Jacksonville Beach Elementary School

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	15%
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 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%)
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 is pending approval by the Duval 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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315 10TH ST S, Jacksonville Beach, FL 32250

http://www.duvalschools.org/jbe

School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	No	8%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

School Grades History

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

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, position title, and job duties/responsibilities 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	Assistant Principal	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.

Demographic Information

Principal start date

Wednesday 7/1/2015, Cameron Mattingly A

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.*

3

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.*

8

Total number of teacher positions allocated to the school

36

Demographic Data

2020-21 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
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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.	

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	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	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	2	7	4	2	0	1	0	0	0	0	0	0	0	16

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 8/7/2020

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	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	

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	72	72	88	98	129	132	0	0	0	0	0	0	0	591
Attendance below 90 percent	2	2	0	1	1	2	0	0	0	0	0	0	0	8
One or more suspensions	1	0	1	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	3	7	5	2	1	1	0	0	0	0	0	0	0	19
Level 1 on statewide assessment	9	20	12	6	0	1	0	0	0	0	0	0	0	48

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	2	7	4	2	0	1	0	0	0	0	0	0	0	16

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
	(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.

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%

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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				
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%	0
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%	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	93
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	0
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%	0
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%	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	91
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	93
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.

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% to 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 curriculum resources that are not fully aligned with the NGSSS standards/item specifications, lack of hands-on leveled readers to assist with non-fiction reading comprehension, 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 LPQ 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?

When reviewing the school's behavioral data comparison from 2018-2019 to 2019-2020, Level I infractions were reduced from 6 to 4, Level II infractions increased from 9 to 17, and Level III infractions slightly increased from 0 to 1. The total number of overall referrals increased from 15 involving 10 students to 22 involving 13 students. Based on a review of this data, current PBIS strategies being implemented need to be adjusted in order to result in a reduction of overall referrals, referrals of greater severity (Level II and Level III), and students receiving referrals during the 2020-2021 school year.

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 decrease by at least 10% to 20 or lower, involve fewer students in 2020-2021 than 2019-2020 (total of 13 students), and only include Level II or lower violations.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Science	
Area of Focus Description and 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%). This area is identified as a critical need since it is the only school grade component that decreased from 2018 to 2019 for the second year in a row.
Measurable Outcome:	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:	Edna Chatman (chatmane@duvalschools.org)
Evidence-based Strategy:	Teachers will use the HMH Florida Core and MTSS: RtI materials to provide multiple levels of student support in Science. Students will receive 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. 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 varying levels of background knowledge, it is vital they are provided with scaffolded core tasks and differentiated center activities (i.e. vocabulary stations, remedial lab activities, guided reading with leveled science readers) when learning and/or reviewing targeted standards. The PENDA blended learning platform, Freckle, and Measuring Up resources will be used to supplement instruction and provide checks for understanding.
Rationale for Evidence-based Strategy:	An Impact Evaluation for DCPS Science found a positive relationship between Penda science activities, in which students achieved mastery, and performance outcomes on the Grade 5 SSA district mock assessment. Averaged mock assessment performance increased by 16% for students who achieved mastery on 20 or more Penda activities compared to students who did not. Students who achieved mastery on 100 or more Penda science achieved the highest performance outcomes. Freckle's differentiated learning platform combines research-backed educational practices with state standards-aligned content resulting in a rigorous, evidence-based curriculum that supports student growth. In the 2017-2018 school year, Freckle's top districts saw 0.9-grade level growth across their students in a 6-month period. A Technical Report by the National Dropout Prevention Center/Network reports that the Measuring Up program is an effective means of promoting mastery of standards-based content. Even with differing levels of implementation, struggling students displayed substantial academic progress.

Action Steps to Implement

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.

Person Responsible   Edna Chatman (chatmane@duvalschools.org)

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.

Person Responsible   Edna Chatman (chatmane@duvalschools.org)

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).

Person Responsible   Edna Chatman (chatmane@duvalschools.org)

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.

