

Duval County Public Schools

Beauclerc Elementary School



2019-20 Schoolwide Improvement Plan

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Beauclerc Elementary School

4555 CRAVEN RD W, Jacksonville, FL 32257

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

Demographics

Principal: Aaron Walker

Start Date for this Principal: 10/15/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: B (58%) 2017-18: C (48%) 2016-17: C (50%) 2015-16: C (48%) 2014-15: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	C	C	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Walker, Aaron	Principal	Principal: Meets weekly with the Leadership Team members to ensure instructional programs and plans are implemented in a timely fashion to meet the needs of students this includes instructional delivery of the Florida State Standards in all subjects, implementation of the currently adopted district curriculum resources, implementation of the blended learning platforms, oversight and coaching updates of the Curriculum Leadership Councils in Literacy, Mathematics, Science, and Response to Intervention. Regular reviews and analysis of the school's formative and summative data, School Improvement Plan progress, and classroom monitoring data is discussed for prescriptive adjustment purposes. Furthermore, the team oversees the Safety and Security plans of the school to ensure students' safety, and plans activities for teachers and students to enhance the school's culture. The Principal also meets with the Shared Decision Making Team monthly to hear concerns and develop goals.
Riquelme, Elena	Assistant Principal	Assistant Principals: Provides a common vision for the use of data based decision making for classroom instruction and teacher professional development; ensures the RtI team is implementing appropriate MTSS; conducts assessment of the RtI knowledge and skills of school staff; assess teacher understanding of the Florida State Standards and assessments; monitors implementation of intervention support and proper documentation; ensure adequate professional development to support instruction of the Florida State Standards and RtI implementation and communicate with parents regarding MTSS. Responsibilities of the monitoring and implementation of the blended learning platforms are also a responsibility of the AP.
Jennings, Kim	Assistant Principal	Assistant Principals: Provides a common vision for the use of data based decision making for classroom instruction and teacher professional development; ensures the RtI team is implementing appropriate MTSS; conducts assessment of the RtI knowledge and skills of school staff; assess teacher understanding of the Florida State Standards and assessments; monitors implementation of intervention support and proper documentation; ensure adequate professional development to support instruction of the Florida State Standards and RtI implementation and communicate with parents regarding MTSS. Responsibilities of the monitoring and implementation of the blended learning platforms are also a responsibility of the AP.
Yadon, Elizabeth	Instructional Coach	School Reading/Math Coaches: Provide quality professional development to faculty and staff relating to Florida State Standards and instructional techniques/best practices for Language Arts and Math; facilitate teacher collaboration which focuses on common lesson and assessment development; model lesson and instructional strategies for teachers and analyze data with teachers in order to make instructional decision for the classroom.

Name	Title	Job Duties and Responsibilities
Malone, Tracey	Instructional Coach	School Reading/Math Coaches: Provide quality professional development to faculty and staff relating to Florida State Standards and instructional techniques/best practices for Language Arts and Math; facilitate teacher collaboration which focuses on common lesson and assessment development; model lesson and instructional strategies for teachers and analyze data with teachers in order to make instructional decision for the classroom.
Delgado, Girelly	School Counselor	Guidance Counselor: Provide quality services and expertise on issues ranging from program design, assessment and intervention with individual students; link community agencies to schools and families to support students' academic, emotional, behavioral and social success; provides consultation services to general and special education teachers, parents and administrators; provide group and individual interventions; assist teachers with documentation requirements and conduct direct observation of student behavior.
Howell, Rhonda	Other	Site Coach/ESE Lead Teacher: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction; monitor the fidelity of ESE services and IEP compliance and collaborates with general education teachers working with Rtl and ESE students.
Howell, Patricia	Teacher, ESE	Pat Howell Site Coach/ESE Lead Teacher: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction; monitor the fidelity of ESE services and IEP compliance and collaborates with general education teachers working with Rtl and ESE students.
Bonilla, Chamaira	School Counselor	Guidance Counselor: Provide quality services and expertise on issues ranging from program design, assessment and intervention with individual students; link community agencies to schools and families to support students' academic, emotional, behavioral and social success; provides consultation services to general and special education teachers, parents and administrators; provide group and individual interventions; assist teachers with documentation requirements and conduct direct observation of student behavior.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	126	132	132	130	124	136	0	0	0	0	0	0	0	780
Attendance below 90 percent	25	34	32	28	27	16	0	0	0	0	0	0	0	162
One or more suspensions	4	8	5	6	4	1	0	0	0	0	0	0	0	28
Course failure in ELA or Math	0	2	0	3	0	0	0	0	0	0	0	0	0	5
Level 1 on statewide assessment	43	82	92	96	79	68	0	0	0	0	0	0	0	460

