STATE OF THE SCHOOL: SAC Mid-Year Stakeholder's Meeting

Jacksonville Beach Elementary School
Dedicated Magnet for Gifted & Academically Talented

Cameron Mattingly, Principal
February 4th, 2020
Learning Objectives

• To inform Stakeholders of the current state of our school achievement and performance!

• To analyze the most current student achievement data!

• To review and update our Action Plan in our School Improvement Plan in order to meet the needs of ALL students!

• To better understand the operation of our school’s learning community and aspects related to decision-making in response to available data!
Agenda

Throughout this presentation, we will review the following areas:

• **Current & Projected** School Achievement Data

• **Problem Identification and Analysis**

• **Progress Toward Our Annually Established School-wide Improvement Plan Goals**

• **Community Involvement and Engagement Efforts**
Guiding Principles of the JBE Learning Environment

**Vision**

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.

**Mission**

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.
2018-2019 School Grade Results

Calculation Summary for Total Points Earned
100 Points Possible: English/Language Arts Proficiency
100 Points Possible: Math Proficiency
100 Points Possible: Science Proficiency
100 Points Possible: English/Language Arts Learning Gains for All Students
100 Points Possible: English/Language Arts Learning Gains for Lowest 25%
100 Points Possible: Math Learning Gains for All Students
100 Points Possible: Math Learning Gains for Lowest 25%

2018-2019 JBE Results
Total ELA proficiency: 97% (+1 % from 2018)
Total Math Proficiency: 99% (Same as 2018)
Total Science Proficiency: 95% (-1% from 2018)
Total ELA Learning Gains for All Students: 82% (+3% from 2018)
Total ELA Learning Gains for Lowest 25%: 84% (+11% from 2018)
Total Math Learning Gains for All Students: 91% (+1% from 2018)
Total Math Learning Gains for Lowest 25%: 88% (+1% from 2018)

Total Points: 636/700 (91% of Available Points); +16 from 2018
School Grade: “A” (20th Consecutive Year)
# Impact of Exemplary Work

<table>
<thead>
<tr>
<th>3rd Grade ELA:</th>
<th>4th Grade ELA:</th>
<th>5th Grade ELA:</th>
</tr>
</thead>
<tbody>
<tr>
<td>99% Proficiency (#1 in DCPS by 9 points, 2nd in the State by 1 point)</td>
<td>96% Proficiency (#1 in DCPS by 12 points, 4th in the State by 4 points)</td>
<td>97% Proficiency (#1 in DCPS by 10 points, 2nd in the State by 3 points)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3rd Grade Math:</th>
<th>4th Grade Math:</th>
<th>5th Grade Math:</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% Proficiency (#1 in DCPS by 8 points, 1st in the State)</td>
<td>98% Proficiency (#1 in DCPS by 1 point, 3rd in the State by 2 points)</td>
<td>99% Proficiency (#1 in DCPS by 8 points, 2nd in the State by 1 point)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5th Grade Science:</th>
</tr>
</thead>
<tbody>
<tr>
<td>95% Proficiency (#1 in DCPS by 6 points, 4th in the State by 5 points)</td>
</tr>
</tbody>
</table>

# Record of High Student Achievement in all Content Areas:

- Top 5 Performance in the State for All tested Content Areas
- #1 Elementary School in DCPS by 94 School Grade Points
- #1 School in DCPS for Total School Grade Points Earned by 7%
- #2 Elementary School in the State for Total School Grade Points (-25 Points)
2019-2020 School-Based Academic Targets

- **FSA ELA Proficiency:** 97% (Same as Spring 2019)
- **FSA ELA Lowest 25% Gains:** 88% (up from 84% in Spring 2019)
- **FSA ELA Overall Learning Gains:** 86% (up from 82% in Spring 2019)
- **FSA Math Proficiency:** 99% (same as Spring 2019)
- **FSA Math Lowest 25% Gains:** 89% (up from 88% in Spring 2019)
- **FSA Math Overall Learning Gains:** 91% (same as Spring 2019)
- **FCAT Science:** 97% (up from 95% in Spring 2019)

- **Total School Grade Points:** 647/700 (up from 636/700 in Spring 2019)
THE JBE OPERATING SYSTEM

Problem Identification

Action Plan Review

Changes to Improve the School (Operating System)
SIP Goal #1: Focus on Science Proficiency

