Jacksonville Beach Elementary School

2021-22 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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	15%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (91%) 2017-18: A (89%) 2016-17: A (89%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan is pending approval by the 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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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 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	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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	Position 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, and Standards Walkthrough expectations); 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/B.E.S.T. for K-2nd ELA); 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.
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.
DeSpain, Heather	Teacher, K-12	Mrs. DeSpain 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. She serves as a mentor to new teachers to JBE on her grade level.
Cheanvechai, Lori	Teacher, K-12	Ms. Cheanvechai 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 completed the Teacher Leader Academy and serves served as a mentor to teachers new to JBE 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.

Name	Position Title	Job Duties and Responsibilities
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 to JBE on her grade level, takes the lead with curriculum decisions during collaborative planning sessions , and provides professional 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.
Kolb, Johanna	Instructional Coach	As the school's Standards Coach, Ms. Kolb serves as an instructional resource for all K-5th grade teachers in the areas of Math, ELA, and Science. She works collaboratively with lead teachers and administration to ensure that instructional supports/resources are being used with targeted students and instructional staff members are aligning daily instruction and formative/summative assessments with Florida Standards (LAFS/MAFS/NGSSS/B.E.S.T. for K-2nd ELA). Additionally, she identifies and provides instructional supports/materials for RtI implementation by teachers, ensures implementation of intervention supports and documentation, and ensures adequate professional development to support standards-based instruction in alignment with district and state expectations. 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, providing professional development to others through early release training sessions and/or committee meetings, and teaching district gifted endorsement courses. 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.
Johnson, Aesha	Teacher, K-12	Ms. Johnson serves as a lead teacher on the 4th-grade level and a content area expert in math/science. 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.
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

Name	Position Title	Job Duties and Responsibilities
		professional development to others through early release training sessions and/or committee meetings.
Camacho, Heather	School Counselor	Ms. Camacho serves as the lead faculty member in supporting teachers in providing social/emotional supports for all students. She attends district trainings to learn how to effectively implement SEL curriculum (i.e. Calm Classroom) and serves as part of the Behavioral Threat Assessment Team. She conducts annual ALERT training for all faculty/staff in order to ensure that proper protocol is followed for students in crisis or exhibiting signs of neglect/abuse. Ms. Camacho works collaboratively with teachers to develop small group programming focused on specific areas of student need (i.e. organizational skills, coping with anxiety/stress, anger management).
Chin, Tracy	Instructional Coach	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).
Rieber, Stacy	Teacher, K-12	Ms. Rieber serves as a lead teacher on the 3rd 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, providing professional development to others through early release training sessions and/or committee meetings, and serving as a mentor for others. She serves a lead school representative when teachers from other schools visit the JBE campus to observe gifted instruction and/or best practices in ELA.

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.*

7

Total number of teacher positions allocated to the school

36

Total number of students enrolled at the school

600

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

6

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

7

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	76	87	96	109	107	129	0	0	0	0	0	0	0	604
Attendance below 90 percent	1	2	4	4	5	1	0	0	0	0	0	0	0	17
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in Math	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	1	0	3	5	2	6	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA Math assessment	1	1	3	5	5	1	0	0	0	0	0	0	0	16
Number of students with a substantial reading deficiency	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	1	0	1	4	1	0	0	0	0	0	0	0	0	7

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	1	0	0	0	0	0	0	0	0	0	0	0	0	1
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

Tuesday 7/20/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	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	

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	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	

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				97%	50%	57%	96%	50%	56%
ELA Learning Gains				82%	56%	58%	79%	51%	55%
ELA Lowest 25th Percentile				84%	50%	53%	73%	46%	48%
Math Achievement				99%	62%	63%	99%	61%	62%
Math Learning Gains				91%	63%	62%	90%	59%	59%
Math Lowest 25th Percentile				88%	52%	51%	87%	48%	47%
Science Achievement				95%	48%	53%	96%	55%	55%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	99%	51%	48%	58%	41%
Cohort Comparison						
04	2021					
	2019	96%	52%	44%	58%	38%
Cohort Comparison		-99%				
05	2021					
	2019	97%	50%	47%	56%	41%
Cohort Comparison		-96%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	100%	61%	39%	62%	38%
Cohort Comparison						
04	2021					
	2019	98%	64%	34%	64%	34%
Cohort Comparison		-100%				
05	2021					
	2019	99%	57%	42%	60%	39%
Cohort Comparison		-98%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	95%	49%	46%	53%	42%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