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	24	62	66	64	56	41	0	0	0	0	0	0	0	313

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	20	37	66	64	56	41	0	0	0	0	0	0	0	284
Students retained two or more times	16	35	49	70	79	88	0	0	0	0	0	0	0	337

FTE units allocated to school (total number of teacher units)

48

Date this data was collected or last updated

Wednesday 7/24/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
Students with two or more indicators														

Prior Year - Updated

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	50	32	37	39	22	23	0	0	0	0	0	0	0	203
One or more suspensions	4	5	8	4	7	4	0	0	0	0	0	0	0	32
Course failure in ELA or Math	5	6	1	2	1	1	0	0	0	0	0	0	0	16
Level 1 on statewide assessment	25	51	53	65	78	73	0	0	0	0	0	0	0	345

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	27	51	55	48	52	63	0	0	0	0	0	0	0	296

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	52%	50%	57%	50%	49%	55%
ELA Learning Gains	56%	56%	58%	56%	56%	57%
ELA Lowest 25th Percentile	48%	50%	53%	48%	54%	52%
Math Achievement	62%	62%	63%	57%	62%	61%
Math Learning Gains	67%	63%	62%	50%	63%	61%
Math Lowest 25th Percentile	52%	52%	51%	34%	54%	51%
Science Achievement	69%	48%	53%	58%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	126 (0)	132 (0)	132 (0)	130 (0)	124 (0)	136 (0)	780 (0)
Attendance below 90 percent	25 ()	34 ()	32 ()	28 ()	27 ()	16 ()	162 (0)
One or more suspensions	4 ()	8 (0)	5 (0)	6 (0)	4 (0)	1 (0)	28 (0)
Course failure in ELA or Math	0 ()	2 (0)	0 (0)	3 (0)	0 (0)	0 (0)	5 (0)
Level 1 on statewide assessment	43 ()	82 (0)	92 (0)	96 (0)	79 (0)	68 (0)	460 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	43%	51%	-8%	58%	-15%
	2018	53%	50%	3%	57%	-4%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2019	48%	52%	-4%	58%	-10%
	2018	44%	49%	-5%	56%	-12%
Same Grade Comparison		4%				
Cohort Comparison		-5%				
05	2019	49%	50%	-1%	56%	-7%
	2018	48%	51%	-3%	55%	-7%
Same Grade Comparison		1%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	56%	61%	-5%	62%	-6%
	2018	59%	59%	0%	62%	-3%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	55%	64%	-9%	64%	-9%
	2018	57%	60%	-3%	62%	-5%
Same Grade Comparison		-2%				
Cohort Comparison		-4%				
05	2019	64%	57%	7%	60%	4%
	2018	48%	61%	-13%	61%	-13%
Same Grade Comparison		16%				
Cohort Comparison		7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	62%	49%	13%	53%	9%
	2018	52%	56%	-4%	55%	-3%
Same Grade Comparison		10%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	23	47	46	31	52	40	29				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	28	48	46	53	68	57	36				
ASN	60	80		73	90						
BLK	48	56	50	55	70	41	64				
HSP	47	50	45	56	55	47	67				
MUL	50	60		63	50						
WHT	63	58	50	73	73	64	73				
FRL	47	51	41	53	65	44	60				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	30	28	23	29	25	21				
ELL	36	44	38	45	54	46	36				
ASN	92	80		83	70						
BLK	44	46	45	52	45	36	55				
HSP	53	47	29	51	53	40	47				
MUL	38	27		43	44						
WHT	58	53	27	70	59	17	70				
FRL	44	40	30	52	46	27	43				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	20	46	45	21	40	32	53				
ELL	30	42	38	46	44	46	36				
ASN	64	55		93	82						
BLK	43	54	62	52	48	33	42				
HSP	42	43	44	43	37	38	38				
MUL	46	53		46	67						
WHT	61	68	41	68	53	31	87				
FRL	45	55	44	53	50	34	56				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	74
Total Points Earned for the Federal Index	480