<table>
<thead>
<tr>
<th>#1</th>
<th>Title</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Increasing overall Science proficiency for all subgroups</td>
<td>From 2017 to 2019, the overall Science proficiency rate has decreased by 1% each year for a total of -2% (from 97% to 95%). From 2018 to 2019, the overall Science proficiency rate for Students with Disabilities is at 70% (lowest performance rate for that subgroup when compared to other content areas). From 2018 to 2019, the overall Science proficiency rates for the following subgroups have decreased: Asian (from 98% to 97%) and Multi-Racial (from 100% to 87%),</td>
</tr>
<tr>
<td></td>
<td><strong>State the measureable outcome the school plans to achieve</strong></td>
<td>The overall Science proficiency rate will increase from 95% to 97% with the subgroup proficiency rate for Students with Disabilities increasing from 70% to 75%.</td>
</tr>
</tbody>
</table>
Current Student Achievement Data (5th Grade Science)

Baseline District Assessment (August 2019) VS. Mid-Year PMA #2 Assessment (December 2019)

Comparison to 2018-2019 Mid-Year Scrimmage Assessment
**Problem Identification and Analysis**

**Area of Focus:** Increasing overall Science proficiency for all subgroups!
From 2017 to 2019, the overall Science proficiency rate has decreased by 1% each year for a total of -2% (from 97% to 95%). From 2018 to 2019, the overall Science proficiency rate for Students with Disabilities is at 70% (lowest performance rate for that subgroup when compared to other content areas). From 2018 to 2019, the overall Science proficiency rates for the following subgroups have decreased: Asian (from 98% to 97%) and Multi-Racial (from 100% to 87%).

**Intended Outcome:** The overall Science proficiency rate will increase from 95% to 97% with the subgroup proficiency rate for Students with Disabilities increasing from 70% to 75%.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the Intended Outcome been achieved for this Area of Focus?</td>
<td>No</td>
</tr>
<tr>
<td>Is desired progress being made to accomplish the activity?</td>
<td>Yes</td>
</tr>
<tr>
<td>What evidence indicates that you are progressing toward the Intended Outcome?</td>
<td>We have seen an increase in proficiency from 57% to 96% from the Baseline Science PMA to PMA #2.</td>
</tr>
<tr>
<td>What Action Steps must be continued, or added, to achieve the Intended Outcome?</td>
<td>We will continue small group center rotations for low tested standards on PMA #1 and #2. We will develop an FCIM calendar for 5th grade Science standards that need additional review in April following all of the content needing to be taught. Our ESE VE Teacher will provide support as necessary for students and teachers.</td>
</tr>
</tbody>
</table>
# Closing the Achievement Gap

<table>
<thead>
<tr>
<th>Sub-Group Data Set</th>
<th>2018-2019 Percent Proficient</th>
<th>2019-2020 Percent Predicted Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science Assessments</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>70</td>
<td>83</td>
</tr>
<tr>
<td>Asian</td>
<td>97</td>
<td>100</td>
</tr>
<tr>
<td>Black/African American Students</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic Students</td>
<td>100</td>
<td>N/A</td>
</tr>
<tr>
<td>Multiracial Students</td>
<td>87</td>
<td>100</td>
</tr>
<tr>
<td>White Students</td>
<td>97</td>
<td>93</td>
</tr>
<tr>
<td>Economically Disadvantaged Students</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
SIP Goal #2: Focus on Behavioral Data

<table>
<thead>
<tr>
<th>#2</th>
<th>Title</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Consistent implementation of PBIS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In the 2018-2019 school year, the increase in consistent and strategie PBIS implementation led to a significant decrease in behavioral incidents and referrals when compared to the 2017-2018 school year. The total number of referrals decreased from 34 to 15, the number of students involved in the referrals decreased from 16 to 10, the number of Level 3 referrals decreased from 3 to 0, and the number of OSS events decreased from 19 to 0.</td>
</tr>
</tbody>
</table>

State the measurable outcome the school plans to achieve: The total number of students involved in behavioral incidents as reflected by discipline referrals this year will be less than the previous year (decrease from 10).
### Problem Identification and Analysis

**Area of Focus**: Consistent implementation of PBIS

In the 2018-2019 school year, the increase in consistent and strategic PBIS implementation led to a significant decrease in behavioral incidents and referrals when compared to the 2017-2018 school year. The total number of referrals decreased from 34 to 15, the number of students involved in the referrals decreased from 16 to 10, the number of Level 3 referrals decreased from 3 to 0, and the number of OSS events decreased from 19 to 0.