For K-2nd grade students, iReady diagnostic testing results in the areas of Reading and Math were used to compile the data below. The iReady diagnostic assessment was administered to primary students three times during the school year to gather baseline data in the Fall and monitor growth toward typical and stretch growth levels in the Winter and Spring. Students were considered proficient using Standard View if they achieved a diagnostic scale score within their current grade level band. Students were considered proficient using End-of-Year View if they achieved a diagnostic scale score within the latter part of their current grade level band. Scale score values were developed by Curriculum Associates for K-5th grade levels to designate comparative levels of performance.

For 3rd-5th grade students, district-developed Progress Monitoring Assessments in the areas of Reading, Math, and Science were used to compile the data below. These assessments were

administered to intermediate students 2-3 times during the school year to gather baseline data in the Fall and monitor growth toward proficiency and learning gains in the Winter and Spring. Students were considered proficient if they achieved an overall score of 66% or higher during these testing opportunities. The Progress Monitoring Assessments involved test items that were written to align with state item specifications for each applicable subject area and provided students with an opportunity to experience a mock testing environment/experience prior to Spring FSA testing.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42/54%	67/86%	74/96%
	Economically Disadvantaged	0/0%	5/71%	6/86%
	Students With Disabilities	1/13%	6/75%	7/88%
	English Language Learners	2/100%	2/100%	2/100%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38/49%	60/77%	74/96%
	Economically Disadvantaged	1/14%	5/71%	6/86%
	Students With Disabilities	1/13%	7/88%	8/100%
	English Language Learners	2/100%	2/100%	1/50%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	65/69%	87/94%	89/96%
	Economically Disadvantaged	2/18%	9/82%	9/82%
	Students With Disabilities	4/33%	9/82%	8/73%
	English Language Learners	2/22%	8/89%	8/89%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	51/54%	80/86%	89/96%
	Economically Disadvantaged	3/27%	8/73%	8/73%
	Students With Disabilities	3/25%	7/64%	9/82%
	English Language Learners	4/44%	6/67%	8/89%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	88/94%	88/94%	90/98%
	Economically Disadvantaged	4/100%	4/100%	4/100%
	Students With Disabilities	11/85%	11/85%	12/92%
	English Language Learners	1/50%	1/50%	1/50%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	94/100%	94/100%	89/99%
	Economically Disadvantaged	4/100%	4/100%	4/100%
	Students With Disabilities	13/100%	13/100%	13/100%
	English Language Learners	2/100%	2/100%	2/100%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	122/95%	125/97%	124/99%
	Economically Disadvantaged	5/71%	7/100%	6/100%
	Students With Disabilities	10/100%	8/80%	10/100%
	English Language Learners	1/50%	1/50%	2/100%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	123/96%	127/98%	124/99%
	Economically Disadvantaged	6/86%	6/86%	6/100%
	Students With Disabilities	9/90%	9/90%	9/90%
	English Language Learners	2/100%	2/100%	2/100%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	121/93%	127/98%	123/98%
	Economically Disadvantaged	8/80%	9/90%	8/80%
	Students With Disabilities	9/75%	11/92%	10/83%
	English Language Learners	1/100%	1/100%	1/100%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	122/94%	124/95%	123/98%
	Economically Disadvantaged	5/50%	7/70%	9/90%
	Students With Disabilities	9/75%	10/83%	10/83%
	English Language Learners	1/100%	1/100%	1/100%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	127/98%	125/96%	122/97%
	Economically Disadvantaged	9/90%	9/90%	8/80%
	Students With Disabilities	11/92%	10/83%	10/83%
	English Language Learners	1/100%	1/100%	1/100%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	94	92		94	50		83				
ELL	91			100							
ASN	99	86	100	100	78	93	98				
BLK	93			87							
HSP	94			94							
MUL	100			100							
WHT	99	95	100	99	77	64	98				
FRL	95			90							
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				

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
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				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	88
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	700
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	83
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	83
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	89
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	90
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	100
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	90
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 Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

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

After reviewing the school's progress monitoring data, it appears that significant growth for K-5th grade students in all grade levels and subgroups is achieved over the course of a typical school year in ELA and Math. This data reflects that the lowest performing students in both ELA and Math are in the Free/Reduced Lunch and Students with Disabilities subgroups. Using these data sets, it is evident that students in the Free/Reduced subgroup show more proficiency in the area of ELA than Math by the end of the school year. The Students with Disabilities subgroup show more proficiency in the area of Math than ELA by the end of the school year. Students in the English Language Learners subgroup show consistent proficiency levels in both ELA and Math.

