

Duval County Public Schools

# Beauclerc Elementary School



2016-17 Schoolwide Improvement Plan

## Beauclerc Elementary School

4555 CRAVEN RD W, Jacksonville, FL 32257

<http://www.duvalschools.org/beauclerc>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School KG-5	Yes	87%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	C	B

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Duval County School Board on 11/1/2016.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
<b>8-Step Planning and Problem Solving Implementation</b>	<b>17</b>
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
<b>Appendix 1: Implementation Timeline</b>	<b>23</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>24</b>
Professional Development Opportunities	24
Technical Assistance Items	26
<b>Appendix 3: Budget to Support Goals</b>	<b>26</b>

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Beauclerc Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Cassandra Brusca</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

###### Mission

To provide excellent educational experiences through leadership as well as through bilingual, biliterate, and bicultural dual language opportunities in every classroom, for every student, every day and in every home.

##### b. Provide the school's vision statement.

###### Vision

Every student is inspired and prepared for successful leadership in college or a career, with an embracing understanding of diverse cultures.

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Beauclerc climate survey and home language survey will help to provide a snapshot of our students' cultural needs. Teachers will use monthly newsletters in order to maintain constant contact and bridge the gap between home and school. The continued support between faculty and parents will ensure positive relationships. Our monthly parental involvement events with the help from PTA will build positive relationships, communicate the school's mission and values, and keep parents informed of their child's progress. These events include, but are not limited to: Open House, Math/Science Night, Book Character Parade, Literacy Night, and Reading Celebration. Beauclerc will embed cultural activities within curriculum and daily course work through reading selections, writing prompts, and Social Studies.

During pre-planning, faculty and staff members were presented with TNTP Instructional Culture Survey results and school climate surveys from parents and students. After analyzing the data, staff members had to determine areas that were low from the different stakeholders and discuss strategies to improve in those areas.

##### b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Beauclerc has clear systems implemented for arrival and dismissal with adult supervision at all times. Safety procedures are in place for all circumstances ie: code red, fire, severe weather. Having a staff and leadership team that is visible and available allows for students and parents to feel valued, appreciated, and respected. This will help to foster an environment where students will participate and contribute to the learning environment. Cafeteria systems are in place and staff members have assigned duties to ensure safety for all students. Staff members use radios for continuous communication. Students use a buddy system when leaving the classroom. All faculty and staff at our school work to build relationships with students. This includes teachers, front office staff, custodians, and administration.

Beauclerc Elementary School Counselor will provide services to enhance student's academic, career,

and social development. The school counseling assists students to manage emotional, academic, and behavioral challenges and help them develop a clear focus or sense of direction through:

1. Classroom guidance lessons
2. Small group counseling
3. Parent workshops
4. Individual counseling
5. Referrals to community agencies
6. Parent/Teacher conference

Classroom guidance lessons that are implemented throughout the year are:

1. Bullying
2. Goal Setting
3. Study Skills
4. Managing Anger
5. Career Awareness
6. Social Skills
7. Conflict Resolution
8. Restorative Justice/Peer Mediation

**c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.**

Beauclerc behavioral system is used school wide and extends into the classrooms. All classroom teachers follow CHAMP's system. Students were presented with CHAMP expectations for hallway transitions, cafeteria, and morning/dismissal. Classroom teachers reinforce CHAMP expectations in classrooms for activities and transitions throughout the school day. Beauclerc teachers strive to provide meaningful, student-driven lessons with a focus on hands-on lessons and ensuring a daily engaging activity. Beauclerc teachers follow an ample way of communication between school, parents, and students. Many positive school-wide incentives are in place including class rewards, individualized rewards aligned to our Guidelines for Success, bus rider incentives, and cafeteria expectation rewards.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Beauclerc is continuing building a relationship with students and families. All faculty and staff at our school work to build relationships with students including teachers, front office staff, custodians, and administration. Some students have specific challenges and we mentor and counsel them and their families to help make strides in those areas. Guidance counselors are available to all students if counseling is needed. They will provide services to enhance student's academic, career, and social development. The school counselors, leadership team, and voluntary faculty mentors assist students to manage emotional, academic, and behavioral challenges and help them develop a clear focus or sense of direction through:

1. Classroom guidance lessons
2. Small group counseling
3. Parent workshops
4. Individual counseling
5. Referrals to community agencies
6. Parent/Teacher conference
7. Restorative Justice/Peer Mediation
8. Morning Meetings

