

U.S. Department of Education
2021 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [X] Magnet [] Choice

Name of Principal Ms. Cameron Mattingly
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Jacksonville Beach Elementary School
(As it should appear in the official records)

School Mailing Address 315 10th Street South
(If address is P.O. Box, also include street address.)

City Jacksonville Beach State FL Zip Code+4 (9 digits total) 32250-3334

County Duval County

Telephone (904) 247-5942 Fax (904) 270-1825

Web site/URL https://dcps.duvalschools.org/jbe E-mail mattinglyc@duvalschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Diana Greene E-mail greened@duvalschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Duval County Public Schools Tel. (904) 390-2000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Elizabeth Andersen
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2020-2021) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools.)

- Number of schools in the district (per district designation):
 - 128 Elementary schools (includes K-8)
 - 26 Middle/Junior high schools
 - 25 High schools
 - 22 K-12 schools

201 TOTAL

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

- Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

- Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	35	37	72
1	46	32	78
2	46	48	94
3	51	43	94
4	65	64	129
5	72	59	131
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	315	283	598

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 2 % American Indian or Alaska Native
 - 49 % Asian
 - 3.2 % Black or African American
 - 6.2 % Hispanic or Latino
 - 0.5 % Native Hawaiian or Other Pacific Islander
 - 34.8 % White
 - 4.3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2019 - 2020 school year: 3%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	18
(4) Total number of students in the school as of October 1, 2019	599
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

6. Specify each non-English language represented in the school (separate languages by commas):
Arabic, Chinese (Zhongwen), Hindi, Hmong, Marathi, Telugu, Tamil, Urdu, Other

English Language Learners (ELL) in the school: 4 %
23 Total number ELL

7. Students eligible for free/reduced-priced meals: 8 %
 Total number students who qualify: 48

8. Students receiving special education services: 9 %

53 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>4</u> Autism | <u>0</u> Multiple Disabilities |
| <u>4</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>11</u> Other Health Impaired |
| <u>1</u> Developmental Delay | <u>5</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>46</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	30
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	97%	97%	96%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2020.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2015

15. In a couple of sentences, provide the school’s mission or vision 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.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

Jacksonville Beach Elementary has provided two enrollment options for families (face-to-face classroom setting or virtual learning through Duval Homeroom) throughout the entire 2020-2021 school year. At the onset of the school year, 40% of students returned to the school building for face-to-face instruction while 60% of families opted for virtual instruction. Homeroom classes were assigned to teachers as fully virtual or in-person. However, several teams of departmentalized 4th-5th grade teachers were needed to teach sections of virtual and face-to-face due to the large number of students opting for virtual instruction. Duval County Public School provided parents with the opportunity to return to face-to-face instruction at the conclusion of each quarter. Throughout the school year, the enrollment in virtual learning has dropped to 48% while students opting for face-to-face instruction has increased to 52%. In response to some students returning to the school building as the year has progressed, personnel assignments were shifted to accommodate the needs of the school community related to academic support and COVID -19 safety protocols. For example, several teams of teachers were charged with teaching hybrid classes (students learning simultaneously online and in-person in the same class) for a portion of the year since other face-to-face classes on the grade level were at maximum capacity according to social distancing restrictions.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Being a dedicated magnet school in Duval County Public Schools, there is no admissions criterion for students who wish to apply (other than students applying for the gifted program), and acceptance is determined via a computer-based lottery run at the district level. Applications for JBE can be submitted for any student currently living within Duval County boundaries. The district also allows applications to be submitted for students living outside Duval County boundaries, and they are processed after the initial magnet lottery if the school has available seats. In specific circumstances, the following application priorities are afforded to certain applicants (listed in weighted order from most to least): neighborhood preference given to students residing in the former attendance area, military preference given to dependent students with active duty military parents who have transitioned to the area within the past 12 months, sibling preference given to students with siblings currently enrolled at the school, socioeconomic status preference given to students whose home school is designated as Title I, and principal's signature indicating attendance at a tour of the school. The general entry point into the school is kindergarten based on available seats. However, 1st-5th grade students are accepted as vacant seats become available in accordance with the state's class size amendment restrictions and based on the track for which they are applying (gifted versus academically talented).

PART III - SUMMARY

Jacksonville Beach Elementary (JBE) is a public dedicated magnet school for gifted and academically talented students. As stated in the school's mission, the school environment fosters excellence and high expectations for all students and is focused on the "whole child". This level of nurture and accountability has resulted in JBE receiving multiple recognitions at the state and national levels, including the following: FLDOE Five Star School Award winners in 2015-2016, 2016-2017, and 2017-2018; FL PBIS Model School Gold Level for 2019-2020; Magnet Schools of America Nationally Certified Magnet School- Demonstration Level for 2020-2025; and 'A' school designation for 20 consecutive years since 1999. Most recently in Spring 2019, state testing results showed that JBE was the highest performing elementary school in the district, and second highest performing in the state of Florida when compared to similar schools. JBE students performed within the top five of elementary schools in the state in all tested subject areas. The JBE student population consists of students from 23 different zip codes in Jacksonville and surrounding local communities, with approximately 25% residing in the surrounding Beaches communities. Over the past five years, the student demographics have dramatically shifted (especially the increase in the number of Asian students served) resulting in JBE becoming a "majority minority" school for the first time since becoming a dedicated magnet school in 1993. Out of the total student population, 35% are identified as gifted while 65% are placed in general education classes (i.e. academically talented). To be eligible for placement into the gifted program, students must meet the state's eligibility criteria, which involves scoring in the Very Superior range (130+) on a standard IQ test and reflect gifted characteristics on the Renzulli-Hartman checklist. JBE implements "gifted sweeps" in Kindergarten and 2nd grade levels to identify gifted students without relying on evaluation referrals from teachers and/or parents. The continual emphasis on identifying gifted students using strategic screening methods has increased the number of "Plan B" students (i.e. ELLs, ESE, and low socioeconomic status) who may not have otherwise been captured. All kindergarten classrooms are designated as academically talented, however, self-contained gifted classrooms become available starting in 1st grade.