**Intended Outcome**: The total number of students involved in behavioral incidents as reflected by discipline referrals this year will be less than the previous year (decrease from 10).

| Has the Intended Outcome been achieved for this Area of Focus? | No |
| Is desired progress being made to accomplish the activity? | No |
| What evidence indicates that you are progressing toward the Intended Outcome? | N/A: The behavioral data collected shows an increase in the number of disciplinary incidents and number of students involved. |
| What Action Steps must be continued, or added, to achieve the Intended Outcome? | We will continue to provide wrap-around behavioral supports and services for students who have had multiple disciplinary incidents this school year. Teachers will continue to monitor and supervise student behavior using their classroom PBIS systems and reinforcers. |
SIP Goal #3: Focus on ELA Learning Gains

<table>
<thead>
<tr>
<th>#3</th>
<th>Title</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Increasing ELA overall learning gains and LPQ learning gains</td>
<td>Although ELA learning gains greatly increased (overall gains going from 79% to 82% and LPQ learning gains going from 73% to 84%) in 2018-2019, these school grade categories continue to be the lowest values when compared to other components. From 2018 to 2019, the Students with Disabilities subgroup decreased from 85% to 77%, and the Multi-Racial subgroup decreased from 81% to 74%.</td>
</tr>
</tbody>
</table>

In the area of ELA, the overall learning gains will increase by 4% from 82% to 86%, and the LPQ learning gains will increase by 4% from 84% to 88%.
### Current Student Achievement Data (K-2\textsuperscript{nd} iReady Reading)

#### Proficiency Detail by Grade (Fall 2019 vs. Winter 2019)

**Standard View:** Early, Mid, or Late in Current Grade Level

<table>
<thead>
<tr>
<th>Grade</th>
<th>Winter 2020</th>
<th>Fall 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade K</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>96% 4%</td>
<td>50% 50%</td>
</tr>
<tr>
<td>Grade 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>90% 10%</td>
<td>56% 43% 1%</td>
</tr>
<tr>
<td>Grade 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>94% 6%</td>
<td>80% 17% 3%</td>
</tr>
</tbody>
</table>

#### Comparison to Proficiency Detail by Grade (Winter 2019)

**EOY View:** Mid or Late in Current Grade Level

<table>
<thead>
<tr>
<th>Grade</th>
<th>Winter 2019</th>
<th>Fall 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade K</td>
<td>72% 28%</td>
<td></td>
</tr>
<tr>
<td>Grade 1</td>
<td>72% 28%</td>
<td></td>
</tr>
<tr>
<td>Grade 2</td>
<td>85% 15%</td>
<td></td>
</tr>
</tbody>
</table>
**Current Student Achievement Data (3\textsuperscript{rd}-5\textsuperscript{th} iReady Reading)**

**Proficiency Detail by Grade (Fall 2019 vs. Winter 2019)**

**Standard View:** Early, Mid, or Late in Current Grade Level

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Winter 2020</th>
<th>Fall 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>51%</td>
<td>43%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter 2020</td>
</tr>
<tr>
<td>Fall 2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter 2020</td>
</tr>
<tr>
<td>Fall 2019</td>
</tr>
</tbody>
</table>

**Comparison to Proficiency Detail by Grade (Winter 2019)**

**EOY View:** Mid or Late in Current Grade Level

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Winter 2020</th>
<th>Fall 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>77%</td>
<td>23%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter 2020</td>
</tr>
<tr>
<td>Fall 2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter 2020</td>
</tr>
<tr>
<td>Fall 2019</td>
</tr>
</tbody>
</table>
Current Student Achievement Data (3rd Grade Reading)

Baseline District Assessment (August 2019) VS. Mid-Year PMA #2 Assessment (December 2019)

Comparison to 2018-2019 Mid-Year Scrimmage Assessment
Current Student Achievement Data (3rd Grade ELA)

Baseline Achieve Level Set (August 2019) VS. Mid-Year Achieve Level Set (December 2019)

73/98 (74%) Tested Students showed 50 or more point growth (on track). 17/98 (17%) showed 0 growth or a decline in Lexile.

Predicted Proficiency based on Mid-Year Achieve Levels: 90%

4/98 Total Students with Lexile Score under 270 and in danger of Level 1 when using this as a predictor!