9. Targeted specific incentive and intervention support

Classroom guidance lessons that are implemented throughout the year are:

1. Bullying
2. Goal Setting
3. Study Skills
4. Managing Anger
5. Career Awareness
6. Social Skills
7. Conflict Resolution
8. Restorative Justice/Peer Mediation

**3. Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

The dominant early warning indicators at Beauclerc Elementary School are attendance below 90 percent, one or more suspensions, and receiving a score of a Level 1 on statewide, standardized assessments in English Language Arts or Mathematics. Attendance below 90 percent is an early warning indicator because the issue exists in all grade levels. Receiving one or more suspensions is also an early warning indicator because students miss quality instruction when they are not in class. And scoring a Level 1 on a statewide, standardized assessment in English Language Arts or Mathematics is another early warning indicator because those students are working below grade level in one or more of the core subjects.

**b. Provide the following data related to the school's early warning system**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	23	33	28	20	26	10	0	0	0	0	0	0	0	140
One or more suspensions	2	4	3	1	6	3	0	0	0	0	0	0	0	19
Course failure in ELA or Math	6	8	5	5	0	2	0	0	0	0	0	0	0	26
Level 1 on statewide assessment	0	0	0	9	21	17	0	0	0	0	0	0	0	47

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators		0	0	0	2	4	2	0	0	0	0	0	0	8

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.**

A variety of intervention strategies will be used to improve the academic performance of students identified by the early warning system. In order to support our students, Beauclerc offers free breakfast and lunch to all students.



In order to support behavior and minimize suspensions, Beauclerc has implemented several PBIS incentives. In this program, students have the opportunity to be recognized for their actions at a school-wide level in many ways.

To improve the academic performance of our students who scored a Level 1 on statewide assessments, we will be providing afterschool tutoring in reading and math for students who are below proficiency. Also, during the school hours our Reading and Math Interventionist will be providing extra support to targeted students. Beauclerc will implement the I-Ready and Achieve 3000 computer programs as part of the reading and math instruction.

## B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

### 1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

#### a. Will the school use its PIP to satisfy this question?

Yes

##### 1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/316310>.

##### 2. Description

A PIP has been uploaded for this school or district - see the link above.

### 2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Through partnerships with the local community, Beauclerc is able to secure and utilize resources to support the school and student achievement. Our school based PTA representative establishes relationships, while maintaining previous relationships with area businesses. Our partnerships include, but are not limited to: Citibank, BJ's, Winn Dixie, and Chick-Fil-A.

## C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

### 1. School Leadership Team

#### a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Haslem, Lareal	Instructional Coach
Spasoff, Mariah	Principal
Riquelme, Elena	Assistant Principal
Malone, Tracey	Instructional Coach
Halyard, Tamara	Assistant Principal

## b. Duties

### **1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.**

Beauclerc Principal, Mariah Spassoff, is an instructional leader who sustains a shared vision for the students' academic achievement. She ensures rigorous, standards-based instruction and supports continuous professional development opportunities for all teachers. Ms. Spassoff also oversees school wide safety, efficient operations. and she is in constant communication and collaboration with the surrounding community and it's stakeholders.

Beauclerc, Assistant Principal, Elena Riquelme, is an instructional leader who assists and supports all of the principal's initiatives and duties.

Beauclerc, Assistant Principal, Tamara Halyard, is an instructional leader who assists and supports all of the principal's initiatives and duties.

Beauclerc, School Counselor, Hillery Duperly, provides guidance services for social and emotional needs to our K-2 Beauclerc students. She is a lead for the Character Education program and provides attendance support.

Beauclerc, School Counselor, Girelly Delgado, provides guidance services for social and emotional needs to our 3rd-5th grade Beauclerc students. She is a lead for the Character Education program and provides attendance support.

Beauclerc, our Reading Coaches- Laoreal Haslem (K-2) and Tracey Malone, (3rd-5th) collaborates with teachers to develop rich professional development through modeling, data review, and research based best practices. She leads our LLT to provide vertical articulation of rigorous literacy instruction.

Overall, the leadership team works collaboratively on the following items: PLCs, common planning, classroom walkthroughs, coaching, school events, lesson plan monitoring, and data disaggregation.

