Jacksonville Beach Elementary School

2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	15%
2021-22 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	2021-22: A (92%) 2018-19: A (91%) 2017-18: 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	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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	No	15%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

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SIP Authority

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Mattingly, Cameron	Principal	The Principal, Ms. Mattingly, 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 B.E.S.T. ELA/Math standards 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.
Mullen, Cindy	Teacher, K-12	Mrs. Mullen 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 leads collaborative planning sessions and provides 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 when needed.
Allen, Nilda	Teacher, K-12	Mrs. Allen 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 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.
Farrell, Pamela	Teacher, K-12	Ms. Farrell serves as a lead teacher on the 2nd grade level in the area of mathematics, science, and gifted instruction. 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/

Name	Position Title	Job Duties and Responsibilities
		summative assessments with B.E.S.T. ELA/Math standards. 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.
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.
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 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

Name	Position Title	Job Duties and Responsibilities
		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).
Alford, Anitra	Assistant Principal	Mrs. Alford 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 2022 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.*

5

Number of teachers with a 2022 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

Total number of students enrolled at the school

620

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

6

Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	80	86	116	121	117	108	0	0	0	0	0	0	0	628
Attendance below 90 percent	0	15	19	14	5	3	0	0	0	0	0	0	0	56
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	2	1	0	0	0	0	0	0	0	0	0	3
Course failure in Math	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	6	4	1	0	0	0	0	0	0	0	0	0	11

Using the table above, complete the table below with the number of students by current grade level who have 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	2	4	1	0	0	0	0	0	0	0	0	0	7

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	2	0	0	0	0	0	0	0	0	0	0	2
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 8/23/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	97%	50%	56%				97%	50%	57%
ELA Learning Gains	82%						82%	56%	58%
ELA Lowest 25th Percentile	85%						84%	50%	53%
Math Achievement	100%	48%	50%				99%	62%	63%
Math Learning Gains	93%						91%	63%	62%
Math Lowest 25th Percentile	89%						88%	52%	51%
Science Achievement	100%	59%	59%				95%	48%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	99%	51%	48%	58%	41%
Cohort Comparison		0%				
04	2022					
	2019	96%	52%	44%	58%	38%
Cohort Comparison		-99%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	97%	50%	47%	56%	41%
Cohort Comparison		-96%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	100%	61%	39%	62%	38%
Cohort Comparison		0%				
04	2022					
	2019	98%	64%	34%	64%	34%
Cohort Comparison		-100%				
05	2022					
	2019	99%	57%	42%	60%	39%
Cohort Comparison		-98%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	95%	49%	46%	53%	42%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	89	83	82	100	92	85	100				
ELL	97	77		100	92						
ASN	99	84	89	100	96	100	100				
HSP	80			100							
MUL	100			100							
WHT	97	80	91	100	91	77	100				
FRL	96	86		100	93						

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				
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						

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
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	60
Total Points Earned for the Federal Index	706
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	90
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	85
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	95
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	90
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	100
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	94
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

According to Spring 2022 FSA data, the following trends emerged in ELA: 3rd Grade maintained 97% proficiency, 4th Grade decreased 4% in proficiency from 99% to 95%, and 5th Grade decreased 1% in proficiency from 99% to 98%, Overall Learning Gains decreased 8% from 90% to 82%, LPQ gains decreased 15% from 100% to 85%. According to Spring 2022 FSA data, the following trends emerged in Mathematics: 3rd Grade increased 1% in proficiency from 99% to 100%, 4th Grade increased 1% in proficiency from 99% to 100%, and 5th Grade increased 2% in proficiency from 98% to 100%, Overall Learning Gains increased 15% from 78% to 93%, LPQ gains increased 10% from 79% to 89%. 5th Grade students reached 100% proficiency in Science in Spring 2022, which was an overall increase of 2%. Based on this data, there are currently no disparities between any subgroups in the areas of Mathematics and Science. In the area of ELA, students with a Level 2 on the FSA were primarily categorized as ELL, SWD, and/or 504 eligible.

According to Spring 2022 iReady data (EOY view), the following trends emerged in ELA: 81% of students reached proficiency in Kindergarten, 91% of students reached proficiency in 1st grade, and 85% of students reached proficiency in 2nd Grade. According to Spring 2022 iReady data (EOY view), the following trends emerged in Mathematics: 89% of students reached proficiency in Kindergarten, 88% of students reached proficiency in 1st grade, and 87% of students reached proficiency in 2nd Grade.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

According to available data from 2022 assessments, a focus on improvement in K-5th Grade ELA (proficiency and learning gains) is warranted for the upcoming school year. The data shows that a large number of students having difficulty achieving proficiency are those who are identified as ELL, SWD, and/or 504 eligible.