In the area of Science, it appears that student scores slightly decrease over the course of a typical school year as more content is presented and expected to be retained by students. The decreasing value noted in the data is at a higher percentage for students in the Free/Reduced Lunch and Students With Disabilities subgroups. These are also the subgroups that show the lowest Science proficiency levels overall.

The proficiency levels for all K-5th grade students are consistent when comparing student performance in ELA and Math by the end of the school year. See the responses below for more information about areas of strength and need for improvement based on recent student achievement data.

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

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 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.

The overall Science proficiency has been noted to decrease over the past few years (2%in 2016, 1% in 2018, and 1% in 2019). However, the school average maintains significantly higher than the state average (42% in our favor).

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

The number of students in the lowest performing subgroups listed above (i.e. Students with Disabilities, Black, and Multi-Racial) reflect 8.5%, 3%, and 4% of the overall student population respectively. If students in these subgroups do not achieve learning gains or proficiency, it dramatically impacts overall performance rates when compared to other subgroups with larger amounts of students. Overall, Students with Disabilities is generally the lowest performing subgroup when analyzing student achievement data sets.

To increase student achievement for these subgroups, the school community will integrate multicultural elements into core instruction to increase meaningfulness of content for all subgroups. Faculty/staff members will receive targeted professional development in this area to programmatically increase engagement of ALL students and be expected to show evidence of monthly lessons (at a minimum) that showcase infusion of various cultures within classroom instruction. Collaboration between the MTSS Team, administration, classroom teachers, and ESE teachers will be increased to provide appropriate interventions and support to Students with Disabilities in all areas. Classroom and ESE teachers will scaffold core instruction and develop data-based center rotation activities that meet the IEP goals and general academic needs of Students with Disabilities in all areas.

In the area of Science, teachers will integrate technology to increase engagement in the content (i.e. Brain Pop, Gizmos, Study Island), use vocabulary resources to promote knowledge of subject-area terminology (Measuring Up, increased use of leveled readers during guided reading rotations), and engage in continuous monitoring of data (i.e. standards-based district assessments, benchmark/unit checks, exit tickets).

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

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%).

Based on recent progress monitoring data, K-2nd grade students were noted to show similar levels of improvement in the areas of ELA & Math. However, K-2nd grade students showed a slightly higher level of improvement in the area of Math when looking at entire grade levels. When comparing all subgroups, students in the ELL subgroup showed the most improvement in the area of ELA while Students with Disabilities showed the most improvement in the area of Math.

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

Last year, there were many concerted efforts to implement a school-wide focus on achieving overall learning and LPQ gains for students. Classroom teachers, interventionists, resource teachers, administration, and other support staff worked collaboratively to identify targeted students for each content area and design data-based instructional activities during core and small group instruction to meet assessed academic needs. Teachers recognized and celebrated student progress toward established learning goals through student-led conferences, continued focus on Growth Mindset approach, and incentives. Teachers and administration closely monitored the academic progress of all students (especially those included in the LPQ) through shared monthly/quarterly reports, data chats, and student monitoring forms. Teachers in primary grade levels increased their emphasis on phonics and vocabulary instruction using prescribed resources resulting in higher levels of student growth (especially for ELL students). The Lexia Core5 reading program was piloted to provide further layers of ELA intervention, standards practice, and enrichment for students in K-3rd grade. Teachers

and students participated in blended learning challenges that emphasized use of online academic programs.

With an additional ESE teacher allocation, ESE teachers and administration were more strategic about scheduling services for students during center rotations. Using this approach, students were able to receive daily scaffolded core instruction and intentional center activities supporting their IEP goals and areas of academic need. This school year, lead teachers will be working with interventionists and other support staff to schedule mutually agreeable days/times for push-in and pull-out services for ESE students and others who need additional academic support.