Comparison to 2018-2019 Mid-Year Achieve Level Set
Current Student Achievement Data (4th Grade Reading)

Mid-Year PMA #2 Assessment (December 2019)

Comparison to 2018-2019 Mid-Year Scrimmage Assessment
Current Student Achievement Data (4th Grade ELA)

Baseline Achieve Level Set (August 2019) VS.
Mid-Year Achieve Level Set (December 2019)

85/130 (65%) Tested
Students showed 50 or more point growth (on track)! 8/130 (6%) showed 0 growth or a decline in Lexile.

Predicted Proficiency based on Mid-Year Achieve Levels: 92%
Predicted Overall Learning Gains based on Mid-Year Achieve Levels: 74%
Predicted LPQ Learning Gains based on Mid-Year Achieve Levels: 71%

Comparison to 2018-2019 Mid-Year Achieve Level Set
Current Student Achievement Data (5th Grade Reading)

Mid-Year PMA #2 Assessment (December 2019)

Comparison to 2018-2019 Mid-Year Scrimmage Assessment
Current Student Achievement Data (5th Grade ELA)

Baseline Achieve Level Set (August 2019) VS. Mid-Year Achieve Level Set (December 2019)

- 63/132 (48%) Tested Students showed 50 or more point growth (on track)!
- 18/132 (14%) showed 0 growth or a decline in their Lexile.

Predicted Proficiency based on Mid-Year Achieve Levels: 91%
Predicted Overall Learning Gains based on Mid-Year Achieve Levels: 67%
Predicted LPQ Learning Gains based on Mid-Year Achieve Levels: 71%

Comparison to 2018-2019 Mid-Year Achieve Level Set
Current Student Achievement Data (4th & 5th iReady Reading)

4th Grade Baseline Diagnostic Assessment (August 2019) VS. Mid-Year Diagnostic Assessment (December 2019)

90/130 (69%) showed at least 9 points toward one year's growth of 19 (estimated).

5th Grade Baseline Diagnostic Assessment (August 2019) VS. Mid-Year Diagnostic Assessment (December 2019)

81/132 (61%) showed at least 9 points toward one year's growth of 19 (estimated).
**Problem Identification and Analysis**

**Area of Focus:** Increasing ELA overall learning gains and LPQ learning gains. Although ELA learning gains greatly increased (overall gains going from 79% to 82% and LPQ learning gains going from 73% to 84%) in 2018-2019, these school grade categories continue to be the lowest values when compared to other components. From 2018 to 2019, the Students with Disabilities subgroup decreased from 85% to 77%, and the Multi-Racial subgroup decreased from 81% to 74%.

**Intended Outcome:** In the area of ELA, the overall learning gains will increase by 4% from 82% to 86%, and the LPQ learning gains will increase by 4% from 84% to 88%.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the Intended Outcome been achieved for this Area of Focus?</td>
<td>Yes</td>
</tr>
<tr>
<td>Is desired progress being made to accomplish the activity?</td>
<td>Yes</td>
</tr>
<tr>
<td>What evidence indicates that you are progressing toward the Intended Outcome?</td>
<td>Based on analysis of triangulation of iReady, Achieve, &amp; PMA #2 data, it is predicted that 90% of students will achieve overall learning gains and 94% of LPQ students will make gains.</td>
</tr>
</tbody>
</table>
| What Action Steps must be continued, or added, to achieve the Intended Outcome? | *We will continue all action steps listed in the SIP.  
**Admin and teachers will collaborate to review the data triangulation to select students for before/after school tutoring and intervention services from Mrs. Warren.  
***JBE will pilot the Freckle Intervention Program. |
## SIP Goal #4: Focus on Math Learning Gains

### Title

Maintain Math overall learning gains and increase Math LPQ learning gains.

Although Math LPQ learning gains increased by 1% in 2019 from 87% to 88%, this school grade component falls short of the Math overall learning gains which increased from 90% to 91% in 2019. From 2018 to 2019, the Students with Disabilities subgroup decreased from 69% to 65% in the area of Math overall learning gains, and the Hispanic subgroup decreased from 94% to 88%. The Black and Students with Disabilities subgroups showed the lowest performance related to Math overall learning gains when compared with other subgroups in 2019.