### **2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

The leadership team meets weekly to discuss classroom instruction, student expectations, analyze data, and engage in school wide problem solving. In addition to classroom observations, data chats are conducted to determine how students are progressing. The team will collaborate with classroom teachers to ensure that instructional strategies and differentiation occurs within each classroom. The team will also attend professional development as well as provide professional development to faculty. Professional development needs will be identified through classroom walkthroughs, data analysis, and teacher needs. The team will also review progress-monitoring data at each grade level and classroom level to identify students who are meeting/exceeding standards.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Janelle Dunathan	Business/Community
Mariah Spassoff	Principal
Chris Laymon	Business/Community
Patricia Howell	Teacher
Raymond Varas	Parent
Astrid Cox-Matos	Parent
Cameron Stewart	Business/Community

**b. Duties**

**1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*a. Evaluation of last year's school improvement plan*

SAC evaluated the goals and objectives each month last year and made suggestions to add or take away items based on how successful they were. At the initial SAC meeting, we reviewed last year's school improvement plan in conjunction with state assessment results to determine an evaluation of its goals and effectiveness. They will be a part of the review before the current plan is finalized and help make recommendations throughout the year.

*b. Development of this school improvement plan*

SAC reviewed last year's data, reviewed the current SIP draft and made suggestions for this year. SAC member input was discussed, considered, and integrated into the draft plan as appropriate. A report is developed and a copy is submitted to the School Board and Superintendent.

*c. Preparation of the school's annual budget and plan*

In the spring, the projected school budget for the upcoming school year was shared with the SAC and input was collected. During the September meeting, updated budget information was shared. Preliminary planning for offering tutoring was also shared.

**2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.**

Computer components-Headphones \$2,000  
 Tutoring \$3,353.40

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.*

N/A

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Halyard, Tamara	Assistant Principal
Spasoff, Mariah	Principal
Malone, Tracey	Instructional Coach
Riquelme, Elena	Assistant Principal
Haslem, Lareal	Instructional Coach

## b. Duties

### 1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The literacy leadership team will work to increase the number of students meeting grade level expectations and proficiency standards. The focus of the literacy team will be to develop model classrooms and develop an action plan to build strong Tier 2 (differentiated) instruction. A Literacy Night will be scheduled to promote positive family interactions with text based activities. In addition, PLCs will be utilized for looking at student work using the EQuip protocol and during common planning meetings teachers will review upcoming standards, performance tasks, and target the curriculum mapping appropriately.

## D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

### 1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

A variety of strategies are used to encourage positive working relationships between teachers at Beauclerc. The master schedule has been designed to provide 45 minutes for 2 to 3 times a week for teachers to meet by common content. Grade levels/Subject Area and Vertical Team conduct PLC's to focus on collaborative planning and standards-based instruction. A leadership team representative attends and supports the PLC's. We also hold bi-weekly data meetings in order to disaggregate data and continue the collaboration process. Faculty meetings are held monthly and professional development activities are held on Wednesdays during Early Dismissal. Beauclerc supports new teachers through the Mentor/Mentee program. Mentees receive support from a veteran teacher through this program. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

### 2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Selection Criteria:

Depending on certification requirements, new teachers participate in the new teacher program for up to three years. The school-based support team consists of an administrator, PDF, mentor, and coach. A district specialist will also provide support and resources for this team.

Many variables are considered when assigning mentors to new teachers. In addition to CET, mentors must have an Effective or Highly Effective rating on their prior year performance evaluation. Other considerations include:

- subject/ grade level
- certification
- disposition/interpersonal skills
- common planning
- level of expertise/ area of need

- additional training in Foundations of Mentoring is valued

Consider including information regarding how you recruit and recognize mentors for their important work in order to build capacity for supporting developing teachers.

1. Meet with mentors weekly to discuss various concerns and issues.
2. Coach provides support and model demo lessons in classrooms.
3. Principal will meet with each grade level every other week to provide support.
4. Encourage participation in professional development that will enhance professional growth.
5. Team building activities each month and during weekly professional development meetings.
6. Leadership Team Partner new teachers with veteran staff.
7. Principal and Assistant Principals Celebrate teachers on a monthly basis as "teacher of the month" to promote positive praise.
8. Mentor observation cycles in which new teachers receive formative feedback and targeted coaching
9. New teacher observations of model teachers with a focus on identified challenges and Educator

The leadership is responsible for making sure these efforts occur. The admin team, reading coach, mentors, and lead teachers.