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

Based on the needs of the student population and recent student achievement results, the school community will be focusing on several instructional strategies (in addition to the aforementioned ones), including the following: social/emotional supports for all students (with an emphasis on gifted students), gifted programming and implementation of gifted curriculum components, and integration of multicultural emphasis within core instruction and the classroom community. Due to the recent impact of COVID-19 on the school community (i.e. school closure during the 2019-2020 school year, over 50% of students being enrolled in virtual learning for the 2020-2021 school year), the need for students to receive additional social/emotional supports while at school has greatly increased. It is important for instructional personnel and other staff members to ensure that students feel safe and supported as they transition back to a "normal" school experience. Based on the school's magnet theme (gifted and academically talented), there needs to be a continued focus on implementation of gifted curriculum components to promote learning gains for all students, especially the gifted population. Use of gifted programming elements, such as Genius Hour, PETS, Code.org, project-based learning, and choice boards, allow for deeper learning and students to make more meaningful connections with the content being presented. Given our school's demographics and subgroup data from recent assessments, our school community will focus on integration of multicultural aspects into classroom instruction. This strategy will encourage educators to connect classroom experiences to the cultures represented in their classrooms/school and allow for celebration of diversity.

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

During the 2021-2022 school year, instructional personnel will engage in self-selected/differentiated professional development opportunities focused on one of three provided topics: social/emotional supports for all students (with an emphasis on gifted students), gifted programming and implementation of gifted curriculum components, and integration of multicultural emphasis within core instruction and the classroom community. These learning opportunities will be offered through monthly early release sessions, monthly faculty meetings, and weekly PLC sessions (if necessary). Professional development resource books for specific areas have been purchased to support these focused efforts ("Culturally and Linguistically Responsive Teaching and Learning" and "I'm Not Just Gifted": Social Curriculum for Guiding Gifted Children"). The district gifted curriculum website and resources will be available to support further implementation of gifted programming elements. Administrators, lead teachers, Gifted Coach/Leads, and the Standards Coach will take primary responsibility for leading professional development and monitoring the effectiveness of instructional strategies learned and implemented.

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

Given the impending shift to ELA B.E.S.T. standards for K-2nd students in the 2021-2022 school year, professional learning opportunities will be needed to support instructional personnel as they

navigate through the transition from LAFS. Administrators and teachers will attend district trainings and complete follow-up activities through PLCs and early release sessions to assist with alignment of curriculum and instruction with the new grade level demands outlined by the standards. Administrators and coaches will conduct classroom walkthroughs to assess alignment of instructional delivery and assessments with grade level standards. Instructional personnel have been provided with daily common planning sessions to work collaboratively when determining alignment of curriculum tasks with grade level standards, learning schedules, instructional scope/sequence, common assessments, and student progress through work samples.

Targeted intervention for K-5th grade students who need additional supports to access core instruction in ELA, Math, and Science will continue. Students will be selected based on assessed areas of academic need by administration, classroom teachers, and interventionists. Instructional personnel and other support staff will be provided with research-based intervention programs to address prescribed student needs. Specific attention will be placed on providing additional support to students in the LPQ and those who are not making adequate learning gains in various content areas throughout the school year.

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%). From 2019 to 2021, the overall Science proficiency rate increased by 3% from 95% to 98%. This area is identified as a need due to this being the 1st year since 2017 that there has been an increase in proficiency.
Measurable Outcome:	The overall Science proficiency rate will maintain at 98% with the subgroup proficiency rate for Students with Disabilities increasing from 70% to 75%.
Monitoring:	Monitoring for this Area of Focus will be completed through data analysis of student performance on quarterly Progress Monitoring Assessments, blended learning diagnostic results, and formative/summative classroom assessments.
Person responsible for monitoring outcome:	Edna Chatman (chatmane@duvalschools.org)
Evidence-based Strategy:	Teachers will use the HMH Florida Core and district-created resources (Standards Mastery, Benchmark Scrimmages) to provide multiple levels of support in Science. Students will receive hands-on experiences, technology resources, and differentiated center activities on a consistent basis 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 Gizmos and Study Island blended learning platforms, Freckle, and Measuring Up resources will be used to supplement instruction and provide checks for understanding.
Rationale for Evidence-based Strategy:	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 through project-based learning experiences.

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, infusion of gifted curriculum programming, multicultural integration strategies into core curriculum).