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

According to Spring 2022 FSA ELA data, 4th and 5th grade proficiency levels and learning gains were noted to decline when compared to 2021. Given the recent and impending shift to B.E.S.T. standards from previous LAFS standards, the following actions could be taken to address this need for improvement: PLCs focused on unpacking standards to identify instructional demand expected of students; curriculum study to determine appropriate lessons that will support standards-based instruction; tiered instruction within core lessons to provide activities that are respectful of learners at all levels; and targeted small group instruction during center rotations that provide students with opportunities for remediation, practice, and/or enrichment. Additional safety net supports for targeted

students who are not showing proficiency and/or appropriate learning gains during the school year (i.e. before and/or after school tutoring, academic support during Extended Day, tiered homework, small group intervention services during the school day, responsive blended learning programs, tiered levels of academic and social/emotional support) can be provided as necessary and fiscally possible.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

According to Spring 2022 FSA Math data, 3rd-5th grade proficiency levels reached 100% and both categories of learning gains were noted to greatly increase when compared to 2021. 5th Grade student proficiency in Science increased to 100%.

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

JBE used 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. Tiered instruction within the core academic block was implemented at scale to provide learning activities correlated to the academic levels of all students. This allowed students to engage with math content at an appropriate level of rigor (matched 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 increased student engagement during lessons and assisted students with closing gaps and/or enriching their current background knowledge. Because students entered with different mastery levels, it was vital they were 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. Targeted small group support was provided 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 was to remediate skills deficits that were serving as barriers to understanding grade-level content. Professional development opportunities (i.e. district training sessions, data chats with administration/lead teachers, training on use of various curriculum resources, technology training, infusion of gifted curriculum programming, multicultural integration strategies into core curriculum) were provided.

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

To assist with ELA improvement, JBE will utilize various programs (i.e. Measuring Up resource books, iReady, Freckle, Barton, Seeing Stars Kit, LLI, Wordly Wise, 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.

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.

The following professional development opportunities will be offered at the school level to assist teachers and leaders:
-Trainings specific to curriculum being utilized to support core academic areas
-Trainings specific to supplemental programs being utilized to support core academic areas
-Trainings specific to intervention programs being utilized to support core academic areas
-PLCs and/or Common Planning sessions held weekly to examine standards of focus and determine correlated instructional activities related to level of complexity required of students
-Data chats between teachers and admin/Standards Coach to determine targeted students who are not showing proficiency or average learning gains following assessment periods
-Continued study of how to integrate tiered instruction and project-based learning into core lessons
-Study of how to integrate culturally responsive teaching into core academic subject areas

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

According to the results of the Spring 2022 5Essentials Survey completed by faculty/staff members, actionable next steps need to be taken to address the Teacher-Principal Trust component included within the Effective Leaders domain. Focus groups were held as whole group and grade level sessions in May 2022 to review the available data, analyze selections of respondents, and determine next steps for improvement. Strategies identified to assist with improvement of this specific component will be integrated into administrative practices throughout the 2022-2023 school year to support teacher development and overall organizational improvement. By implementing these strategies, teachers and administration can continue striving for positive collaboration when determining actions that will support instructional improvement of students in all core content areas. In addition to administration providing support to teachers/staff, the Gifted Lead/Coach and Standards Coach can be directly involved in instructional planning and serve as resources for determining actionable next steps based on data being collected at the school/classroom level.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Given the recent and impending shift to B.E.S.T. standards from LAFS and MAFS for all grade levels, it is critical that all instructional personnel understand the scope/sequence and complexity/demand of the new grade level standards expectations. After reviewing data from 167 total classroom walkthroughs documented through the Standards Walkthrough Dashboard during the 2021-2022 school year, the highest rated category was "Instructional Delivery" (4.5/5). However, within this category, the domain of "Student Task Alignment" (student tasks and activities coordinate with standards) was the lowest rated at 87%. Learning and understanding the new B.E.S.T. standards will increase the likelihood that instructional personnel will provide high-quality learning opportunities that involve aligned tasks and activities for all students in the areas of ELA and Mathematics.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The Standards Walkthrough Dashboard data collected during the 2022-2023 school year will cumulatively show an increase the "Student Task Alignment" (student tasks and activities coordinate with standards) rating from 87% to at least 90% by May 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration and the Standards Coach will conduct at least 6 walkthroughs per week of the 2022-2023 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: Describe the evidence-based strategy being	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 interact with tasks/activities that reflect grade level standards. Using collaborative practices, administration and teachers will plan and assess instructional plans using guiding documents from the state and district (i.e. explanation of terminology from standards, CGs) and knowledge of tiering instruction to provide students with proper scope and sequence of content delivery and fully aligned student tasks/ activities. Using the district's Standards Walkthrough Tool (specifically the Assessing