### Rationale

In the area of Math, the overall learning gains will be maintained at 91%, and the LPQ learning gains will increase by 1% from 88% to 89%.
### Current Student Achievement Data (K–2nd iReady Mathematics)

#### Proficiency Detail by Grade (Fall 2019 vs. Winter 2019)

**Standard View: Early, Mid, or Late in Current Grade Level**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Winter 2020</th>
<th>Fall 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade K</td>
<td>90%</td>
<td>72%</td>
</tr>
<tr>
<td>Grade 1</td>
<td>75%</td>
<td>68%</td>
</tr>
<tr>
<td>Grade 2</td>
<td>89%</td>
<td>44%</td>
</tr>
</tbody>
</table>

#### Comparison to Proficiency Detail by Grade (Winter 2019)

**EOY View: Mid or Late in Current Grade Level**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Winter 2020</th>
<th>Fall 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade K</td>
<td>68%</td>
<td>32%</td>
</tr>
<tr>
<td>Grade 1</td>
<td>53%</td>
<td>47%</td>
</tr>
<tr>
<td>Grade 2</td>
<td>69%</td>
<td>31%</td>
</tr>
</tbody>
</table>
### Current Student Achievement Data (3rd-5th iReady Mathematics)

#### Proficiency Detail by Grade (Fall 2019 vs. Winter 2019)

#### Standard View: Early, Mid, or Late in Current Grade Level

<table>
<thead>
<tr>
<th>Grade</th>
<th>Winter 2020</th>
<th>Fall 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>94% 6%</td>
<td>72% 26% 2%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>98% 2%</td>
<td>82% 17% 1%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>98% 2%</td>
<td>84% 15% 1%</td>
</tr>
</tbody>
</table>

#### Comparison to Proficiency Detail by Grade (Winter 2019)

#### EOY View: Mid or Late in Current Grade Level

<table>
<thead>
<tr>
<th>Grade</th>
<th>Winter 2020</th>
<th>Fall 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>82% 18%</td>
<td></td>
</tr>
<tr>
<td>Grade 4</td>
<td>84% 16%</td>
<td></td>
</tr>
<tr>
<td>Grade 5</td>
<td>75% 25%</td>
<td></td>
</tr>
</tbody>
</table>
Current Student Achievement Data (3rd Grade Mathematics)

Baseline District Assessment (August 2019) VS. PMA #2 Scrimmage Assessment (December 2019)

Comparison to 2018-2019 Mid-Year Scrimmage Assessment
Current Student Achievement Data (4th Grade Mathematics)

Mid-Year PMA #2 Assessment (December 2019)

Comparison to 2018-2019 Mid-Year Scrimmage Assessment
Current Student Achievement Data (5th Grade Mathematics)

Mid-Year PMA #2 Assessment (December 2019)

Comparison to 2018-2019 Mid-Year Scrimmage Assessment
Current Student Achievement Data (4th & 5th iReady Math)

4th Grade Baseline Diagnostic Assessment (August 2019) VS. Mid-Year Diagnostic Assessment (December 2019)

101/130 (78%) showed at least 9 points toward one year’s growth of 19 (estimated).

5th Grade Baseline Diagnostic Assessment (August 2019) VS. Mid-Year Diagnostic Assessment (December 2019)

76/132 (58%) showed at least 9 points toward one year’s growth of 19 (estimated).
## Problem Identification and Analysis

**Area of Focus**: Maintain Math overall learning gains and increase Math LPQ learning gains. Although Math LPQ learning gains increased by 1% in 2019 from 87% to 88%, this school grade component falls short of the Math overall learning gains which increased from 90% to 91% in 2019. From 2018 to 2019, the Students with Disabilities subgroup decreased from 69% to 65% in the area of Math overall learning gains, and the Hispanic subgroup decreased from 94% to 88%. The Black and Students with Disabilities subgroups showed the lowest performance related to Math overall learning gains when compared with other subgroups in 2019.

**Intended Outcome**: In the area of Math, the overall learning gains will be maintained at 91%, and the LPQ learning gains will increase by 1% from 88% to 89%.

<table>
<thead>
<tr>
<th>Has the Intended Outcome been achieved for this Area of Focus?</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is desired progress being made to accomplish the activity?</td>
<td>Yes</td>
</tr>
<tr>
<td>What evidence indicates that you are progressing toward the Intended Outcome?</td>
<td>Based on analysis of triangulation of iReady, Achieve, &amp; PMA #2 data, it is predicted that 87% of students will achieve overall learning gains and 78% of LPQ students will make gains.</td>
</tr>
<tr>
<td>What Action Steps must be continued, or added, to achieve the Intended Outcome?</td>
<td>*We will continue all action steps listed in the SIP.**&lt;br&gt;<strong>Admin and teachers will collaborate to review the data triangulation to select students for before/after school tutoring and intervention services from Mrs. Lazarus.</strong>&lt;br&gt;**<em>JBE will pilot the Freckle Intervention Program.</em></td>
</tr>
</tbody>
</table>
2019-2020 School Grade Simulation