### **3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.**

We have paired all first year teachers and teachers who are new to Beauclerc with an experienced, effective teacher. They have common planning time built into their schedules every day. At least one of these days they are encouraged to meet with their mentees. Mentors will observe their mentees and provide feedback while also opening up their own classroom for them to visit.

We also will provide:

- PDF monthly learning sessions that focus on identified areas of need
- Collaborative learning groups or PLCs provide additional layers of support and learning opportunities

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

##### ***1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.***

Beauclerc ensures its core instructional programs and materials are aligned to Florida's Standards during weekly common planning times. During these meetings, the leadership team representative and grade level teachers review the unit of study, analyze data and plan rigorous, differentiated instruction. In addition, instructional teams review FSA Item Specifications to ensure all teacher made assessments are aligned. The dialogue during these meetings help to promote student achievement, understanding of the standards, and utilizing instructional practices to meet the needs of each student.

#### **b. Instructional Strategies**

##### ***1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.***

Beauclerc uses a data-driven approach to differentiated instruction in order to meet the diverse needs of our students. During the first weeks of school, all students are given baseline assessments. The data provided from these assessments will be used to differentiate instruction based on specific needs. After the initial assessment, teachers will give weekly formative assessments to track students' growth based on specific standards-based learning targets. In addition, mid and end of the module assessments will be given at the end of each unit to track students' achievement relative to the standards-based learning goals. Small group/Tier 2 instruction will address students' individual needs based upon data analysis. Students who are performing below grade level proficiency will receive additional intervention specific to their needs. These students will be progress monitored on a bi-weekly basis, and groups will be fluid based on student needs. Teachers conduct data chats with subject area coaches and form action plans that include data chats and goal setting with students. For mathematics, students in grades 4 and 5 who are not receiving ESE or ESOL support services and are below the proficiency level as evidenced by i-Ready baseline data will receive additional intervention through our Math Interventionist.

The leadership team and grade levels will meet bi-weekly to review, discuss, and take action on current student data. Instruction will be modified based on student data. Students who do not display proficiency will be addressed in small groups and during intervention. In addition, if students display deficits, the instructional plan will be modified to address foundational learning targets. Students who are proficient will receive advanced instruction in small groups.

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 54,000

We offer Extended Day at our school before and after school. Students receive extra enrichment activities. Students in all grade levels receive extra reading and math instruction by utilizing the iReady computer-based program. In addition, we will be providing Reading and Math after-school tutoring from January through April.

**Strategy Rationale**

As a result, students overall Reading and Math proficiency will increase.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Spassoff, Mariah, spassoffm@duvalschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

When analyzing students data, we keep tracked of who is participating in the program and who is not. Students on the computers will be utilizing the same programs from the school day and their progress is tracked through the program and reviewed.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).



**1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

Our Kindergarten students are assessed using iReady, FLKRS, and teacher made assessments. Within the first 45 days of enrollment, kindergarten students are given two assessments; the FLKRS for kindergarten readiness, and the iReady Diagnostic to obtain a pre-reading benchmark. In addition, Kindergarten students take the iReady Diagnostic to obtain baseline math information. These results are used to group students for differentiated instruction and provide strategies for immediate intensive intervention. We encourage private Pre-K programs to tour our school and provide field trips to feeder pattern secondary schools to help better prepare our future Kindergartners as well as our students entering middle school.

**b. College and Career Readiness**

**1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

N/A

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**

N/A

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**

N/A

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

N/A

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

## **B. Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## **C. Strategic Goals**



## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If Beauclerc Elementary School continues and enhances an engaging climate and culture through implementation of established PBIS systems, then student achievement will increase in all content areas.
- G2.** If teachers consistently plan and deliver differentiated, rigorous lessons that promote student ownership, then student proficiency and percentage of learning gains will increase.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

**G1.** If Beauclerc Elementary School continues and enhances an engaging climate and culture through implementation of established PBIS systems, then student achievement will increase in all content areas.