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 2019-2020 school year, 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 were 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. When reviewing the school's behavioral data comparison from 2019-2020 to 2020-2021, the increase in consistent and strategic PBIS implementation was not observed to have a significant impact on behavioral incidents and referrals. The total number of referrals increased from 22 to 28, the number of students involved in the referrals remained stagnant at 13, the number of Level III referrals increased from 1 to 4, and the number of OSS days assigned increased from 0 to 9 (involving only one student).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 25 or lower, involve fewer students in 2021-2022 than 2020-2021 (total of 13 students), and only include Level II or lower violations.
Monitoring:	Throughout the school year, the PBIS/Student Life Committee will meet monthly to review school-wide and classroom-based PBIS practices. Based on the disciplinary data collected, committee members will suggest and implement adjustments to continue focus on rewarding positive behaviors observed within the school community with fidelity. Cumulative behavioral data will be reviewed during each meeting to identify trends (i.e. location of incidents, antecedents, students involved, grade levels represented, time of day) and suggest possible behavioral strategies as actionable next steps. Depending on the severity of behavioral incidents reported, additional supports can be discussed and proactively established through the school-based MTSS team. Disciplinary data will be included in the Mid-Year Stakeholder's SAC Meeting presentation as well as other public forums to ensure transparency for internal and external stakeholder groups.
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 2021-2022 school year.
Rationale for	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

Evidence-based Strategy: 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, Weekly Tech Champions, Golden Starfish Program, Kindness Tree, Students of the Week program, Data Shout-Outs, Positive Referrals).

Person Responsible Edna Chatman (chatmane@duvalschools.org)

3. Utilize supplementary curriculum resources and strategies that promote positive mental health and classroom culture (i.e. Sanford Harmony, Wellness Wednesdays, CHAMPs, Culture of "Care"acter, Calm Classroom, JBE Buddy Program) with fidelity for all K-5th grade classrooms, monthly Wellness lessons by Wellness Parents/Volunteers).

Person Responsible Edna Chatman (chatmane@duvalschools.org)

4. Continue to implement strategies from Growth Mindset resource books aligned with monthly mantras within classroom instruction and monthly Wellness lessons to improve and sustain students' mental/ physical health and positive self-concept.

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)

6. Engage instructional personnel in professional development book study related to implementing social/ emotional supports during classroom instruction for all students (with emphasis on gifted population).

Person Responsible Heather Camacho (camachoh@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%. From 2019 to 2021, overall reading learning gains increased by 8% from 82% to 90%, and LPQ gains increased by 16% from 84% to 100% (only captured 5th grade student gains). This area is identified as an area of need due to reading gain categories being historically lower than other school grade components.
Measurable Outcome:	In the area of ELA, the overall learning gains will maintain at 90% and LPQ learning gains will stay within 10% of the current 100% level.
Monitoring:	Monitoring for this Area of Focus will be completed through data analysis of student performance on quarterly Progress Monitoring Assessments, blended learning diagnostic results, and formative/summative classroom assessments.
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, Freckle, Barton, Seeing Stars Kit, LLI, Wordly Wise, Whooo's Reading, Write Score, and Achieve 3000) 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 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, Barton, and Seeing Stars Kit 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, ESE Teachers, and Standards Coach.

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, 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, infusion of gifted curriculum programming, multicultural integration strategies into core curriculum).

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. In 2020-2021, overall Math learning gains decreased by 12% from 91% to 78% and LPQ math learning gains decreased by 9% from 88% to 79%. This area is identified as a critical need since the school grade components associated Math learning gains were the only areas that showed a decrease from 2019 to 2021.
Measurable Outcome:	In the area of Math, the overall learning gains will increase from 78% to 85%, and the LPQ learning gains will increase by 79% to 85%.
Monitoring:	Monitoring for this Area of Focus will be completed through data analysis of student performance on quarterly Progress Monitoring Assessments, blended learning diagnostic results, and formative/summative classroom assessments.
Person responsible for monitoring outcome:	Johanna Kolb (haydenj@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   Johanna Kolb (haydenj@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   Johanna Kolb (haydenj@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, infusion of gifted curriculum programming, multicultural integration strategies into core curriculum).