Considering the maintained focus on the "whole child", JBE implements strategies and innovative programs to facilitate the growth of the academic, social/emotional, and cultural knowledge of students. The main crux of the academic environment is the delivery of gifted curriculum and programming to ensure that students are being exposed to activities that will challenge them beyond typical expectations. In coordination with the Gifted Lead Teacher/Coach, teachers assign students to participate in learning tasks aligned with expected outcomes of the Florida's Framework for Gifted Learners. Classrooms reflect evidence of students completing Genius Hour research projects, coding, project-based learning through teacher-developed and/or Cornerstones lessons, choice board activities tiered for learners at various achievement levels, and Primary Education Thinking Skills activities. For the past three years, the school community has worked with students to adopt and embrace the Growth Mindset approach. This mindset has allowed students to believe that they have limitless potential to learn and grow through tackling challenges and not to be afraid to make mistakes. Each month, the school community focuses on a Growth Mindset theme (i.e. "Everyone Can Learn") and students engage in a learning activity that showcases how to maintain this perspective. JBE implements multiple wellness programs designed to support positive relationships and mental health. Students are taught wellness lessons several times per month using Wellness Wednesday videos, Sanford Harmony, and Calm Classroom resources. These curriculum resources allow teachers to address student mental health and well-being in a proactive manner and develop appropriate strategies (i.e. de-escalation, self-calming, conflict resolution, relationship building) to address issues/concerns potentially faced in the learning environment. Student supports are also provided through the JBE Buddy Program (matching primary and intermediate students with similar interests and backgrounds) and the Adopt an LPQ Student program (allows teachers/staff to "adopt" low-performing students to provide an extra layer of encouragement and monitoring).

Administrative and instructional staff members actively work to promote cultural understanding and acceptance, as well as, building relationships between teachers, parents, and students from various backgrounds. In collaboration with the school's PTO, cultural arts assemblies and the "Around the World Night of the Arts" event are held to expose students to a variety of cultural themes and attributes reflecting the cultures represented in the school population. Diversity is further celebrated through annual activities

(i.e. Black History Month, Women's History Month, Military Appreciation, food/supply drives for less fortunate students being served by local community centers) designed to assist students with embracing the cultural norms of others and learning more about their surrounding school community. Through social studies infusion into the literacy block, teachers celebrate various cultures by exposing students to informational text that provides them with an opportunity to learn about cultural diversity through a grade-level perspective. Parents and community members are always invited into the classrooms to lead cultural art activities correlating to specific holidays and celebrations (i.e. Diwali, Chinese New Year, Ramadan). Students in specific grade levels are provided the opportunity for leadership roles (i.e. Student Council, TV Production, TOTS, Safety Patrol, NEHS) aligned with their strengths and interests. In addition to offerings provided during school (i.e. Art, Music, PE, STEM) to all students, JBE works collaboratively with the community to establish after-school programming (i.e. school musical, foreign language, robotics, chess club, garden club, ukulele club, chorus, art classes) that allows students to have an additional outlet through which to explore their interest areas and socialize with other students who they may not typically interact with on a daily basis.

JBE previously received the National Blue Ribbon School Award in 2003 and 2015. This recognition has played a significant role in the marketing of our magnet program each subsequent year. We proudly display the National Blue Ribbon banner in our front foyer and flag in the front of our school for visitors and school community members to enjoy. We enthusiastically share our outstanding achievement data with prospective students and parents during magnet tours and district recruitment opportunities, as well as through our existing PTO and School Advisory Council (SAC). Having received this past award drives our school community to focus on the school mission of providing an enriched and challenging curriculum for every student and to continually improve the infusion and alignment of gifted curriculum objectives into core subjects as part of our magnet theme.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

The administration and faculty/staff members at Jacksonville Beach Elementary ensure that core instructional programs and supplemental materials are aligned to Florida's English/language arts (ELA), mathematics, science, & social studies standards by consistently following the aligned instructional scope and sequence trajectories established by the district (i.e. Year-at-a-Glance, Curriculum Lesson Guides) to cover all grade levels standards annually. Teachers utilize district-approved curriculum resources to support daily instruction with fidelity and seek out supplemental materials that have either been vetted by the state or involve research-based practices (e.g. CPalms, i-Ready ELA & Math intervention materials, Zearn, floridastudents.org, Write Score, Whooo's Reading, Achieve 3000, Freckle Program, Lexia Core 5). Teachers and administrators actively meet during weekly common planning sessions to review the depth of grade level standard expectations and ensure alignment with curriculum pacing and planned student tasks. In addition, teachers and administration consistently review FLDOE item specifications (K-2nd) and Florida Standards Assessment (FSA) item specifications (3rd-5th) to assist with integration of similarly constructed items into their ongoing assessments to prepare students for success with showing mastery of grade level content. JBE currently utilizes the Gradual Release of Responsibility Model for ELA, mathematics, and science instruction in concordance with district expectations to allow for the fluidity and balance of teacher modeling and student exploration of important content during instructional blocks.

Kindergarten through 5th grade ELA instruction is primarily facilitated through use of the Ready LAFS Reading curriculum that focuses on assisting students with standards-based practice involving non-fiction and fiction text passages. The Duval Reads curriculum (adapted version of Common Core Expeditionary Learning) is used as a supplemental resource to provide students with exposure to standard concepts using thematic module units. Kindergarten through 2nd grade students receive daily Saxon phonics instruction that primarily focuses on assisting students with developing foundational literacy skills (i.e. phonemic awareness, phonics, and sight word recognition). 2nd-5th grade students receive additional ELA instruction based around grade-appropriate novel studies that require students to demonstrate standard mastery through exploration of complex fiction and non-fiction text. All Kindergarten-5th grade students are given diagnostic assessments through the iReady Reading program three times per year to assess instructional strengths and weaknesses in the following domains: phonological awareness, phonics, high frequency words, vocabulary, and comprehension. Based on iReady Reading diagnostic results, students are assigned "next steps for instruction" which allows teachers to provide students with applicable activities to remediate or enrich them in certain skill areas below, at, or above grade level. This year, JBE is piloting the use of the Lexia Core 5 program for K-3rd grade students to supplement other ELA resources being used, which provide targeted instruction in the following areas: phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension. Teachers can track student progress through performance level on individually assigned activities and utilize skill builder worksheets and lessons for small group instruction. 3rd-5th grade students are expected to utilize the Achieve 3000 program, which provides students with differentiated ELA instruction online. Lexile levels are assessed three times per year, and ability-leveled reading and writing assignments designed to measure comprehension of non-fiction text are assigned to each student according to their instructional and/or independent reading level. 2nd-5th grade students consistently use the Wordly Wise program to support improvement in vocabulary development and reading comprehension and the Write Score program to provide students with standards-based writing instruction and specific feedback related to their writing abilities. 4th-5th grade students are using the Freckle program, which is a differentiated platform to provide targeted online lessons to students in ELA and measure their progress toward mastery of grade level standards.

