Jacksonville Beach Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Jacksonville Beach Elementary School

315 10TH ST S, Jacksonville Beach, FL 32250

http://www.duvalschools.org/jbe

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

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 Benchmark 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 benchmarks 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.
Alford, Anitra	Assistant Principal	Mrs. Alford develops, leads, and evaluates school core content benchmarks/ 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.
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.
Jordan, Dawn	Teacher, K-12	Mrs. Jordan 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 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

Name	Position Title	Job Duties and Responsibilities
		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.
Williams, Janice	Teacher, K-12	Ms. Williams 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 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.
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 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).
Kolb, Johanna	Instructional Coach	As the school's previous Instructional Coach and current Gifted Lead/Coach, Ms. Kolb serves as an instructional resource for all K-5th grade teachers in the areas of Math, ELA, and Science through the gifted lens. She works collaboratively with lead teachers and administration to ensure that instructional supports/resources, including all gifted curriculum elements, are being infused within our gifted classrooms. Additionally, she identifies and

Name	Position Title	Job Duties and Responsibilities
		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 for gifted instruction. 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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

During the summer of 2023, Leadership Team Members worked collaboratively with administration to review and analyze the previous year's school achievement data and climate surveys to assess priority needs of the school environment. As a result of this collaboration, an initial draft of the 2023-2024 School Improvement Plan was developed and will be presented to all faculty/staff members during Pre-Planning Week in August 2023. Feedback from faculty/staff members will be collected and included in revision of the School Improvement Plan as needed. In September 2023, the SAC will review a draft of the School Improvement Plan and make suggestions for any revisions/edits that may need to be completed prior to final approval in October 2023.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan is reviewed with school stakeholders in August/September 2023 and submitted for approval in October 2023. During the Mid-Year Stakeholder's Meeting in February 2024, administration will present current student achievement data compared with established annual goals to assess whether or not adequate progress is being made. The SIP is a living document and can be revised/edited at any time to better provide adequate supports for ALL learners. Faculty/staff members, Leadership Team members, and SAC members provide continuous feedback related to alignment of SIP goals to the priority needs of the school community and suggest changes as needed.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	66%
2022-23 Economically Disadvantaged (FRL) Rate	15%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	23	16	24	16	12	0	0	0	91
One or more suspensions	0	0	0	0	1	1	0	0	0	2
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	2	0	0	0	2
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	8	12	7	0	0	0	0	0	27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	3	1	1	2	0	0	0	8

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	15	19	14	5	3	0	0	0	56
One or more suspensions	0	0	1	0	0	0	0	0	0	1
Course failure in ELA	0	0	2	1	0	0	0	0	0	3
Course failure in Math	0	0	1	0	0	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	0	1	0	0	0	0	1
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	4	1	0	0	0	0	0	11

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	4	1	0	0	0	0	0	7

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	15	19	14	5	3	0	0	0	56
One or more suspensions	0	0	1	0	0	0	0	0	0	1
Course failure in ELA	0	0	2	1	0	0	0	0	0	3
Course failure in Math	0	0	1	0	0	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	0	1	0	0	0	0	1
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	4	1	0	0	0	0	0	11

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	4	1	0	0	0	0	0	7

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	93	48	53	97	50	56	99		
ELA Learning Gains				82			90		
ELA Lowest 25th Percentile				85			100		
Math Achievement*	100	58	59	100	48	50	99		
Math Learning Gains				93			78		
Math Lowest 25th Percentile				89			79		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	96	52	54	100	59	59	98		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress		54	59	60			57		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	96
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	382
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	88
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	706
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
SWD	81			
ELL	92			
AMI				
ASN	99			
BLK				
HSP	85			
MUL	93			
PAC				
WHT	96			
FRL	86			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
SWD	90			
ELL	85			
AMI				
ASN	95			
BLK				
HSP	90			
MUL	100			
PAC				
WHT	91			
FRL	94			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	93			100			96					
SWD	76			98			80				4	
ELL	83			100							2	
AMI												
ASN	98			100			98				4	
BLK												
HSP	81			95							3	
MUL	85			100							2	
PAC												
WHT	92			100			97				4	
FRL	84			100							3	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	97	82	85	100	93	89	100					60
SWD	89	83	82	100	92	85	100					
ELL	97	77		100	92							60
AMI												
ASN	99	84	89	100	96	100	100					
BLK												
HSP	80			100								
MUL	100			100								
PAC												
WHT	97	80	91	100	91	77	100					
FRL	96	86		100	93							