Person Responsible   Johanna Kolb (haydenj@duvalschools.org)

4. Provide targeted small group support to specific subgroups through services from the part-time math interventionist, paraprofessionals, Gifted Lead Teacher, ESE Teachers, and Standards Coach. 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   Johanna Kolb (haydenj@duvalschools.org)

#5. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	After reviewing data from 204 total classroom walkthroughs documented through the Standards Walkthrough Dashboard during the 2020-2021 school year, the lowest assessed category was Assessing Student Learning (specifically in the area of "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 FSA expectations as they relate to the targeted standard and/or state testing demands.
Measurable Outcome:	The Standards Walkthrough Dashboard data collected during the 2021-2022 school year will cumulatively show an increase of the "determines mastery" and "assessment experience equivalent to demands of state standards and testing" ratings from 84% to 88% and 54% to 65% respectively by May 2022.
Monitoring:	Administration and the Standards Coach will conduct at least 10 walkthroughs per week of the 2021-2022 school year as part of annual district expectations. Data from the walkthroughs will be entered into the district dashboard, and resulting data will be reviewed and analyzed monthly.
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 and measure student mastery 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 and mastery of content.

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   Johanna Kolb (haydenj@duvalschools.org)

3. Implement gifted curriculum resources and instructional best practices 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)

#6. Instructional Practice specifically relating to Collaborative Planning	
Area of Focus Description and Rationale:	The data results from the 2020-2021 5Essentials Survey completed by instructional staff shows that the Collaborative Teachers domain has decreased by 7 points since 2019 from 57 to 50. This category is the only one that has been designated as "neutral" and showed a decrease from previous surveys. The subcategory of Collaborative Practices has decreased from 72 to 54 from 2019 to 2021. The subcategory of School Commitment has decreased from 54 to 53 from 2019 to 2021. The subcategory of Teacher-Teacher Trust has increased from 43 to 53 from 2019 to 2021. The subcategory of Collective Responsibility has decreased from 59 to 49 from 2019 to 2021. The subcategory of Quality Professional Development has decreased from 58 to 43 from 2019 to 2021.
Measurable Outcome:	The Collaborative Teachers domain on the 5Essentials Survey will increase by at least 10 points during the 2021-2022 school year resulting in a designation of "strong".
Monitoring:	During post-planning for the 2020-2021, instructional reviewed the data from the Collaborative Teachers domain of the 5Essentials Survey and developed actionable next steps to implement for the 2021-2022 school year. Administration, lead teachers, and coaches will conduct monthly monitoring of action step implementation and attend weekly common planning sessions to ensure fidelity by all school-related teams.
Person responsible for monitoring outcome:	Johanna Kolb (haydenj@duvalschools.org)
Evidence-based Strategy:	During the 2021-2022 school year, common planning sessions will be more effectively structured to provide teachers with increased capacity for collaboration. Teachers will be provided with more opportunities to conduct peer observations within and outside of the school community.
Rationale for Evidence-based Strategy:	Based on information from the Inclusive Schools Network, "common planning time among educators is a crucial element in the success of an inclusive school. Planning time helps improve instruction by allowing teachers to share best practices, look at students' work, and plan curriculum and lessons together. In order for planning to contribute meaningfully to curriculum development and implementation, sufficient time should be built into the schedule rather than carved out of before and after school time."

Action Steps to Implement

All grade level teams (including resource teachers) will be provided with at least four days of common planning sessions per week and expected to complete weekly focus agendas/minutes to encourage consistent collaboration among team members and focused conversation on school improvement topics (i.e. lesson planning, instructional scope/sequence, infusion of gifted curriculum, integration of multicultural aspects into instruction, student work review, achievement data analysis, study of B.E.S.T. standards).

Person Responsible Cameron Mattingly (mattinglyc@duvalschools.org)

Teachers will actively use common planning sessions to conduct peer observations within and outside of the school community to calibrate instruction, learn new instructional best practices, and engage in providing meaningful feedback to colleagues.

Person Responsible Johanna Kolb (haydenj@duvalschools.org)

Provide time during early release sessions and other professional development opportunities for instructional staff to engage in vertical team collaboration related to school improvement topics (vertical

articulation of standards, how to adapt instruction to meet the needs of students at all levels, common data trends being observed in student work samples and assessment data).

Person Responsible Cameron Mattingly (mattinglyc@duvalschools.org)

Teachers will actively use common planning sessions to complete Learning Arc Framework templates for upcoming standards of focus in order to develop standards-aligned activities and formative assessments.