Kindergarten-4th grade students receive at least 150 minutes of ELA instruction per day while 5th grade students receive 100 minutes. Social studies instruction is infused into the daily ELA instructional block by the establishment of daily reading centers that require students to access historical text and complete activities that reflect application of social studies content. During core reading instruction, teachers often use the social studies textbook as the source of text used to support standards-based instruction (i.e. determining main idea, identifying key details). Using the Achieve 3000 program, 3rd-5th grade teachers consistently assign students with social studies reading lessons to facilitate their learning of grade-level content. In

addition, teachers assign social studies projects that are cumulative in nature (i.e. creation of timelines, research projects focused on past wars, compare/contrast activities for past or current world leaders) throughout the school year to allow students to choose historical topics of interest to them, use research techniques, and work in collaboration with other students.

Kindergarten-5th grade mathematics instruction is primarily facilitated through use of the Duval Math curriculum (adapted version of Eureka Math). Each lesson consists of the following structural elements: fluency practice, application problem, concept development, guided practice, problem set, whole group closing, and exit ticket. As a supplement to core instruction, teachers can conduct explicit instruction using the enVision math curriculum and discovery learning using the Math Investigations curriculum. Teachers also have access to Ready MAFS math curriculum to provide additional opportunities to cover and/or reteach standards-based content. Teachers have discretion to use lessons from all of the aforementioned resources as deemed appropriate when planning instruction based on student performance on module pre-tests, baseline testing, classroom formative assessments, and summative testing results. Math lessons are conducted to encourage students to formulate strategies to complete problem-solving through peer collaboration and minimal intervention from the teacher once modeling has been provided. All Kindergarten-5th grade students are given diagnostic assessments through the iReady Math program three times per year to assess instructional strengths and weaknesses in the following domains: numbers/operations, algebra & algebraic thinking, measurement & data, and geometry. Based on i-Ready Math diagnostic results, students are assigned “next steps for instruction” which allows teachers to provide students with applicable activities to remediate or enrich them in certain skill areas below, at, or above grade level. 4th-5th grade students are using the Freckle program, which is a differentiated platform to provide targeted online lessons to students in math and measure their progress toward mastery of grade level standards. Kindergarten-4th grade students receive at least 90 minutes of math instruction per day while 5th grade students receive 100 minutes.

Currently, the Florida Interactive Science curriculum is being used to expose students to grade-level scientific content in K-2nd grade. The Houghton Mifflin Harcourt Science curriculum is being used to expose students to grade-level scientific content in 3rd-5th grade. JBE teachers use a blended model of explicit instruction and hands-on lab activities to promote student engagement with this core subject area. In addition, the Gizmos and Penda blended learning programs serve as an online instructional tool to reinforce scientific concepts learned in the classroom environment and measure student progress toward mastery of grade level standards. Literacy is consistently integrated into science instruction through use of leveled readers related to various units/topics addressed throughout the school year. Kindergarten-4th grade students receive 30-60 minutes of science instruction per day while 5th grade students receive 100 minutes.

A variety of formative and summative assessments (in addition to those listed above) are used to ensure that students are meeting grade level standards and demonstrating learning gains. The Florida Standards Assessment (FSA), is given to students in 3rd-5th grade and measures proficiency in reading, math, science, and writing. The district has developed quarterly assessments (PMAs) to measure the cumulative learning of students related to content taught as the school year progresses. The results of multiple forms of assessments (diagnostic blended learning checks, PMA assessments, daily classroom work samples, teacher-made assessments, and exit tickets) are used to plan instructional pacing, group students for differentiation, and provide additional instruction and support where needed through small group and intervention centers.

Assessment results are also used to identify school improvement goals. The leadership team and SAC carefully analyze the data to determine additional strategies and resources which are needed to improve student achievement. School-wide data is shared with all stakeholders via the school website, annual school-based magnet tours, Student Orientation sessions, annual Open House sessions, and SAC meetings. The state School Report Card grade, district data projections, and the goals of the School Improvement Plan are also carefully explained during Open House and again halfway through the school year, when the Mid-Year Stakeholders Report is published. Individual student diagnostic data reports and PMA results are provided to parents in writing throughout the year and explained at regularly scheduled parent conferences.

At the beginning of the school year, teachers are provided with a data summary sheet for each of their assigned students from the previous year, including results from state, district, and school-based testing (i.e. NBRS 2021