Person Responsible   Edna Chatman (chatmane@duvalschools.org)

#2. Culture & Environment specifically relating to Discipline	
Area of Focus Description and Rationale:	In the 2018-2019 school year, the increase in consistent and strategic 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. When reviewing the school's behavioral data comparison from 2018-2019 to 2019-2020, Level I infractions were reduced from 6 to 4, Level II infractions increased from 9 to 17, and Level III infractions slightly increased from 0 to 1. The total number of overall referrals increased from 15 involving 10 students to 22 involving 13 students. Based on a review of this data, current PBIS strategies and social/emotional strategies being implemented need to be adjusted in order to result in a reduction of overall referrals, referrals of greater severity (Level II and Level III), and students receiving referrals during the 2020-2021 school year. This area is identified as a critical need since there was a notable increase in disciplinary incidents that must be addressed.
Measurable Outcome:	The overall number of referrals will decrease by at least 10% to 20 or lower, involve fewer students in 2020-2021 than 2019-2020 (total of 13 students), and only include Level II or lower violations.
Person responsible for monitoring outcome:	Edna Chatman (chatmane@duvalschools.org)
Evidence-based Strategy:	The Center on PBIS states that "Positive Behavioral Interventions and Supports (PBIS) is an evidence-based/ three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day." PBIS creates schools that support everyone – especially students with disabilities – for success. All faculty/staff members at JBE will engage in developing and consistently implementing school-wide and classroom-based PBIS systems focused on reinforcement of 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. The DCPS Culture of "Care"acter Program will be infused into weekly instruction to support Wellness Wednesdays. In addition, the Calm Classroom Program, which helps to integrate mindfulness into the classroom setting, will be implemented at scale in the 2020-2021 school year.
Rationale for Evidence-based Strategy:	Behavioral incidents at the school level continue to be significantly lower than the majority of other schools in DCPS. By creating schoolwide and classroom-based PBIS systems focused on acknowledging and rewarding positive behaviors of students, they learn that they will receive more recognition for desired behaviors versus undesired behaviors. Since PBIS systems are shown to have a positive impact on a school's culture/climate, the implementation of these systems will positively impact classroom communities and keep the focus on learning versus negative behaviors. According to the Cleveland Clinic, "mindfulness may be a tool to enhance emotional health and reduce stress. A systematic review of more than 20 randomized controlled trials in 2011 successfully demonstrated improvements in overall mental health, as well as its benefit for reducing the risk of relapse from depression. Similarly, substantial evidence exists that mindfulness has a positive impact on anxiety disorders such as post-traumatic stress disorder."

Action Steps to Implement

1. Ensure that all grade levels and classrooms have structured PBIS systems that are being used every day with fidelity.

Person Responsible   Edna Chatman (chatmane@duvalschools.org)

2. Provide school-wide incentives that reward positive behaviors of school citizens (i.e. Weekly Resource Spotlight, Lunch Table Trophy of the Week, Golden Starfish Program, Kindness Tree, Students of the Week program).

Person Responsible   Edna Chatman (chatmane@duvalschools.org)

3. Utilize resources and strategies that promote positive mental health and classroom culture (i.e. Sanford Harmony, Wellness Wednesdays, CHAMPs, Culture of "Care"acter, Calm Classroom) with fidelity for all K-5th grade classrooms.

Person Responsible   Edna Chatman (chatmane@duvalschools.org)

4. Continue to implement strategies from Growth Mindset resource books aligned with monthly mantras.

Person Responsible   Edna Chatman (chatmane@duvalschools.org)

5. Monitor disciplinary data monthly in order to identify data trends, Utilize the data to ensure appropriate interventions are implemented and wraparound services are provided to specific students if needed.