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	76
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	55
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

ELA BQ Gains showed the lowest performance. Despite being the lowest area ELA BQ did grow 19 points from the prior year. A contributing factor to the growth was targeted instruction by the ELA team with students in priority standards. This additional support moved the BQ to only 15 points below all gains. This 15 point gap will be targeted in 19-20. We will utilize RMSE to support k-2 students in closing the BQ gap. With 3-5 students we are looking to implement LLI to support BQ and other bubble students.

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

No components showed decline, however, ELA proficiency remained flat. In looking more deeply, we have also identified 3rd proficiency to be the greatest area of weakness. We believe that a significant factor to this is that students coming from grade 2 are not as prepared as needed for success in 3rd grade. We will look to improve student readiness by using targeted strategies with RMSE and LLI as well as increased support by a school Reading Coach. In addition to the reading support programs, based on Title I funding, we are hopeful to improved instructional technology and school tutor availability.

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

3rd ELA is -15 from the state average. We believe that a significant factor to this is that students coming from grade 2 are not as prepared as needed for success in 3rd grade. We will look to improve student readiness by using targeted strategies with RMSE and LLI as well as increased support by a school Reading Coach. In addition to the reading support programs, based on Title I funding, we are hopeful to improved instructional technology and school tutor availability.

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

5th Math improved +15 and +7 in the same cohort. A teacher change was made strengthening the instructional rigor. Additionally, after mid-year data was released we created targeted groups for our students in the lower 25% as well as students that were on the bubble for gains and proficiency. Furthermore, the school Math Coach developed lessons for students that addressed the standards of highest priority. As a result, we saw significant improvement in these areas. To help close this gap we will continue to use our math coach in planing and development of materials to support our students in the most impactful ways. Additionally, we will begin to implement Acaletics to increase fluency and proficiency.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Level 1's on state assessment is the area of greatest concern, but a focus on attendance below 90% will continue to be a focus. The number of level 1's has increased year-over-year showing that while we are working on closing the gap successfully for many students some of our most fragile learners are struggling even more. With regard to attendance, while the number of students below 90% did decrease year-over-year, we still had nearly 200 (~20% of school population) students with attendance below 90%. With the use of Title I we will continue to fund a second guidance counselor to address attendance as well as other factors impacting students success beyond instructional needs.