implemented for this Area of Focus.	Student Learning domain criteria), administrators can identify classrooms in which work tasks and assessment expectations are fully aligned with grade-level standards.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Conduct unpacking of B.E.S.T. standards of focus during weekly ELA and Mathematics common planning sessions to ensure common understanding of the components necessary for student mastery.

Person Responsible Johanna Kolb (haydenj@duvalschools.org)

2. Review suggested instructional tasks and examine their alignment to B.E.S.T. standards expectations (per district and/or state guiding documents) while incorporating tiering of instruction to meet the needs of all learners during weekly common planning sessions.

Person Responsible Johanna Kolb (haydenj@duvalschools.org)

3. Analyze data housed on the Standards Walkthrough Dashboard (specifically the Student Task Alignment category) in order to identify instructional personnel who could serve as model teachers for developing and implementing standards-aligned core work tasks.

Person Responsible Cameron Mattingly (mattinglyc@duvalschools.org)

4. Implement gifted curriculum resources as an added layer of support when providing standards-aligned enrichment opportunities for students directly connected to core instruction.

Person Responsible Cameron Mattingly (mattinglyc@duvalschools.org)

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	After reviewing data from 167 total classroom walkthroughs documented through the Standards Walkthrough Dashboard during the 2021-2022 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/or 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The Standards Walkthrough Dashboard data collected during the 2022-2023 school year will cumulatively show an increase of the "determines mastery" and "assessment experience equivalent to demands of state standards and testing" ratings from 65% to 75% and 49% to 65% respectively by May 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration and the Standards Coach will conduct at least 6 walkthroughs per week of the 2022-2023 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: Describe the evidence-based strategy being	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 from the state and district (i.e. 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

implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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	Johanna Kolb (haydenj@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	Cameron Mattingly (mattinglyc@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)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to Spring 2022 FSA data, the following trends emerged in ELA: 3rd Grade maintained 97% proficiency, 4th Grade decreased 4% in proficiency from 99% to 95%, and 5th Grade decreased 1% in proficiency from 99% to 98%, Overall Learning Gains decreased 8% from 90% to 82%, LPQ gains decreased 15% from 100% to 85%. This area is identified as an area of need due to reading gain categories being historically lower than other school grade components.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	In the area of ELA, 99% of students will reach proficiency as it pertains to mastery of the B.E.S.T. standards as measured by district and/or state assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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: Describe the evidence-based strategy being	JBE will utilize various programs (i.e. Measuring Up resource books, iReady, Freckle, Barton, Seeing Stars Kit, LLI, Wordly Wise, Write Score, Achieve 3000, Waterford) 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

implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Students (including ELL, SWD, and SED) receiving adaptive iReady 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 platform combines research-backed educational practices with state standards-aligned content resulting in a rigorous, evidence-based curriculum support 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 standards-based content mastery. Achieve 3000 uses differentiated reading content to build student fluency, vocabulary, comprehension, and writing across all content areas. Longitudinal data was gathered and measured against state averages, and by using Waterford Curriculum to prepare for kindergarten, students continue to perform above average in later grades.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 Benchmark Advance 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, 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, Waterford, and Achieve 3000) to provide personalized learning based on students' assessed levels of understanding. Utilize technology programs (i.e. Brain Pop) 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 related to understanding of B.E.S.T. standards, 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)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 2021-22 school year, JBE administration conducted a survey of currently enrolled families and families who were newly accepted to the school for the upcoming 2022-2023 school year. The aim of these surveys was to identify the primary reasons for why families chose JBE for their child's education and to assess whether their expectations of the school environment (i.e. academic, social/emotional, parent involvement, after school enrichment programs) were being met consistently. Although the survey turn-out was equivalent to a quarter of the school population, the qualitative feedback was powerful and provided the JBE administration with ideas as to how to adjust strategies used with parents and students 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/Foundations 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. This year, PBIS supports will be integrated for teachers to provide them with encouragement throughout the school year (i.e. Teacher Brag Board, Woot Woot Cart, Teacher

of the Month, monthly fellowship breakfasts). 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 school culture and environment.

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/Foundations 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.