Person Responsible   Edna Chatman (chatmane@duvalschools.org)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and 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%.
Measurable Outcome:	In the area of ELA, the overall learning gains will increase by 4% from 82% to 86% and 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 utilize various programs (i.e. Measuring Up resource books, iReady, Lexia Core 5, Freckle, Barton, LLI, Wordly Wise, Whooo's Reading, and Write Score) to provide students with scaffolded ELA core work tasks and differentiated center activities. This will reinforce appropriate instruction in 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. Providing data-driven center activities integrating technology into classroom instruction will increase student engagement during 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.
Rationale for Evidence-based Strategy:	A large-scale research study found a strong correlation between i-Ready Diagnostic scores and FSA scores. Students (including ELL, SWD, and SED) receiving i-Ready Personalized Instruction of 45 minutes per week for at least 18 weeks showed statistically greater growth than the average student who did not. Freckle's differentiated learning platform combines research-backed educational practices with state standards-aligned content resulting in a rigorous, evidence-based curriculum that supports student growth when used as a resource. In the 2017-2018 school year, Freckle's top districts saw 0.9-grade level growth across their students in a 6-month period. A Technical Report by the National Dropout Prevention Center/Network reports that the Measuring Up program is an effective means of promoting mastery of standards-based content. Lexia Core 5 has been found to accelerate the development of fundamental literacy skills. Achieve 3000 uses differentiated reading content to build student fluency, vocabulary, comprehension, and writing across all content areas.

Action Steps to Implement

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. 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)

2. Utilize the Writing City, Top Score, and WriteScore programs to support consistent and meaningful writing instruction (narrative, informational/expository, opinion) across all grade levels.

Person Responsible   Cameron Mattingly (mattinglyc@duvalschools.org)

3. Utilize Measuring Up, Freckle, READY LAFS, iReady Teacher Toolbox, and Wordly Wise print resources to provide intervention, practice, and enrichment for students at all achievement levels.

Person Responsible   Cameron Mattingly (mattinglyc@duvalschools.org)

4. Utilize online and blended learning technology programs (i.e. Brain Pop, iReady Reading, Freckle, Lexia Core 5, and Achieve 3000) to provide personalized learning based on students' assessed levels of understanding. Utilize technology programs (i.e. Brain Pop, Whooo's Reading) to provide checks for understanding and reading accountability for students).

Person Responsible   Cameron Mattingly (mattinglyc@duvalschools.org)

5. 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).

Person Responsible   Cameron Mattingly (mattinglyc@duvalschools.org)

#4. Instructional Practice specifically relating to Math	
Area of Focus Description and 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.
Measurable Outcome:	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 utilize various programs (i.e. Measuring Up resource books, iReady, and Freckle) to provide students with scaffolded core work tasks and differentiated center activities within the daily instructional framework. This will engage them with math content at an appropriate level of rigor (match with item specifications and ALDs) and promote their mastery of grade-level standards across various domains (i.e. fact fluency, numbers and operations in base ten, fractions, measurement and geometry). Providing strong core instruction, data-driven center activities, and integration of technology into the classroom will increase student engagement during lessons and assist students with closing gaps and/or enriching their current background knowledge. Because students enter with different levels of mastery, it is vital they are provided with learning tasks specifically targeted for their areas of needs/strengths (i.e. choice stations, number sense, place value knowledge, word problem practice, use of manipulatives, project-based learning) when learning and/or reviewing targeted standards.
Rationale for Evidence-based Strategy:	A large-scale research study found a strong correlation between i-Ready Diagnostic scores and FSA scores. Students receiving i-Ready Personalized Instruction of 45 minutes per week for at least 18 weeks showed statistically greater growth than the average student who did not. Students who are ELL, disabled, and/or socioeconomically disadvantaged receiving i-Ready Personalized Instruction all saw statistically greater growth than students from the same subgroups who did not. Freckle's differentiated learning platform combines research-backed educational practices with state standards-aligned content resulting in a rigorous, evidence-based curriculum that supports student growth when used as a resource. In the 2017-2018 school year, Freckle's top districts saw 0.9-grade level growth across their students in a 6-month period. A Technical Report by the National Dropout Prevention Center/Network reports that the Measuring Up program is an effective means of promoting mastery of standards-based content. Even with differing levels of implementation, struggling students displayed substantial academic progress.

Action Steps to Implement

1. Utilize Measuring Up, Freckle, Ready MAFS, and iReady Teacher Toolbox print resources to provide intervention, practice, and enrichment for students at all achievement levels.