Person Responsible Johanna Kolb (haydenj@duvalschools.org)

Teachers will collaborate as grade level teams when completing the 5Essentials Survey during common planning sessions in order to discuss survey questions and identify alignment of school-based efforts with the response items.

Person Responsible Cameron Mattingly (mattinglyc@duvalschools.org)

Additional Schoolwide Improvement Priorities

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

When reviewing the school's behavioral data comparison from 2019-2020 to 2020-2021, Level I infractions were increased from 4 to 6, Level II infractions increased from 17 to 18, and Level III infractions increased from 1 to 4. The total number of overall referrals increased from 22 involving 13 students to 28 involving 13 students. The total number of Out of School Suspension days increased from 0 to 9 (only involved 1 student).

Per the Safe Schools for Alex website, JBE has a school incident ranking of LOW and is #28/97 elementary schools reported in the county. JBE is reported to have .33 incidents per 100 students with a total of 2 incidents. This is slightly higher than the statewide of 2.5 reported incidents per 100 students. The school has a designation of VERY LOW for total reported suspensions with a county and statewide rank of #1. JBE also has a county and statewide ranking of #1 for property and drug/public order incidents. The school has a designation of MIDDLE for violent incidents resulting in a county rank of #30/97 and statewide rank of #650/ 1,395.

Based on available student discipline 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 III), and students receiving referrals during the 2021-2022 school year.

Throughout the school year, the PBIS/Student Life Committee will meet monthly to review school-wide and classroom-based PBIS practices. Based on the disciplinary data collected, committee members will suggest and implement adjustments to continue focus on rewarding positive behaviors observed within the school community with fidelity. Cumulative behavioral data will be reviewed during each meeting to identify trends (i.e. location of incidents, antecedents, students involved, grade levels represented, time of day) and suggest possible behavioral strategies as actionable next steps. Depending on the severity of behavioral incidents reported, additional supports can be discussed and proactively established through the school-based MTSS team. Disciplinary data will be included in the Mid-Year Stakeholder's SAC Meeting presentation as well as other public forums to ensure transparency for internal and external stakeholder groups.

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.

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 approaches used 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.

The Student Life Committee (meets 1x per month) serves the primary role of developing and monitoring the implementation of an annual PBIS plan that focuses on reinforcement of positive behaviors and a safe environment for all students. During each school year, JBE administration and teachers work collaboratively to maintain strong channels of transparent communication between the home and school environments. The Principal and classroom teachers consistently provide weekly communication to parents via various methods (i.e online platforms, newsletters, emails) to keep all stakeholders informed about happenings in the classroom and within the school.

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

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.

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	2021-22
	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				$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA				$9,053.61
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6500		1441 - Jacksonville Beach Elementary School	Other	600.0	$1,675.00
			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.			
	6000		1441 - Jacksonville Beach Elementary School	Other	600.0	$1,865.33
			Notes: Scholastic News will be purchased for specific grade levels to supplement reading center activities and provide additional support with non-fiction reading comprehension.			
	6000		1441 - Jacksonville Beach Elementary School	Other	600.0	$1,040.50
			Notes: Wordly Wise 3000 is a supplemental curriculum resource that provides students with strategies vocabulary instruction and intervention. The use of this program is designed to support students' vocabulary development and result in increases to their reading comprehension.			
	6000		1441 - Jacksonville Beach Elementary School	Other	600.0	$4,472.78
			Notes: WriteScore is an instructional writing program that provides teachers and students with resources to support development of informational and opinion writing skills. This program is designed to increase students' writing scores which are included in their FSA ELA assessment. This year, funds were raised by the FOJBE PTO to support this purchase.			
4	III.A.	Areas of Focus: Instructional Practice: Math				$6,379.92
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6500		1441 - Jacksonville Beach Elementary School	Other	600.0	$2,950.00
			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. This year, funds were raised by the FOJBE PTO to support this purchase.			
	6500		1441 - Jacksonville Beach Elementary School	Other	600.0	$3,429.92
			Notes: The iReady Math Teacher Toolbox is an on online resource for teachers that provides them with standards-based activities for K-5th grade levels. These activities can be used to support grade level core instruction and/or remediation efforts for students below level.			

5	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
6	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	$0.00
		Total:	**$27,433.53**