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	99	90	100	99	78	79	98					57
SWD	94	92		94	50		83					
ELL	91			100								57

| 2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN	99	86	100	100	78	93	98					58
BLK	93			87								
HSP	94			94								
MUL	100			100								
PAC												
WHT	99	95	100	99	77	64	98					
FRL	95			90								

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	94%	47%	47%	54%	40%
04	2023 - Spring	97%	50%	47%	58%	39%
03	2023 - Spring	93%	46%	47%	50%	43%

| MATH | | | | | | |
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	99%	59%	40%	59%	40%
04	2023 - Spring	100%	58%	42%	61%	39%
05	2023 - Spring	100%	52%	48%	55%	45%

| SCIENCE | | | | | | |
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	96%	48%	48%	51%	45%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

According to Spring 2023 EOY achievement data, the data components that showed the lowest performance were overall ELA proficiency rates dropping from 97% to 94% (specifically 3rd dropping from 97% to 93% & 5th grade dropping from 98% to 94%) and overall Science proficiency dropping from 100% to 96% (5th grade). This is consistent with prior data from Spring 2022 FSA results which showed an overall decrease in ELA proficiency dropping from 99% to 97% (specifically 4th grade dropping from 99% to 95%). Spring 2022 FSA results also showed a significant decrease in overall reading learning gains (dropping from 90% to 82%) and LPQ reading learning gains (dropping from 100% to 85%). During the 2022-2023 school year, 3rd-5th grade teachers were tasked with starting new core curricula (Benchmark Advance and Florida Reveal Mathematics) and formally shifted to instruction related to B.E.S.T. benchmarks. During this first year of implementation, teachers were learning how to utilize core and supplemental instructional materials to support students' mastery of content and learning gains. Currently, there are various programs available for use as tiered interventions for ELA and Mathematics, however, there may be slight difficulty ascertaining which programs are best suited for specific academic areas and how to implement them within the constraints of the instructional day. In the area of Science, current and historical data shows that the SWD subgroup struggles to achieve proficiency when compared to other student subgroups. School-based intervention efforts and ESE instructional support are primarily focused on the areas of ELA and Mathematics, so students could benefit from direct services for this subject area during this current school year.

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

According to Spring 2023 EOY achievement data, the data components that showed the greatest decline were overall ELA proficiency rates dropping from 97% to 94% (specifically 3rd dropping from 97% to 93% & 5th grade dropping from 98% to 94%) and overall Science proficiency dropping from 100% to 96% (5th grade). During the 2022-2023 school year, 3rd-5th grade teachers were tasked with starting new core curricula (Benchmark Advance and Florida Reveal Mathematics) and formally shifted to instruction related to B.E.S.T. benchmarks. During this first year of implementation, teachers were learning how to utilize core and supplemental instructional materials to support students' mastery of content and learning gains. Currently, there are various programs available for use as tiered interventions for ELA and Mathematics, however, there may be slight difficulty ascertaining which programs are best suited for specific academic areas and how to implement them within the constraints of the instructional day. In the area of Science, current and historical data shows that the SWD subgroup struggles to achieve proficiency when compared to other student subgroups. School-based intervention efforts and ESE instructional support are primarily focused on the areas of ELA and Mathematics, so students could benefit from direct services for this subject area during this current school year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

According to Spring 2023 EOY achievement data, JBE performed significantly better than the state averages in all tested content areas. The following is a summary of the various data points: 3rd Grade ELA-8% below Level 3 compared to 50%, 4th Grade ELA-4% below Level 3 compared to 42%, 5th Grade ELA-6% below Level 3 compared to 46%), 3rd Grade Math- 1% below Level 3 compared to 41%,

4th Grade Math- 0% below Level 3 compared to 39%, 5th Grade Math- 0% below Level 3 compared to 45%, and 5th Grade Science- 4% below Level 3 compared to 49%.