1a

G086361

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	53.0
FSA Mathematics Achievement	63.0
FCAT 2.0 Science Proficiency	61.0

**Targeted Barriers to Achieving the Goal** 3

- Time to train clerical staff, monitors, and paraprofessionals on school-wide PBIS expectations.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- 1. Classroom Teachers 2. District specialists 3. Reading Coaches (Coaching Cycle/Lesson Study) 4. Reading and Math Interventionists 5. Reading Materials 6. District Curriculum Guides and Assessments 7. RTI Intervention/Differentiation of Instruction 8. iReady/Achieve 3000 programs/DAR 9. Afterschool Reading Tutoring (Tuesday and Thursday) 10. Extended Day Computer Lab for Reading iReady 11. Interactive Journals 12. Restorative Justice 13. Support Staff including paraprofessionals, Site Coach, and office/clerical staff 14. PBIS committee 15. PBIS district resource supports 16. IIT Resources VER (Virtual Early Release)

**Plan to Monitor Progress Toward G1.** 8

iReady  
Achieve 3000  
Informal and Formal Assesments  
Interactive Journals  
Module Assessments  
Tier 2 Data  
Lesson Plans  
Teacher made assessments

**Person Responsible**

Mariah Spassoff

**Schedule**

Monthly, from 9/1/2016 to 5/26/2017

**Evidence of Completion**

Students will increase their reading level achievement/Lexile level, their Mathematics i-Ready scale score, as well as their Science achievement.

**G2.** If teachers consistently plan and deliver differentiated, rigorous lessons that promote student ownership, then student proficiency and percentage of learning gains will increase. 1a

G086362

**Targets Supported** 1b

Indicator	Annual Target
Math Gains	10.0
ELA/Reading Gains	10.0

**Targeted Barriers to Achieving the Goal** 3

- Inconsistent planning of differentiated lessons.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- - Administrative Support - Professional Development - Common Planning -Book Studies (student and teachers) - District specialists - District Curriculum guides -Student Surveys - Student Focus Groups - Lesson Plans - Florida Item Specifications - Curriculum Resources - CPalms -I-Ready and Achieve 3000 resources - Interactive Journal

**Plan to Monitor Progress Toward G2.** 8

Lesson plans, student assessments

**Person Responsible**

Elena Riquelme

**Schedule**

Monthly, from 9/30/2016 to 6/2/2017

**Evidence of Completion**

Increase in student achievement

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** If Beauclerc Elementary School continues and enhances an engaging climate and culture through implementation of established PBIS systems, then student achievement will increase in all content areas. **1**

 G086361

**G1.B2** Time to train clerical staff, monitors, and paraprofessionals on school-wide PBIS expectations. **2**

 B229486

**G1.B2.S1** Provide PD to all stakeholders. **4**

 S242089

### Strategy Rationale

Understanding of established systems will lead to consistent use.

### Action Step 1 **5**

All stakeholders will participate in training regarding all PBIS systems and their relationship to student achievement.

#### Person Responsible

Hillery Duperly

#### Schedule

On 9/21/2016

#### Evidence of Completion

All participants will complete an Exit Ticket once training has been completed.

**G2.** If teachers consistently plan and deliver differentiated, rigorous lessons that promote student ownership, then student proficiency and percentage of learning gains will increase. 1

G086362

**G2.B1** Inconsistent planning of differentiated lessons. 2

B229487

**G2.B1.S1** Teachers will plan for and deliver instruction that is based on standards and/or specific course benchmarks and incorporate opportunities for student leadership. Students will experience increased engagement through these experiences. 4

S242090

### **Strategy Rationale**

Providing increased opportunities for student leadership creates greater student ownership and not only increases the engagement but also increases the achievement.

### **Action Step 1** 5

Teachers will participate in common planning once a week to build content knowledge, unwrap the standards and review student work. With their learning, teachers will be able to differentiate student instruction based on individual needs.

#### **Person Responsible**

Mariah Spassoff

#### **Schedule**

Weekly, from 9/19/2016 to 5/26/2017

#### **Evidence of Completion**

- Lesson plan documentation -Teacher participation in book studies -Teacher leadership development -Student achievement

**Action Step 2** 5

The Leadership Team will participate in IIT Cycles with a focus on the 4 pillars of instruction. As a result of these cycles, teachers will participate in data chats with administrators, other teachers, and students to determine goals, and to help develop opportunities for students to lead whole and small group instruction. This will also improve strategies for rigorous student engagement.

**Person Responsible**

Mariah Spassoff

**Schedule**

Weekly, from 9/19/2016 to 5/26/2017

**Evidence of Completion**

Differentiated Lesson Plans, Walkthroughs

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Reviewing of lesson plans; classroom observations; collaborative planning.

**Person Responsible**

Mariah Spassoff

**Schedule**

Biweekly, from 9/2/2016 to 6/2/2017

**Evidence of Completion**

Lesson Plans, Agenda Minutes, Observations

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Utilize common planning to build content knowledge and to review student work.

