide standards-based assessments, targeted instruction and adaptive, differentiated practice to prepare for the FCAT Science assessment.			
	6000		1441 - Jacksonville Beach Elementary School	Other	600.0	$12,000.00
			Notes: In order to effectively support science instruction in the classroom, the FOJBE PTO will fundraise annually to hire a part-time STEM resource teacher to provide resource instruction 1x per every other week to students in grades K-5.			
2	**III.A.**	**Areas of Focus: Consistent implementation of PBIS**				**$250.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3361		1441 - Jacksonville Beach Elementary School	General Fund	600.0	$250.00
			Notes: To support school-wide PBIS practices, the administration can utilize these funds to provide tangible rewards to students based on criteria established by faculty/staff members.			
3	**III.A.**	**Areas of Focus: Increasing ELA overall learning gains and LPQ learning gains**				**$7,300.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6500		1441 - Jacksonville Beach Elementary School	Other	600.0	$2,500.00
			Notes: Brain Pop is a technology program that introduces and reviews standards-related content with students in the area of ELA, Math, Social Studies, and Science. It includes learning games, animated movies, and activities that reinforce classroom instruction. The program also provides checks for understanding to assess student mastery of the content.			
	6500		1441 - Jacksonville Beach Elementary School	Other	600.0	$3,800.00
			Notes: Whooo's Reading is a technology program that provides accountability for independent reading completed by 2nd-5th grade students. This program requires students to complete comprehension checks on their prescribed level to monitor their understanding of the texts they are choosing.			
	3336		1441 - Jacksonville Beach Elementary School	Other	600.0	$500.00

			Notes: Wordly Wise provides direct academic vocabulary instruction to develop the critical link between vocabulary and reading comprehension.			
	3336		1441 - Jacksonville Beach Elementary School	Other	600.0	$500.00
			Notes: The Measuring Up ELA curriculum materials provide standards-based assessments, targeted instruction and adaptive, differentiated practice to prepare for the FSA.			
4	**III.A.**	**Areas of Focus: Maintain Math overall learning gains and increase Math LPQ learning gains**				**$3,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6500		1441 - Jacksonville Beach Elementary School	Other	600.0	$2,500.00
			Notes: Brain Pop is a technology program that introduces and reviews standards-related content with students in the area of ELA, Math, Social Studies, and Science. It includes learning games, animated movies, and activities that reinforce classroom instruction. The program also provides checks for understanding to assess student mastery of the content.			
	3336		1441 - Jacksonville Beach Elementary School	Other	600.0	$500.00
			Notes: The Measuring Up Math curriculum materials provide standards-based assessments, targeted instruction and adaptive, differentiated practice to prepare for the FSA.			
					Total:	**$23,675.00**