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

According to Spring 2023 EOY achievement data, JBE decreased in overall proficiency for all content areas (ELA proficiency decreased from 97% to 94%, Math proficiency decreased from 100% to 99%, and Science proficiency decreased from 100% to 96%). However, proficiency levels were observed to increase or stay consistent for 4th Grade ELA (increased from 95% to 97%), 4th Grade Math (stayed at 100%), and 5th Grade Math (stayed at 100%). During the 2022-2023 school year, JBE continued implementing tiered lessons during core instruction to provide high levels of learning for ALL students. JBE used various programs (i.e. Measuring Up resource books, iReady, Freckle, Achieve 3000, daily PODs, district tutoring modules) 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 and support proficiency. This allowed students to engage with content at an appropriate level of rigor (matched with item specifications and ALDs) and promote their mastery of grade-level benchmarks across various domains. 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 when learning and/or reviewing targeted standards. Targeted small group support was provided to specific subgroups through services from the part-time ELA 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, and multicultural integration strategies into core curriculum) were provided. Gifted curriculum was infused into the school day to provide students with high-level interest instructional tasks that were relevant to mastery of grade level benchmarks. Common planning sessions and instructional walkthroughs were centered around the development and monitoring of benchmark-aligned instructional lessons. A concerted effort was made to have teachers focus on development of leveled formative assessments correlated to core lessons to provide a fair and clear picture of student learning over time.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The overall amount of students missing 20 or more days of school increased from 7% to 11% in 2022-2023 when compared to the previous school year. There are a total of 91 students who had an attendance level of below 90% from the 2022-2023 school year. In addition, there are two students who received a Level 1 on the FSA ELA assessment during the 2022-2023 school year who may need significant supports to access new grade level content.

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

Based on current and historical student achievement data, school improvement efforts will be focused on the following priorities during the 2023-2024 school year:
-Increasing overall ELA Proficiency to 97% for 3rd-5th grade students
-Achieving overall ELA Learning Gains of 90% for 4th-5th grade students
-Achieving ELA LPQ Learning Gains of 90% for 4th-5th grade students
-Increasing Science proficiency to 98% for 5th grade students

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to Spring 2023 FSA data, the following trends emerged in ELA: 3rd Grade decreased 4% from 97% proficiency to 93%, 4th Grade increased 2% in proficiency from 95% to 97%, and 5th Grade decreased 4% in proficiency from 98% to 94%. This area is identified as an area of need due to reading proficiency and gains 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, 97% of students will reach proficiency and 90% of students will achieve overall and LPQ learning gains 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 District Monitoring Assessments (DMAs), State Progressing Monitoring assessments (PMs), blended learning diagnostic results, and formative/summative classroom assessments aligned to mastery of B.E.S.T. standards.

Person responsible for monitoring outcome:

Cameron Mattingly (mattinglyc@duvalschools.org)

Evidence-based Intervention: Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

JBE will utilize various programs (i.e. Curriculum Associates Magnetic Reading resource books, iReady, Freckle, Barton, Seeing Stars Kit, LLI, UFLI, Heggerty, Write Score, Waterford, and Amira) 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. Students enter our classrooms at different levels of standards mastery, so 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 benchmarks for the grade level.

Rationale for Evidence-based Intervention: Explain the rationale for selecting this specific 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. 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. According to the Curriculum Associates website, the key components of Magnetic Reading

have been found to result in long-term outcomes for students such as improving their reading comprehension, being able to read grade-level texts, and developing a lifelong love of reading.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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, UFLI (3rd-5th), Heggerty (3rd-5th), and/or 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, and ESE Teachers.

Person Responsible: Cameron Mattingly (mattinglyc@duvalschools.org)

By When: Ongoing from September 2023 through May 2024

2. Utilize the 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)

By When: Ongoing from August 2023 through May 2024

3. Utilize Curriculum Associates Magnetic Reading resource books and Freckle print resources to provide intervention, practice, and enrichment for students at all achievement levels.

Person Responsible: Cameron Mattingly (mattinglyc@duvalschools.org)

By When: Ongoing from September 2023 through May 2024

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

Person Responsible: Cameron Mattingly (mattinglyc@duvalschools.org)

By When: Ongoing from August 2023 through May 2024

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, and infusion of gifted curriculum programming).

Person Responsible: Cameron Mattingly (mattinglyc@duvalschools.org)

By When: Ongoing from August 2023 through May 2024

6. Utilize a Tier 1 systematic phonics program (UFLI) for all K-2nd students during the daily core instructional block to provide students with foundational skills to become successful readers.