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

1. ELA - Focus on 3rd grade and BQ students
2. Math - Focus on closing the gap
3. Science - Focus on closing the gap
4. School Climate and Culture - Focus on safety and collaborative teachers
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Math proficiency
Rationale	While year-over-year improvement was seen at the school, there is still a significant gap between the school and state achievement.
State the measurable outcome the school plans to achieve	<ul style="list-style-type: none"> - Improve proficiency to 67%, gains to 67%, and BQ to 55% - Target BQ students to close the gap by 5%
Person responsible for monitoring outcome	Elizabeth Yadon (yadone@duvalschools.org)
Evidence-based Strategy	<ul style="list-style-type: none"> - Implement Acaletics across the grade levels - Focus on priority standards to improve proficiency 67%, gains to 67%, and BQ to 55% - Provide teachers with priority standards - BQ focus groups - Identify current gaps - Plan corrective instruction - Plan focus lessons on priority standards - Monitor progression - Math coach position will be allocated through the use of Title I funds. The designation of this position will be used to implement, monitor and assess math achievement progress as well as provide professional development and coaching for teachers and staff. - Provide interactive multi-media carts for grade level use <p>Acaletics - A nationally know and Florida identified program to move and improve student performance. The program is designed to support not only our fragile learners but also mid and upper level students.</p> <p>Priority Standard Focus - By strategically targeting priority standards starting in February year over year math proficiency rose from 58 to 62, gains from 52 to 67, and BQ 33 to 52. This supports the theory that targeted prescriptive instruction was successful.</p>
Rationale for Evidence-based Strategy	<p>BQ Focus Groups - By identifying focus student groups we were able to pin-point our most fragile learners and provide instruction that met their specific learning needs. By providing this targeted instruction we were able to improve gains by 19%.</p> <p>Interactive Carts - As part of the Acaletics online curriculum interactive lessons are provided to engage students in learning opportunities.</p> <p>Provide teachers with projectors and document cameras purchased with Title I funds</p> <p>Provide teachers with a laminator purchased with Title I funds to create learning centers for small group instruction to enhance the learning environment of all of our students.</p>
Action Step	

Description	<ol style="list-style-type: none">1. Train teachers in the implementation of Acaletics2. Provide teachers with priority standards3. Identify 19-20 BQ students and inform teachers4. Create BQ student focus groups5. Provide teachers and focus group leaders with materials for instruction6. Purchase laminator for teachers to create and laminate learning centers
Person Responsible	[no one identified]

#2	
Title	School Climate and Culture
Rationale	According the the 5Essentials survey "schools that are at or above benchmark on 3 or more of the essentials are 10 times more likely to improve than schools that are below benchmark". While Beauclerc met the benchmark in all 5 areas, we did not score as strong or very strong in any category. It is our belief that to continue to build upon our growth this year, strengthening our school climate and culture will be paramount.
State the measurable outcome the school plans to achieve	<ul style="list-style-type: none"> - Move "collaborative teachers" (lowest area) from 45 to 55 - Move "effective leaders" (highest area) and "ambitious instruction" (second highest area) to 65 or above (60 is the threshold for "strong")
Person responsible for monitoring outcome	Aaron Walker (walkera@duvalschools.org)
Evidence-based Strategy	<p>To improve "collaborative teachers" we will:</p> <ul style="list-style-type: none"> - Implement "30-Minute PD" sessions - Engage teachers in Latstinger Protocols - Provide materials to enhance PD delivery <p>To improve "effective leaders" we will:</p> <ul style="list-style-type: none"> - Work along side teachers in our focus of standards based instruction - Display and prepare effective PD for teachers - Provide support opportunities for teachers and admin - Care for and celebrate teachers <p>To improve "ambitious instruction" we will:</p> <ul style="list-style-type: none"> - Delve into understanding standards - Provide opportunities for teachers to share and collaborate best practices - Adopt a relentless perseverance for improving instruction <p>30 Minute PD sessions and implementing Latstinger protocols (from UF) are designed to create a more inclusive and collaborative environment. In 30 Minute PD teachers sign-up to lead a best practice session and Latistinger activities are designed to allow adults to make connections on deeper levels.</p>
Rationale for Evidence-based Strategy	<p>Working along side and providing support opportunities for teachers is to foster a partnership, rather than top-down, approach to leadership. As suggested in Leverage Leadership, this method of leadership increases long-term support and productivity.</p> <p>Delving into standards and collaboration helps ensure that teachers know their work on a deeper level and collaboration allows for teachers to work improve instruction based on best and engaging practices. We have found that many of our teachers are skilled in the "how" of instruction but focusing on the "what" will help ensure that instruction is reaching the intended standard goal.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Design a schedule and process for 30-Minute PD 2. Review Latstinger protocols with leadership team and select for appropriate training's 3. Be intentional about PD content delivery and collaboration with teachers as we shift to standard focused instruction