Person Responsible	Cameron Mattingly (mattinglyc@duvalschools.org)

2. Utilize online and blended learning technology programs (i.e. Brain Pop, iReady Math, Freckle) to provide personalized learning based on students' assessed levels of understanding.

Person Responsible Cameron Mattingly (mattinglyc@duvalschools.org)

3. 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).

Person Responsible Cameron Mattingly (mattinglyc@duvalschools.org)

4. 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)

#5. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	After reviewing data from 133 total classroom walkthroughs documented through the Standards Walkthrough Dashboard during the 2019-2020 school year, the lowest assessed category was Assessing Student Learning (specifically in the areas of "learning arc alignment" and "assessment experience equivalent to demands of state standards and testing"). Although instructional standards are the key focus of the planning process and tasks and materials selected are aligned with the purpose of learning, trend data is showing that work tasks and assessment opportunities intended to align with grade-level standards may not always reflect the progression of the learning arc and/or FSA expectations as they relate to the targeted standard and/or state testing demands.
Measurable Outcome:	The Standards Walkthrough Dashboard data collected during the 2020-2021 school year will cumulatively show an increase of the "learning arc alignment" and "assessment experience equivalent to demands of state standards and testing" ratings from 1 to 1.3 respectively by May 2021.
Person responsible for monitoring outcome:	Cameron Mattingly (mattinglyc@duvalschools.org)
Evidence-based Strategy:	High-quality instructional delivery requires that students are provided with appropriately rigorous learning tasks allowing them to work toward a mastery level of understanding in incremental stages and assessment experiences that are equivalent to demands of state standards and testing. Using collaborative practices, administration and teachers will plan and assess instructional plans using guiding documents (i.e. ALDs, Item Specs, explanation of terminology from standards, CGs) to provide students with proper scope and sequence of content delivery and fully aligned assessment experiences. Using the district's Standards Walkthrough Tool (specifically the Assessing Student Learning domain criteria), administrators can identify classrooms in which work tasks and assessment expectations are fully aligned with grade-level standards during instruction.
Rationale for Evidence-based Strategy:	As expressed in the Opportunity Myth (TNTP document), schools need to ensure students are getting standards-aligned and grade-appropriate instruction, so they are prepared to face the rigorous assessments designed by the state, along with the following year's progression of standards. According to the NAGC, "gifted students must rely on...a responsive teacher, or an innovative school administrator to ensure that they are adequately challenged in the classroom". It is the responsibility of instructional personnel to work collaboratively to ensure that students at all levels of achievement are exposed to challenging work tasks that increase their depth of knowledge and aligned assessments that measure responsiveness to instruction.

Action Steps to Implement

1. Conduct alignment analysis or core work tasks and assessments using the EQUIP protocol during collaborative sessions attended by admin and instructional personnel.

Person Responsible	Edna Chatman (chatmane@duvalschools.org)

2. Design standards-aligned core work tasks and assessments using district and state guiding documents (i.e. ALDs, item specifications) during collaborative sessions attended by admin and instructional personnel.

Person Responsible	Edna Chatman (chatmane@duvalschools.org)

3. Implement gifted curriculum resources and instructional best practices from the Visible Learning book study as added layers of support when providing standards-aligned enrichment opportunities for students directly connected to core instruction.

Person Responsible   Tracy Chin (chint@duvalschools.org)

4. Analyze data housed on the Standards Walkthrough Dashboard (specifically the Assessing Student Learning domain) in order to identify instructional personnel who could serve as model teachers for developing and implementing standards-aligned core work tasks and assessment experiences.

Person Responsible   Cameron Mattingly (mattinglyc@duvalschools.org)

5. Review district data available through the Standards Walkthrough Dashboard in order to identify other district schools with consistent high ratings in the Assessing Student Learning domain. Arrange visits to these other district schools for admin and teachers in order to successfully calibrate expectations for standards alignment related to learning activities and assessment opportunities.

Person Responsible   Cameron Mattingly (mattinglyc@duvalschools.org)

Additional Schoolwide Improvement Priorities

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

All schoolwide improvement priorities identified earlier in 2.E. of the Needs Assessment/Analysis were addressed in the previous sections.

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.