PMA data, FSA scale score/achievement level, i-Ready Reading and Math scale score/placement levels, running record results, Achieve 3000 Lexile levels, Freckle diagnostic scores, and academic/conduct grades). These data sources assist teachers with forming initial instructional groupings for the first weeks of the school year while they are administering diagnostic assessments for the current grade level. Based on initial diagnostic assessments for core subject areas (i.e. baseline PMAs, running records, pre-tests for initial units/modules, i-Ready Math/Reading diagnostic results, Achieve 3000 Lexile levels, Freckle diagnostic assessments), teachers and administration collaboratively review the disaggregated data at the class and individual student level to determine next steps for instructional groupings and standards to be remediated, practiced, or enriched. Within the first weeks of school, teachers and administration utilize previous year's data, current diagnostic data, and teacher observations to form student groupings who will be serviced by primary and intermediate tutors/interventionists for reading and math. The following data points are used at the start of and during the school year to identify students who need to be targeted for intervention: scoring at or below 40% on baseline PMA assessments (below expectations) or quarterly summative assessments; repeating their current grade; scoring below expected grade level target on i-Ready or Freckle diagnostic assessments; scoring below grade level expectations on standardized state testing; earning a previous year's scale score on standardized state testing that would fall below grade level expectations for the current year (bubble students); and/or earning a D or F on mid-quarter progress reports in reading or math or as a final grade on their quarterly reports cards. Analysis of multiple data sources is conducted during collaborative planning sessions (e.g. professional learning communities/vertical learning communities) and used as the basis for designing daily lesson plans to meet the needs of students functioning at various levels of skill development (i.e. below level, on level, above level). In addition to summative assessments, teachers utilize formative assessments (i.e. daily exit tickets, weekly checks for understanding) to modify instructional groupings. The RtI block and data-based center rotations in reading and math are utilized to provide students with the appropriate level of additional intervention or enrichment they need to master specific areas of grade level content. Tiered intervention (Tier II and III levels of RtI) is conducted during guided instruction with the teacher, and data is collected related to student performance on specific skills to determine whether he/she should be considered for referral for additional assistance from the ESE teacher and/or subject-area interventionists as deemed necessary by the MTSS Problem-Solving Team. There are a variety of intensive curriculum supports that are available to use with students if academic performance data reflects a specific need, such as the Barton Program, Ready Common Core supplements for i-Ready Reading and Math, DAR TTS reading activities, and the Leveled Literacy Intervention program. As additional assessments are administered (i.e. quarterly PMAs end-of-module assessments, quizzes, running records), teachers utilize the data to evaluate student response to their instruction and determine whether or not specific standards or skills need to be re-taught or compacted to make the most appropriate use of their instructional time.

The gifted and academically talented magnet theme at JBE is evident in all facets of the school and program offerings. Students are exposed to a progression of curriculum options from 1st-5th grade that gradually increase in rigor and complexity. The gifted curriculum at JBE is well-articulated within our school and vertically aligned with the district's feeder middle schools for gifted education. Our school's focus and guiding intentions are explicitly detailed in the school's Vision, Mission, and Core Values Statements. In concordance with the Florida's Plan for Gifted Education, JBE offers gifted curriculum options aligned with the Florida's Frameworks for Gifted Learners and Florida Gifted Goals. Gifted instruction is highly dependent on Student Outcomes Goals outlined by the state and goals in individual Education Plans. Instructional personnel have access to a variety of resources related to gifted instruction through the DCPS One Note Curriculum Guide website. All teachers of the gifted and our Gifted Lead/Coach utilize curriculum materials that align with Florida standards and provide a unique approach to instruction for each individual child. These include the following: differentiated choice boards for all subject and grade levels; Genius Hour projects; Hands-On Equations; project-based learning opportunities; resources for The Big 6 (3rd-5th) and The Super 3 (K-2nd) research methods; Cornerstones Program; Primary Education Thinking Skills (PETS) activities for specific grade levels and types of thinking; and Code.org. Resource teachers, such as our Media Specialist, also implement instructional lessons that support progression through gifted curriculum activities. All activities completed during core instruction and gifted curriculum delivery provide a way for students to receive work at their ability level (i.e. tiered assignments and assessments) and self-evaluate their work against rubric expectations.

opportunities for each grade level and content area. The Code.org online program used at JBE provides students with exposure to computer science activities appropriate for their grade level and increase in complexity over time as they progress through the program courses each year. Ongoing review and evaluation of gifted instructional strategies and curriculum resources leads to periodic updates across specific content areas, whole grade levels, or at scale across the entire school. For example, during last school year, teachers and administration worked collaboratively during an Early Release Session to assess the relevance of PBL opportunities and adjust their plans to ensure that all grade levels/subject areas had a clear understanding of annual expectations for the 2020-2021 school year.

1a. For secondary schools (middle and/or high school grades):

1b. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

JBE has a full-time teacher for physical education, music, and art. Each K-5th grade student receives instruction from the specialist in these areas for 45 minutes per week. Physical education includes developing skills and habits related to physical activity, sportsmanship, socialization through games, and safety in the community. Health education is provided weekly by each science teacher. In art education, students learn a variety of skills, techniques, and processes for creating artwork. Students use different media, learn to interpret and critique their own artwork as well as that of others, and are introduced to the history and impact of art in society's culture. In music class, students learn to appreciate and perform simple songs, dances, and musical games from a variety of cultures. Students also study key musical terms and concepts such as steady beat, tempo, rhythm, and note value. All resource teachers provide cross-curricular instruction within their weekly lessons and reinforce concepts being introduced in the general education classroom. With half of all classes learning remotely this year, the resource teachers have adapted their instruction to the online learning environment using supplemental resources provided by the school and district. To promote maximum engagement, resource teachers ensure that students are provided with the materials they need to be successful throughout the school year. Families of virtual students are asked to visit the school to pick up curriculum materials quarterly, therefore resource teachers also include supplies (i.e. art materials, equipment, online program credentials) that will support their specialized instruction. Resource teachers are expected to be online interactively with students during scheduled resource times and utilize specific instructional approaches to engage students and assess their learning through the Microsoft Teams program (i.e. resources from online educational websites, interactive PPTs, standards-based assignments, exit tickets through Microsoft Forms feature).

The part-time STEM teacher provides instruction related to grade level math/science standards for every K-5th grade student for 45 minutes every other week. The teacher primarily uses the "Engineering is Elementary" curriculum to promote hands-on engagement and problem-based learning in the context of real-world and age-appropriate scenarios. When instructing virtual students, the teacher has adapted STEM lessons to include interactive PPTs and innovative projects that can be completed using common items found around the house. Technology is another key component of our curriculum and instruction. Students use computers daily as part of instructional rotations, and online blended learning programs are used to reinforce basic skills in reading, math, science, and writing. The part-time Media Specialist and full-time Media Assistant provide weekly classes that incorporate the love of books, fiction and non-fiction, and the ever-growing role of technology in our daily lives. Media classes are structured to actively support development of research and basic technology skills and correlate to core instructional lessons being delivered in the classroom. Students are also instructed in the use of technology for communication, presentation, and research by classroom teachers and the full-time Gifted Lead Teacher. With the current limitations on library services, media classes have shifted online to provide students with access to online books (i.e. Epic, Reading A-Z, Axis 360). The Media Specialist currently utilizes resource time to provide

small-group reading intervention for students and reinforce the use of Lexia Core 5, a foundational reading program.