4. Provide common planning time for teachers to unpack their standard and know the "what" behind their work
5. Provide time for leadership to review standard walk through observation data

Person Responsible Kim Jennings (jenningsk1@duvalschools.org)

#3	
Title	ELA/Reading Proficiency
Rationale	Not only is ELA our lowest academic area it has the greatest gap between school:District and School:State in proficiency, gains, and BQ. While we did show growth year-over-year in 4th and 5th a sharp decline in 3rd. As a net result, we were flat as a school in ELA proficiency.
State the measurable outcome the school plans to achieve	Increase proficiency by 10, gains by 5, and BQ by 5 points (20 points total).
Person responsible for monitoring outcome	Tracey Malone (malonet1@duvalschools.org)
Evidence-based Strategy	<ul style="list-style-type: none"> - Materials will be purchased to support bottom quartile students for tutoring. Materials include but are not limited to the following: - Reading Mastery in grades K-2 - Implement LLI for tier 2 & 3 in grades 3-5 - Reading coach position will be allocated through the use of Title I funds. The designation of this position will be used to implement, monitor and assess reading achievement progress as well as provide professional development and coaching for teachers and staff. - TEACH professional development conference March 7, 2020 for teachers and instructional coaches. -Provide students with improved real-word experiences that can be integrated using ELA/ Social Studies standards - Provide students with summative and comprehensive field experiences using Title 1 funds to reinforce standards and concepts learned in the classroom - Provide students with pre and post lessons that are aligned and connected to the standards -Provide teachers with a laminator purchased with Title I funds to create learning centers for small group instruction to enhance the learning environment of all of our students.
Rationale for Evidence-based Strategy	Although as a school we improved in ELA Gains and BQ our 3 year data has us flat to declining in the three accountability areas. It was our belief that modifications to our instruction would be needed to have improved success. By implementing RMSE and LLI teachers will have the ability to provide prescriptive direct instruction that targets the direct needs of small groups of students. The addition of these programs will help close learning gaps and support the learning needs of all of our students.
Action Step	
Description	<ol style="list-style-type: none"> 1. Train teachers in implementation 2. Administer pre-test to students 3. Provide coaching cycles 4. Monitor and adjust student groups 5. Set up field experiences to Saint Augustine for 2nd and 4th grade students. 6. Set up field experiences to MOSH for 3rd grade students. 7. Purchase laminator for teachers to create and laminate centers for small group instruction. 8. Purchase 0.5 Media Specialist position with Title I funds to enhance instruction.

Person Responsible [no one identified]

#4

Title Science

Rationale Although we saw an 11 point improvement year-over-year, that gain only moved Beauclerc back to where we were previously. As we seek to move to an "A" school continued improvement in science will remain a focus.

State the measurable outcome the school plans to achieve - 5 point increase to 74% proficiency

Person responsible for monitoring outcome Elena Riquelme (riquelmee@duvalschools.org)

Evidence-based Strategy

- Provide students with improved real-world science experiences
- Provide students with summative and comprehensive field experiences using Title 1 funds to reinforce standards and concepts learned in the classroom
- Provide students with pre and post lessons that are aligned and connected to the standards

Rationale for Evidence-based Strategy Research has shown that many students need real-world, hands-on experiences in science education to truly apply the concepts on our curriculum and standards. In the 19-20 school year we look to partner with Star Base to provide our students with experiences that directly support our standards and give many students experiences they would have never had.