**Person Responsible**

Mariah Spassoff








**Schedule**

Weekly, from 9/2/2016 to 5/26/2017

**Evidence of Completion**

Logs, Feedback Forms

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.B2.S1.A1  A313343	All stakeholders will participate in training regarding all PBIS systems and their relationship to...	Duperly, Hillery	9/14/2016	All participants will complete an Exit Ticket once training has been completed.	9/21/2016 one-time
G1.MA1  M323294	iReady Achieve 3000 Informal and Formal Assesments Interactive Journals Module Assessments...	Spasoff, Mariah	9/1/2016	Students will increase their reading level achievement/Lexile level, their Mathematics i-Ready scale score, as well as their Science achievement.	5/26/2017 monthly
G2.B1.S1.MA1  M323295	Utilize common planning to build content knowledge and to review student work.	Spasoff, Mariah	9/2/2016	Logs, Feedback Forms	5/26/2017 weekly
G2.B1.S1.A1  A313344	Teachers will participate in common planning once a week to build content knowledge, unwrap the...	Spasoff, Mariah	9/19/2016	- Lesson plan documentation -Teacher participation in book studies -Teacher leadership development -Student achievement	5/26/2017 weekly
G2.B1.S1.A2  A313345	The Leadership Team will participate in IIT Cycles with a focus on the 4 pillars of instruction. As...	Spasoff, Mariah	9/19/2016	Differentiated Lesson Plans, Walkthroughs	5/26/2017 weekly
G2.MA1  M323297	Lesson plans, student assessments	Riquelme, Elena	9/30/2016	Increase in student achievement	6/2/2017 monthly
G2.B1.S1.MA1  M323296	Reviewing of lesson plans; classroom observations; collaborative planning.	Spasoff, Mariah	9/2/2016	Lesson Plans, Agenda Minutes, Observations	6/2/2017 biweekly

## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If Beauclerc Elementary School continues and enhances an engaging climate and culture through implementation of established PBIS systems, then student achievement will increase in all content areas.

**G1.B2** Time to train clerical staff, monitors, and paraprofessionals on school-wide PBIS expectations.

**G1.B2.S1** Provide PD to all stakeholders.

### **PD Opportunity 1**

All stakeholders will participate in training regarding all PBIS systems and their relationship to student achievement.

#### **Facilitator**

PBIS committee and admin

#### **Participants**

Office staff, paraprofessionals, teachers

#### **Schedule**

On 9/21/2016



**G2.** If teachers consistently plan and deliver differentiated, rigorous lessons that promote student ownership, then student proficiency and percentage of learning gains will increase.

**G2.B1** Inconsistent planning of differentiated lessons.

**G2.B1.S1** Teachers will plan for and deliver instruction that is based on standards and/or specific course benchmarks and incorporate opportunities for student leadership. Students will experience increased engagement through these experiences.

**PD Opportunity 1**

Teachers will participate in common planning once a week to build content knowledge, unwrap the standards and review student work. With their learning, teachers will be able to differentiate student instruction based on individual needs.

**Facilitator**

Leadership Team

**Participants**

K-5 Teachers

**Schedule**

Weekly, from 9/19/2016 to 5/26/2017

**PD Opportunity 2**

The Leadership Team will participate in IIT Cycles with a focus on the 4 pillars of instruction. As a result of these cycles, teachers will participate in data chats with administrators, other teachers, and students to determine goals, and to help develop opportunities for students to lead whole and small group instruction. This will also improve strategies for rigorous student engagement.

**Facilitator**

Leadership Team

**Participants**

K-5 Teachers

**Schedule**

Weekly, from 9/19/2016 to 5/26/2017

## VI. Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## VII. Budget

1	G1.B2.S1.A1	All stakeholders will participate in training regarding all PBIS systems and their relationship to student achievement.	\$0.00
2	G2.B1.S1.A1	Teachers will participate in common planning once a week to build content knowledge, unwrap the standards and review student work. With their learning, teachers will be able to differentiate student instruction based on individual needs.	\$0.00
3	G2.B1.S1.A2	The Leadership Team will participate in IIT Cycles with a focus on the 4 pillars of instruction. As a result of these cycles, teachers will participate in data chats with administrators, other teachers, and students to determine goals, and to help develop opportunities for students to lead whole and small group instruction. This will also improve strategies for rigorous student engagement.	\$0.00
<b>Total:</b>			<b>\$0.00</b>