3. Academic Supports:

FLDOE data shows that JBE has made significant progress in its efforts to close educational gaps between our highest and lowest performing students. While our school-wide proficiency levels remain well above the state/district averages, our Lowest 25% of students have seen overall growth in ELA (+6%) & Math (+3%) over the past three years. JBE has also seen an increase in the Math Learning Gains for all students over this period (+9%). This is a result of strategic, data-based intervention and enrichment being done in all classrooms to support the educational needs of ESE, ELL, Lowest 25%, and struggling gifted and non-gifted learners. Based on 2020-2021 School Improvement Plan data, the performance of all racial subgroups in ELA proficiency improved or stayed within 1% from 2018 to 2019, and were well above 90%. The performance of all racial subgroups in Math proficiency increased or stayed the same except for Black students. However, all groups were well above 90%. The subgroup data also shows that none of the racial groups were flagged as having warning indicators and have a grade of an "A." When comparing all subgroups to achievement percentages for the total number of students, the following areas have a gap of 10 or more points: ELA and math learning gains for Black students, ELA gains for LPQ Students with Disabilities, math proficiency and learning gains for Students with Disabilities, and science proficiency for Students with Disabilities. The FLPBIS Equity Profiles from the last two years show that the disproportionality seen with Hispanic students related to behavioral incidents in the 2018-2019 school year was remedied during the current school year. In addition, for the 2018-2019 and 2019-2020 school year, none of the students who had behavior referrals were assigned out of school suspension which is a significant decrease from the 2017-2018 school year.

Intervention efforts are facilitated by paraprofessionals (K-2nd ELA & Math), Gifted Lead/Coach (1st-5th whole- and small-group in gifted classrooms), interventionists (3rd-5th ELA & Math), and ESE Teachers (K-5th). Intervention data is analyzed weekly to allow for fluid student groupings. Student achievement is tracked through predictive correlation scores and Student Goal Trackers. The lowest 25% of students in ELA & Math based on assessment scores have additional tracking sheets that are updated quarterly by teachers and administration. Grades are reviewed twice per quarter, and Unsatisfactory Grade Review Meetings are scheduled to identify areas of concern and develop a plan of action for improvement (especially for ELL, ESE, and 504 students). The progress of students (academic and behavioral) is closely monitored by teachers and administration using a variety of measures. If students require additional instructional support, all instructional personnel are trained to implement a Multi-Tiered System of Support (MTSS) in varying intensities based on student need. The RTI (Response to Intervention) approach provides levels of support in three tiers: Tier I (high-quality instruction provided to everyone), Tier II (increased support for students who show non-mastery of a skill/standard through small group instruction), and Tier III (intensive support for students below grade level and may need individual assistance). Using district instructional decision trees, teachers determine appropriate action plans to support the learning of ALL students. Tiered levels of interventions being implemented are evidenced in core lessons and differentiated center rotation plans, individual Progress Monitoring Plans (PMPs) for students, schedules/plans of part-time ELA and Math interventionists who work with small groups for remediation, schedule/plan of full-time Gifted Lead/Coach who works with small groups for enrichment and remediation, mid-year tutoring initiatives for various grade levels and subject areas, and Tier II and Tier III documentation kept by classroom and ESE teachers.

JBE uses several methods of collecting actionable data for teacher review that aid in making instructional decisions to improve student achievement. Formative assessment data is continuously analyzed throughout the year during collaborative sessions (i.e. Early Release Days and weekly

common planning sessions) in order to identify the academic needs of students. Administrators and teachers consistently review the trends of proficiency and growth rates over time to ensure that all students are experiencing high levels of achievement as they progress through instructional activities. Online learning programs, such as iReady and Achieve 3000, provide teachers with consistent data sets that can be drilled down to the student level and are used to adjust core and small group instruction in the classroom. Other types of assessments (i.e. daily exit tickets, quarterly progress monitoring assessments, and unit tests/quizzes) are analyzed during PLCs in order to identify patterns of deficiency and/or strengths which help teachers to determine instructional groupings in their classrooms for students at all levels of achievement. The results of formative assessments help teachers select instructional resources directly correlated to the learning needs of students. Weekly lesson plans demonstrate the specificity with which teachers provide students with targeted instruction (i.e. remediation, standards practice, and enrichment) during all aspects of instruction.

Because JBE is a dedicated magnet for gifted & academically talented students, teachers are consistently reviewing academic data in coordination with the school-based team (i.e. school counselor, administration, and school psychologist) to identify the need for gifted screening referral and/or available ACCEL options. Gifted students are placed in self-contained classrooms with their gifted peers and a certified Teacher of the Gifted. They receive instruction in basic academic subjects, as well as, specialized curriculum emphasizing the following topics related to the Florida's Frameworks for Gifted Learners: complexity of knowledge; questioning skills; research skills; creative and critical thinking; leadership skills; goal setting; and project-based learning. As part of gifted curriculum implementation, JBE personnel deliver instruction using multiple methods to meet the instructional needs of our unique student population in grades K-5th. These include the DCPS Cornerstones Program, Primary Education Thinking Skills curriculum, project-based learning, Super 3 and Big 6 research curriculum, and choice boards. These innovative practices and multi-faceted curriculum components help students to persevere through rigorous content, receive enrichment, use various ways of thinking to approach instructional tasks, and take ownership of their learning.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

With approximately 50% of the student population attending school remotely while the other half is enrolled face-to-face, our school community has had to be extremely creative in adapting our way of work to engage students in both types of learning environments. School-wide PBIS recognition programs were modified to be meaningful and relevant to both sets of learners. “Rangers of the Week” are selected by their homeroom teacher each week based on the JBE Guidelines for Success and monthly “Care”acter theme.