2018-2019 JBE Results
Total ELA proficiency: 97% (+1% from 2018)
Total Math Proficiency: 99% (Same as 2018)
Total Science Proficiency: 95% (-1% from 2018)
Total ELA Learning Gains for All Students: 82% (+3% from 2018)
Total ELA Learning Gains for Lowest 25%: 84% (+1% from 2018)
Total Math Learning Gains for All Students: 91% (+1% from 2018)
Total Math Learning Gains for Lowest 25%: 88% (+1% from 2018)
Total Points: 636/700 (91% of Available Points); +16 from 2018
School Grade: “A” (20th Consecutive Year)

Predicted Results for 2019-2020
Total ELA proficiency: 97% (Same as 2019)
Total Math Proficiency: 99% (Same as 2019)
Total Science Proficiency: 99% (+4% from 2019)
Total ELA Learning Gains for All Students: 89% (+7% from 2019)
Total ELA Learning Gains for Lowest 25%: 91% (+10% from 2019)
Total Math Learning Gains for All Students: 87% (-4% from 2019)
Total Math Learning Gains for Lowest 25%: 78% (-10% from 2019)
Total Points: 643/700 (92% of Available Points); +7 from 2019
School Grade: “A” (21st Consecutive Year)
ONGOING FOCUS:
WHAT CAN WE DO TO HELP SUPPORT CONTINUED AND INCREASED PROGRESS TOWARD OUR 2019-2020 SIP GOALS?

To view the School-wide Improvement Plan at anytime, please visit www.floridacims.org and complete the following steps:

• Click on Public Access.
• Click on Districts.
  • Click on Duval.
• Click on your School.
Support and Partnerships: How to Get Involved in the Work Being Done at JBE!
Student Enrichment Opportunities

**Before/After School Groups:**
- Chorus (3rd-5th)
- FLL Robotics Program (K-3rd)
  - Lego League (4th-5th)
  - 100 Mile Club (K-5th)
- Spring Musical (3rd-5th)
  - Chess Club (2nd-5th)
  - Garden Club (K-5th)
- Spanish Enrichment (K-3rd)
- After School Sports: Golf, Soccer (K-5th)
  - Art Garage Classes (K-5th)
  - Florida Ballet Classes (K-5th)

**Leadership Groups:**
- TOTs: Teachers of Tomorrow (5th)
- Safety Patrols (5th)
- TV Production (5th)
- Student Council (3rd-5th)
- Green Team (3rd-5th)
- *National Elementary Honor Society (4th-5th)*
Many Ways to Get Involved

- **FOJBE Parent/Teacher Organization (PTO)**
  - Volunteer- & Donations-Based
  - School-Based Activities (Family Dinner Night, Science Night, Donuts with Dads, Muffins with Moms, Quarterly Community Outreach Projects, Talent Show)
  - Red Ribbon Week (October) & Literacy Week (January)
  - Magnet Tour Guide Volunteers
  - Community Partnerships (The Giving Closet Program, Local Schools in Need)
  - Connection with Community Business Partners & Sponsors
  - Sponsor of School-Wide Improvement Initiatives (Computer Carts, Playground Equipment, STEM Resource)
  - Sponsor of School-Wide Initiatives (STEM Resource, Classroom Technology)

- **School Advisory Council (SAC)**
  - Monthly Stakeholder Meetings
  - Coffee Chats & Parent Academy Classes for School Community Members
  - Input into School Budgeting & Creation of New Programs

- **JBE Monthly Spirit Nights**
  - Sponsored by JBE
  - Held at Various Businesses Around Town
Business/Community Partnerships

HOWDY PARTNERS!

THANK YOU FOR PUTTING THE "GIDDY" IN OUR "GIDDY UP!"
Empowering Parents and Families

WE NEED YOUR FEEDBACK!

• What are we doing well?
• Do you have any ideas or suggestions to share?

FEEDBACK
THANK YOU

for taking the time to attend the Mid-Year Stakeholder’s Meeting!

YOU ARE ALWAYS WELCOME TO ATTEND MONTHLY SCHOOL ADVISORY COUNCIL (SAC) MEETINGS.

Day/Time: 1st Tuesdays of the Month at 7:50 a.m.
Location: Media Center

Principal: Cameron Mattingly (mattinglyc@duvalschools.org)
Assistant Principal: Edna Chatman (chatmane@duvalschools.org)
Email: www.duvalschools.org/jbe
Phone: 247-5942