In order to develop a positive school culture and environment at JBE, stakeholders are routinely engaged in providing feedback at the school level and creating internal and external school improvement goals addressing this area of focus. During the school year, faculty/staff, students, and parents are highly encouraged to complete the 5Essentials Survey. The nature of this survey provides them with an explicit opportunity to express their feedback concerning various domains involved in the operation of the school. Teachers provide feedback related to the categories of Ambitious Instruction, Effective Leaders, Collaborative Teachers, and Involved Families. Students provide feedback related to the categories of Ambitious Instruction and Supportive Environment. Parents provide feedback related to the categories of

Communication Preferences, Computer-Internet Access, Parent Connectedness, Parent Involvement & Disruptions, Parent Satisfaction, Parent-Student Interaction, Parent-Teacher Interaction, Parents' Assessment of Involvement in School, Parent's Assessment of School Safety, Parents' Assessment of Teacher Trust, Quality of School Facilities, and School Outreach. When these data points are collected from the various stakeholder groups, review and analysis of this information are conducted through multiple forums, including Leadership Team, Shared Decision Making Team, SAC, and PTO meetings. This enables stakeholders to interpret the meaning of the data results and determine the next steps for improvement associated with making the school culture and environment more positive moving forward.

During the 2019-2020 school year, the JBE FOJBE PTO developed an investigative survey for its members in order to capture potential reasons behind the decrease in volunteering observed over the past few years. Although the survey turn-out was limited to its membership, the qualitative feedback was powerful and provided the PTO and JBE administration with ideas as to how to adjust our approach with parents to result in a more welcoming and nurturing school community. In order to ensure a positive and welcoming environment for all, the JBE Principal and Teacher Representative attend monthly PTO meetings to collaboratively discuss any issues that may arise, problem-solve when needed, and identify organizational priorities as areas of focus.

During each school year, the SAC Committee meets at least 8 times per year on a monthly basis to engage stakeholders in the process of school improvement. One of the topics continually addressed is the school culture, so various representative groups are able to provide the administration with direct feedback and determine actionable next steps to improve in this area.

Each year, JBE holds Student Life Committee and Threat Assessment Team meetings on a monthly basis to review current behavioral data (i.e. number of referrals, the severity of violations). In addition, the Student Life Committee creates and reviews the annual PBIS Plan that guides how JBE faculty/staff members encourage and reinforce positive behaviors from students. The JBE Leadership Team is also active in promoting a positive school culture and learning environment by developing ways in which faculty/staff members can be recognized for their personal and professional achievements.

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: Instructional Practice: Science				$12,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	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: Culture & Environment: Discipline				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	2763		1441 - Jacksonville Beach Elementary School	Other	600.0	$1,000.00

			Notes: To support school-wide PBIS practices, the administration will work with PTO to utilize funds for providing tangible rewards to students based on criteria established by faculty/staff members.			
3	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$7,100.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6500		1441 - Jacksonville Beach Elementary School	Other	600.0	$100.00
			Notes: Wordly Wise provides direct academic vocabulary instruction to develop the critical link between vocabulary and reading comprehension.			
	6500		1441 - Jacksonville Beach Elementary School	Other	600.0	$2,500.00
			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.			
	5000		1441 - Jacksonville Beach Elementary School	Other	600.0	$4,500.00
			Notes: The Write Score program provides instructional resources for teachers to use when delivering explicit writing instruction. 3rd-5th grade teachers will use this program to support the writing curriculum as well as assess students's writing growth throughout the school year using scored prompts.			
4	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$3,600.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6500		1441 - Jacksonville Beach Elementary School	School Improvement Funds	600.0	$2,600.00
			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	General Fund	600.0	$1,000.00
			Notes: Freckle was purchased by DCPS to support all subject areas in 4th-5th grade students, so JBE only had to purchase this program for 3rd grade ELA and Mathematics. Freckle offers a differentiated online learning platform to support students with adaptive and targeted skills practice.			
5	**III.A.**	**Areas of Focus: Instructional Practice: Standards-aligned Instruction**				**$0.00**
					Total:	**$23,700.00**