Photos/descriptions of students are posted in the school hallway and online TEAMS sites to provide recognition for them. “Tech Titans of the Jungle” is a program that recognizes one class per grade level having the most blended learning usage and best performance each week. Brag banners are placed outside of the classroom or posted on TEAMS sites to reward students for their commitment to online programs. Resource teachers recognize one class each week for positive and on-task behaviors, and the class is announced over the intercom and provided with a brag banner. As part of the “Data Safari”, administration celebrates K-5th grade students based on level of proficiency and growth throughout the school year. Each month, students with the most growth from the previous month receive recognition via the afternoon announcements and digital certificates. Following periods of diagnostic testing, students with the highest level of achievement and most growth from the previous testing period are celebrated. Each week, students from each grade level who have been present and on time daily are recognized as “No Tardy Rangers”. The “Golden Starfish” program allows for homeroom classes to receive tangible rewards for meeting behavioral expectations in hallways, cafeteria, resource classes, and/or online learning environment. Specific numbers of starfish incentives can be redeemed for class rewards (i.e. popcorn party, virtual field trip, and visit from celebrity reader).

JBE has continued its Buddy Program, which matches up primary and intermediate students. The program enables intermediate students to take on a mentoring role while younger students have a familiar face on campus. Participating students are given multiple opportunities to make physical or online contact with their buddies to establish positive and meaningful relationships within the school community. The JBE 100 Mile Club typically hosts two runs per week before school, and miles are tracked toward the annual goal of achieving 100 miles from September to May. In response to current limitations, students are permitted to track their miles from home using Google Forms and still receive tangible awards for reaching benchmark goals.

Books of the Quarter that include a central theme related to character education are consistently distributed (hard copy or digital) to all K-5th grade classrooms. Teachers are expected to explore each one with their classes and complete a literacy-based activity that relates to the moral of the book. As part of her annual job responsibilities, the school counselor supports teachers and students by conducting classroom guidance lessons that are specifically structured to address social-emotional issues/difficulties being observed. If guidance lessons are not successful in quelling the conflicts in the classrooms, the school counselor will increase the support being provided to the students by holding mediation sessions, which allow her to gather more specific information about the situation/issue in the classroom and engage in problem-solving with the students. A military family life counselor is part of the staff, and she is responsible for providing counseling/support services to children who have parents serving in the military. She engages students in a variety of activities to help them work through trying situations (e.g. parent deployed, death of a family member, and feelings of anger/depression) and assists them in dealing with their feelings in an appropriate manner. The administration, school counselor, and military counselor work together to identify students who may need more intensive services and often refer these students to outside agencies that can better meet their needs through a full service referral process. Throughout the school year, school staff members actively work to hold events that encourage students to help themselves and others to make safe and healthy choices (i.e. anti-bullying assembly and Red Ribbon Week activities).

2. Engaging Families and Community:

The school administration and instructional staff at JBE consistently seek to build positive relationships with families and the community. Each year, a priority is to increase parental involvement in school-based activities/events and keep stakeholders informed of student progress toward established annual achievement goals. The principal proactively takes the lead in keeping parents informed by sending out a weekly newsletter summarizing important dates and scheduled events that may be of interest to them. Teachers assist with transparency for parents by consistently updating student grades in the Focus Parent Portal, revising their class websites with curriculum content and homework assignments on a weekly basis, and sending weekly updates via email. Following diagnostic and summative assessments, teachers provide students and parents with achievement reports that specifically outline the standards and/or skills that students need additional assistance with to meet grade level expectations. Annually, teachers are provided with dedicated time to hold mid-year conferences that enable parents to stay informed of their child's academic progress and provide them with strategies/resources to assist with their child's education. In coordination with the FOJBE PTO, the school hosts monthly social and/or educational events that promote active engagement by students and families. These events include Newcomer's Coffee, Middle School Night, Science Night, Cultural Night of the Arts, Military Appreciation, Career Day, Doughnuts with Dads, Muffins with Moms, School Advisory Council Meetings, PTO Meetings, and Talent Show. Designated business-partner liaisons from the PTO develop school-based opportunities for community organizations to be involved in events throughout the year, including sponsoring specific events that benefit students directly, advertisement of school events at local businesses, and inclusion in school publications. The School Advisory Council, comprised of school and non-school representatives, serves as a forum to directly engage individuals in school improvement efforts (i.e. development of school improvement plan goals, budgetary decisions, use of human capital, community movements). To actively promote the mission/vision of the school and provide information about the school to the greater Jacksonville community, JBE administration and faculty members participate in the annual DCPS School Choice Expo. They also conduct a series of school-based magnet tours that allow prospective applicants the opportunity to observe the rigorous JBE learning environment firsthand.

The JBE Wellness Initiative Committee is comprised of students, parents, and teachers who design wellness lessons and use curriculum programs to develop student knowledge and good habits in the areas of nutrition, physical fitness, hygiene, prevention, and mental health. Through collaboration with the PTO, Wellness Parent volunteers and business partners provide monthly classroom lessons relevant to students (i.e. dental health, food pyramid suggestions, importance of sunscreen, impact of exercise on the cardiovascular system). PTO also seeks out volunteers to be Art Enrichment Parents who engage students in hands-on projects each month to nurture their creativity and provide an artistic outlet.

This year, all events typically held in-person were shifted online because of parents/volunteers not being permitted to enter the school building due to COVID-19 restrictions. Administration invited school community members to join a Parent Connectedness Task Force and participate in open dialogue to identify how to maintain a high level of virtual parent engagement during the school year. A PTO Parent Ambassador Program was developed to connect new school community members with current families which helped to establish and maintain positive relationships between parents. All school-based events and volunteer efforts have been adapted to the virtual environment and moved to platforms easily accessible by all (i.e. Skype, Zoom, Microsoft Teams). For example, parent/teacher conferences are held via Skype, PTO and School Advisory Council Meetings are held via Zoom or Go To Meeting, Student Orientation and Open House sessions are held via Microsoft Teams, and virtual field trip guides stream content through Skype. Having a multitude of virtual options this year has resulted in more involvement from families and volunteers who may live a further distance from the school and could not otherwise participate in events/meetings.