Action Step

Description

1. Schedule Star Base field trips
2. Teacher training's
3. Set up Start Base transportation
4. Monitor data for remaining learning gaps

Person Responsible Elena Riquelme (riquelmee@duvalschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Positive relationships that fulfill the school's mission and support the needs of students are built with parents, families and other community stakeholders throughout the year. The school will provide full opportunities for participating in parent and family engagement activities for all parents, families and community stakeholders by communicating the purpose of the event effectively. Engagement activities will be provided with flexible times, based on parent feedback obtained from the developmental meeting. The school plans to implement activities that will build the capacity with the community to improve student achievement by reflecting on input collected during the Developmental Meeting and monthly SAC meetings.

PFEF Link

The school completes a Parental Involvement Plan (PFEF), which is available at the school site.

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.

Counseling, mentoring and other pupil services are provided to ensure the social-emotional needs of all students are being met. As a Full-Service School, counseling services are provided to referred and identified students. In addition, a portion of the Title 1 budget is allocated for an additional Guidance Counselor position as well as two instructional coaches. These additional positions ensure that all students have access to the necessary services that may be needed to address the social-emotional needs of all the students. Several teams and committees are in place to meet and discuss the needs of all the students. The administrative leadership team meets bi-monthly to review and analyze school wide data. Grade level teams meet monthly to discuss the needs of their students as it relates to attendance, behavior and course performance. The MTSS team meets monthly to recommend and provide support to students, and finally the Guidance department and teachers continue to hold parent conferences throughout the year to address the needs of the students.

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

Several strategies are employed to support incoming and outgoing cohorts of students in transition from one school level to another. Incoming kindergarten students and parents are invited to an orientation meeting. This meeting is held prior to the school year and facilitated by the teachers, faculty and staff. The transportation department is also included in this meeting. This orientation provides the families of our incoming students the necessary information as it relates to routines, procedures, expectations and resources of the school. This also allows parents to meet the administrative team and the additional faculty and staff that will be working with the students.

Counselors from feeder schools are invited to speak to our outgoing students to address the needs and concerns that students may have as they prepare to transition into middle school. This opportunity provides information to the students regarding scheduling, extra-curricular activities and course offerings. Outgoing students are provided answers to any specific questions that may be had in preparing to transition from elementary to middle school.

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.

Process: Several teams and committees meet either monthly or bi-monthly throughout the year to identify the needs and available resources that can meet the needs of all students and maximize desired student outcomes. These teams/committees include: Leadership Team (admin, guidance instructional coaches), Grade level teams, and MTSS team (admin, guidance instructional coaches and teachers) as well as the School Advisory Committee. These teams meet to analyze the school-wide/grade level data as it relates to attendance, behavior and course performance of all of our students. As data is analyzed and needs are identified, teams will utilize the 4-step problem-solving method to provide interventions and allocate resources according to the data.

Methodology (funds): Based on the needs of our school, funds are coordinated and resources are allocated through our School Advisory Council as well as our Principal's Advisory Council. Both councils meet monthly to address the current needs of the students and are able to provide feedback and insight on how resources are used.

The following designees are responsible for leading and facilitating the meetings:

PAC: Principal and PAC Chair

SAC: Principal and SAC Chair

Leadership Team: Administrative Team

Grade Level Team: Grade Level Chairs

MTSS: Assistant Principal and MTSS Chair

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

Several strategies are used throughout the year to advance college and career awareness. Through the use of our School Advisory Committee, business partners and community stakeholders meet once a month. Guidance Counselors provide opportunities for students to explore college and career awareness by utilizing the Achieve 3000 college and career readiness data. There are also several college and career awareness clubs throughout the school year that include Cathedral Arts Program, Safety Patrols, Student Council, Chorus, Orff, Robotics and community service and outreach opportunities.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Math proficiency				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2301 - Beauclerc Elementary School			\$0.00
2	III.A.	Areas of Focus: School Climate and Culture				\$0.00
3	III.A.	Areas of Focus: ELA/Reading Proficiency				\$0.00
4	III.A.	Areas of Focus: Science				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2301 - Beauclerc Elementary School			\$0.00
Total:						\$0.00