Person Responsible: Cameron Mattingly (mattinglyc@duvalschools.org)

By When: Ongoing from August 2023 through May 2024

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to Spring 2023 student achievement data, the overall Science proficiency rate has decreased 2% (from 98% to 96%) from Spring 2021. From Spring 2022, the overall Science proficiency rate has decreased by 4% (from 100% to 96%). From 2019 to 2022, the overall Science proficiency rate for Students with Disabilities increased from 70% to 100%. However, in Spring 2023, out of the 4 students who did not achieve proficiency, 3 of them were identified as having an ESE exceptionality. This area is identified as a need due to this being the lowest proficiency rate in 3 years.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The overall Science proficiency rate will increase to 98% with the subgroup proficiency rate for Students with Disabilities showing an increase from Spring 2023.

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 District Monitoring Assessments (DMAs), blended learning diagnostic results, and formative/summative classroom assessments.

Person responsible for monitoring outcome:

Anitra Alford (alforda2@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will use the HMH Florida Core and district-created resources (FCAT Study Guide, Problems of the Day) to provide 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 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, modeling, differentiated center rotations, guided reading with leveled science readers) when learning and/or reviewing targeted standards. The Gizmos and Study Island blended learning platforms, Freckle, and Generation Genius resources will be used to supplement instruction and provide checks for understanding.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. 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: Anitra Alford (alforda2@duvalschools.org)

By When: Ongoing from September 2023 to May 2024

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. Utilizing 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: Anitra Alford (alforda2@duvalschools.org)

By When: Ongoing from September 2023 to May 2024

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, and infusion of gifted curriculum programming).

Person Responsible: Anitra Alford (alforda2@duvalschools.org)

By When: Ongoing from September 2023 to May 2024

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: Anitra Alford (alforda2@duvalschools.org)

By When: Ongoing from September 2023 to May 2024

5. ESE VE Teachers will work collaboratively with classroom teachers to design instructional activities (based on student achievement data sources) that support ESE students with mastery of Science content. Supplemental instructional materials (i.e. leveled readers, vocabulary practice) may be used to more effectively help ESE students access the content and show their knowledge.as it relates to grade-level standards.

Person Responsible: Anitra Alford (alforda2@duvalschools.org)

By When: Ongoing from September 2023 to May 2024

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

When reviewing the school's behavioral data comparison from 2021-2022 to 2022-2023, the increase in consistent and strategic PBIS implementation was not observed to have a significant impact on behavioral incidents and referrals. Level I infractions increased from 2 to 3, Level II infractions increased from 9 to 16, and Level III infractions were not noted to have occurred. When comparing Spring 2022 to Spring 2023, the number of overall referrals increased from 11 total (involving 8 students) to 19 total (involving 16 students). This area is identified as a critical need since there was a notable increase in disciplinary incidents that must be addressed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The overall number of referrals will decrease by at least 20% to 15 or lower, involve fewer students in 2023-2024 than 2022-2023 (total of 16 students), and continue to only include Level II or lower violations.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

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:

Anitra Alford (alforda2@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 and The Positivity Project, which helps to integrate mindfulness into the classroom setting, will be implemented at scale in the 2022-2023 school year.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Behavioral incidents at the school level continue to be significantly lower than the majority of other schools in DCPS. By creating schoolwide and classroom-based PBIS systems focused on acknowledging and rewarding positive behaviors of students, they learn that they will receive more recognition for desired behaviors versus undesired behaviors. Since PBIS systems are shown to have a positive impact on a school's culture/climate, the implementation of these systems will positively impact classroom communities and keep the focus on learning versus negative behaviors. According to the Cleveland Clinic, "mindfulness may be a tool to enhance emotional health and reduce stress. A systematic review of more than 20 randomized controlled trials in 2011 successfully demonstrated improvements in overall mental health, as well as its benefit for reducing the risk of relapse from depression. Similarly, substantial evidence exists that mindfulness has a positive impact on anxiety disorders such as post-traumatic stress disorder."

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Person Responsible: Anitra Alford (alforda2@duvalschools.org)

By When: Ongoing from August 2023 through May 2024

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, Students of the Week program, Data Shout-Outs, and Positive Referrals)

Person Responsible: Cameron Mattingly (mattinglyc@duvalschools.org)

By When: Ongoing from August 2023 through May 2024

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

Person Responsible: Anitra Alford (alforda2@duvalschools.org)

By When: Ongoing from August 2023 through May 2024

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: Anitra Alford (alforda2@duvalschools.org)

By When: Ongoing from August 2023 through May 2024

6. Engage instructional personnel in professional development related to implementing social/emotional supports during classroom instruction for all students through partnership with The Positivity Project.

Person Responsible: Cameron Mattingly (mattinglyc@duvalschools.org)

By When: Ongoing from August 2023 through May 202