3. Creating Professional Culture:

The school's professional development approach is based on the premise that all faculty/staff members are responsible for engaging in continuous learning to meet annually established goals for student performance and professional growth. The leadership team, comprised of administration, lead teachers from all grade levels, Gifted Lead Teacher, and the School Counselor, jumpstarts the school year by leading the faculty in a review of the latest academic achievement data and developing the School Improvement Plan (SIP) with

input from instructional teams. Once finalized by all stakeholder groups, the SIP becomes the guiding document for the work of the school and is regularly revised and updated by the leadership team as the needs of students change throughout the school year evidenced by achievement data trends. Leadership team members attend district-based trainings to receive information about instructional best practices and district initiatives related to preparing students to meet grade level expectations, which they are responsible for sharing with the appropriate grade levels and content area teachers during professional development opportunities (i.e. monthly faculty meetings, weekly common planning sessions, and grade level meetings).

A Professional Development Committee, comprised of at least one representative from each grade level/content area and administrators, is developed annually to build capacity among school community members and ensure that critical knowledge related to instructional strategies and best practices is consistently disseminated among the faculty. The primary roles of the committee are to plan/implement whole-group training sessions in accordance with the SIP and to ensure that grade level members are integrating job-embedded professional development opportunities into their instructional practice (i.e. use of mentor teachers, walkthroughs/observations of model classrooms, book studies, and lesson study cycles). A major focus of recent professional development opportunities has been standards-based instruction, especially as instructional personnel prepare to shift to the new B.E.S.T. standards in ELA and Math for all grade levels incrementally over the next two years. Administrators and lead teachers have been charged with creating “learning arcs” that break down essential components of standards and match them with relevant learning activities and assessment opportunities to help students toward content mastery.

The school leadership team actively collaborates to ensure that the morale of all instructional and non-instructional staff members is maintained throughout the school year. Because JBE does not currently have any school-based instructional coaches, administrators and teacher leaders consistently provide specific feedback on improving instructional delivery by completing walkthroughs/peer observations and through attending common planning sessions to provide next steps for lesson scope and sequence based on recent achievement data trends. The structure of the school’s Master Schedule provides teachers in each grade level and/or content area with daily common planning sessions during which collegial collaboration can take place. Throughout the school year, teachers are encouraged to identify the need for additional resources that can better support student learning (e.g. technology, standards intervention/practice workbooks, curriculum programs, mental health supports).

In response to the added toll that COVID-19 and remote learning has had on school employees, administrators have taken the lead with integrating frequent celebrations during the school year to continually encourage faculty/staff to feel appreciated and stay the course. School employees who significantly contribute to the learning environment are consistently spotlighted in weekly newsletters and on the PTO Facebook and JBE Twitter accounts. Each month, faculty/staff members are invited to vote for one of their colleagues as Teacher of the Month, and the overall winner is celebrated via a school-wide announcement and picture displayed on a bulletin board. As the year progresses, administration develops themed months that involve activities to encourage school spirit, positivity, and focus on health/well-being (i.e. “Yes”vember, Self-Care November, and 12 Days of Christmas). At the beginning of the year, each staff member was given a “lucky ducky.” Throughout the school year, “lucky ducky” numbers are called at random, and teachers win special prizes. On random Fridays, the Principal delivers themed treats/prizes to all present school employees using her Woot Woot Cart. Administration also works with external organizations, such as the FOJBE PTO and business/community partners, to hold surprise luncheons for teachers/staff and celebrate Teacher Appreciation Week annually.

4. School Leadership:

The leadership philosophy at JBE is clearly defined in the school’s guiding vision and mission statements. We are committed to meeting the academic, social, and emotional needs of every child; providing an enriching and challenging education; focusing on the development of the whole child; providing differentiated instruction to meet individual learning needs; and providing every child with a nurturing, safe, and positive school environment. The primary function of the principal and assistant principal is to serve as instructional leaders, which involves the following responsibilities: providing ongoing and relevant professional development that teachers can turnkey back into their classrooms; coaching and evaluating

teachers; overseeing and assisting with instructional planning based on data; providing core and supplemental resources necessary to support quality instruction; and supporting teachers in learning and implementing best practices in the virtual learning environment. Standards-based classroom walkthroughs and formal/informal observations are all used regularly to provide feedback to teachers related to evidence of student learning and use of effective teaching practices.

The school-based Leadership Team has recently been expanded to include the following individuals: Principal, Assistant Principal, School Counselor, Gifted Lead/Coach, and lead teachers from each grade level (K-5th). This group meets weekly to analyze student achievement data, determine actionable next steps to meet annual school improvement goals, create additional safety nets for students needing increased support, modify intervention plans, assist in planning professional development, assess quality of magnet programming, and identify initiatives that align with the vision/mission of the school.

Leadership efforts are also provided through other school-based committees, including the following: Student Life Committee that functions to analyze school safety, discipline, and PBIS practices; Hospitality Committee that functions to promote positive relationships among staff through social events; Gifted Committee that functions to develop projects and activities to challenge our brightest learners and provide professional development related to instructional best practices for gifted students; Professional Development Committee that functions to plan and deliver meaningful learning opportunities for teachers and support staff; and MTSS Committee that functions to assist teachers with problem-solving and finding solutions that will lead to academic and behavioral success of all students.

This school year, the main priority of JBE administrators has been ensuring the safety of faculty, staff, and students within the school community. A safe learning environment must be in place before high-quality teaching and learning can take place. Consistent and transparent collaboration with district leaders and health officials has been instrumental in assisting administrators with stopping the potential spread of COVID-19 in the school setting. Using guidance from the CDC and Florida Department of Health, administrators have implemented the following protocols: in-depth training for staff related to proper wearing of PPE; school-wide handwashing and hand sanitizing breaks throughout the instructional day; signage and visual cues to encourage recommended social distancing in classroom and common areas; daily health checks of students and employees; limiting school access to visitors; establishing one-way flow of traffic in shared hallways; timely reporting of COVID-19 positive or symptomatic individuals; increasing frequency of custodial cleaning; and restructuring typical procedures (i.e. teachers switching between classes instead of students, limiting sharing of supplies between students, and holding resource classes outdoors to provide for mask breaks). The role of the administrator at JBE has drastically shifted due to the number of families opting for online learning. With over half of teachers and students involved in virtual learning, administrators have had to learn about and support teachers with instructional best practices for the virtual environment. It has become extremely important for administrators to identify professional development opportunities and supplemental online resources that can provide teachers with much needed support as they continue to adapt to this new way of work. Now more than ever, administrators at JBE have become a listening ear, sounding board, and supportive presence for teachers as they are embracing new teaching methods and taking instructional risks to support student growth.

5. Culturally Responsive Teaching and Learning:

A section of the Core Values of JBE states “We will strive to help children develop personal value systems, appreciation and respect for others, and a positive self-concept.” In the annual Principal Message, it reads “I am driven to...foster acceptance of cultural and social differences...”. These statements emphasize the importance and acceptance of diversity within our student body. To promote universal awareness and acceptance at the school level, the JBE Student Life Committee has developed a Monthly Cultural Appreciation Program for teachers and students to engage in throughout the year. The purpose of this program is to recognize various cultures represented within our school and beyond. It is designed to bring awareness of various cultures that exist, as well as, to celebrate and appreciate differences between ourselves and others. Parents representing the monthly cultures of focus are scheduled to speak with students virtually about their

background and traditions. The overall goals of this multicultural education initiative are the following: creating a safe, accepting, and successful learning environment for all; increasing awareness of global issues; strengthening cultural consciousness; strengthening intercultural awareness; teaching students that there are multiple historical perspectives; encouraging critical thinking; and preventing prejudice and discrimination.

During the school year, there are a variety of programs/events that keep our focus on the recognition and appreciation of diversity and engage cultural volunteer efforts both internally and externally. These include the following: PTO Night of the Arts Cultural Celebration; Talent Show; scheduling diverse Career Day presenters; conducting Community Outreach to help those in need within our local community; decorating for seasonal holidays; scheduling cultural presenters to educate students about various holiday traditions; JBE Buddy Program; and Parent Academy courses. During school-based magnet tours, JBE highlights diversity through the Student Ambassador Program, which allows parents to talk with students who represent various cultures and programs within our school. In addition, promotional materials always spotlight students from a variety of backgrounds and cultures to celebrate our school's diversity. Our school has a variety of cultural club offerings that support diverse student enrollment and allow students to learn directly from one another. The School Advisory Council stakeholder membership for JBE is annually in compliance with expectations of the state by being directly representative of the demographics of the student population which it serves. To assist families from diverse backgrounds, JBE actively seeks out translators and/or educational advocates to attend meetings with parents who may not speak fluent English. Important documents are made available in native languages to ensure that efficient home-to-school communication is taking place and all parties remain fully informed.

At the elementary school level, it is often not necessary to address current events and/or social movements unless they align with instructional standards of focus. However, instructional staff members consistently integrate cultural education into classroom activities through literacy strategies and assigned projects. For example, the historical impact of African Americans is spotlighted throughout the month of February by reading a daily biography on the morning announcements and 5th grade students participating in a Jackie Robinson novel study. The historical impact of women is spotlighted throughout the month of March by teachers working on non-fiction reading standards with their students using biographical literature. An annual 5th grade project, People Fair, allows students to complete a biographical study of an influential historical figure and present information to teachers, peers, and families. Teachers provide an extensive list of historical figures from a variety of backgrounds from which students can choose.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Despite last year's school closure and the current student population being divided between face-to-face and remote learning, JBE has maintained its practice of being intentionally focused on standards-based instruction for all grade levels, subject areas, and learners representing all abilities.

As part of this strategic focus, administrators and lead teachers have engaged in creating "learning arcs" for standards being addressed as instruction progresses through the school year. The process of developing learning arcs involves review of guiding documents provided by the state and the following steps: establishing evidence-based aligned objectives based on the language of the standard, grouping and sorting objectives into clearly defined instructional chunks, identifying tasks aligned with developed objectives, identifying aligned assessment opportunities to measure student mastery of developed objectives, and creating an overarching task/assessment that provides equivalent assessment experience for students and can inform actionable next steps for instruction. In summary, the essential purpose of this process is to break down essential components of standards and match them with relevant learning activities and assessment opportunities to support students with content mastery.

Collaborative learning arc development for upcoming standards from available curriculum guides are completed by administrators and teachers through weekly common planning sessions and monthly faculty meetings. With the transition to half of the student population learning remotely, learning arc development has shifted to include two versions of each document, one for teachers instructing face-to-face and one for teachers providing virtual instruction. Grade level/subject area instructional teams work together to develop activities and assessments for both modalities of learning that address the breadth of the focus standard(s). To accomplish this, teachers and administration have had to work with district instructional leads to think of alternative approaches for virtual learners, review guiding documents from the state more closely to ensure full alignment of student tasks and measures of learning with the language of the focus standard(s), and dedicate time to finding supplemental online resources to support student learning.

With the impending transition to B.E.S.T. standards in ELA for K-2nd grade students for the 2021-2022 school year, the process of learning arc development has been refined for instructional staff members to study the demands of the newly developed standards and begin to assess how activities and assessments can be adapted to meet state expectations. Since the standards addressed through the learning process are representative of all core content areas as well as gifted programming, teachers have been able to determine direct correlation between these aspects of required curriculum. For example, when determining which activities and assessments are fully aligned to focus standard(s), the learning arc process assists Teachers of the Gifted with identifying how gifted curriculum elements (i.e. coding, Genius Hour, problem-based learning, growth mindset, choice boards, tiered assignments, tiered assessments, extension projects) can be infused into the classroom setting more frequently to increase the level of challenge and rigor for students.

Over the past year, the learning arc development process has shifted to having a more meaningful impact in the classroom setting in relation to how teachers are communicating with students about their instructional performance. Since the learning arc development process involves identifying important concepts within focus standards, teachers can specifically pinpoint which instructional elements students are struggling with or succeeding in and determine actionable next steps. Given this more in-depth look at the instructional levels of students as they pertain to standard mastery, JBE has shifted to the practice of holding Student-Led Conferences. This initiative allows students to personally assess their progress toward content mastery using formative and summative assessments throughout the school year and articulate their greatest areas of need and celebration with other school community members.