

Duval County Public Schools

# Beauclerc Elementary School



2021-22 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: 6/16/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	83%
<b>2020-21 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2018-19: B (58%) 2017-18: C (48%) 2016-17: C (50%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan is pending approval by the Duval County School Board.

## 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](http://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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# Beauclerc Elementary School

4555 CRAVEN RD W, Jacksonville, FL 32257

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p>	<p><b>2020-21 Title I School</b></p> <p style="font-size: 24px;">Yes</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="font-size: 24px;">87%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="font-size: 24px;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">69%</p>

## School Grades History

<b>Year</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>
<b>Grade</b>		B	B	C

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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.

## 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Walker, Aaron	Principal	<p>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.</p>
Riquelme, Elena	Assistant Principal	<p>Assistant Principal: Provides a common vision for the use of data based decision making for classroom instruction and teacher professional development; ensures the Rtl team is implementing appropriate MTSS; conducts assessment of the Rtl 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 Rtl 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.</p>
Malone, Tracey	Reading Coach	<p>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.</p>
Bonilla, Chamaira	School Counselor	<p>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.</p>
Howell, Rhonda	Teacher, ESE	<p>Site Coach/ESE Lead Teacher: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction; monitor</p>



Name	Position Title	Job Duties and Responsibilities
		the fidelity of ESE services and IEP compliance and collaborates with general education teachers working with Rtl and ESE students.
Howell, Patricia	Teacher, ESE	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.
Sweeney, Fawn	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.
Cross, Shavonna	Math 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.
Wilson, Ashlie	Instructional Coach	School 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.

**Demographic Information**

**Principal start date**

Wednesday 6/16/2021, Aaron Walker

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

**Total number of teacher positions allocated to the school**

48

**Total number of students enrolled at the school**

739

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

1

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

1

**Demographic Data**

**Early Warning Systems**

**2021-22**

**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	125	124	126	134	106	121	0	0	0	0	0	0	0	736
Attendance below 90 percent	0	0	0	1	2	20	0	0	0	0	0	0	0	23
One or more suspensions	0	1	1	4	1	0	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	25	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	22	0	0	0	0	0	0	0	25
Number of students with a substantial reading deficiency	0	52	80	70	63	78	0	0	0	0	0	0	0	343

**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	0	7	6	6	9	14	0	0	0	0	0	0	0	42

**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	1	3	1	6	0	1	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Thursday 6/17/2021

**2020-21 - As Reported**

**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	
Number of students enrolled	142	133	134	139	131	149	0	0	0	0	0	0	0	828
Attendance below 90 percent	57	26	25	17	22	36	0	0	0	0	0	0	0	183
One or more suspensions	5	1	2	3	1	1	0	0	0	0	0	0	0	13
Course failure in ELA	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in Math	1	0	0	0	1	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	86	92	88	58	45	49	0	0	0	0	0	0	0	418
Level 1 on 2019 statewide Math assessment	105	105	100	83	42	52	0	0	0	0	0	0	0	487

**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	87	90	84	60	37	46	0	0	0	0	0	0	0	404

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

**2020-21 - 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	
Number of students enrolled	142	133	134	139	131	149	0	0	0	0	0	0	0	828
Attendance below 90 percent	57	26	25	17	22	36	0	0	0	0	0	0	0	183
One or more suspensions	5	1	2	3	1	1	0	0	0	0	0	0	0	13
Course failure in ELA	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in Math	1	0	0	0	1	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	86	92	88	58	45	49	0	0	0	0	0	0	0	418
Level 1 on 2019 statewide Math assessment	105	105	100	83	42	52	0	0	0	0	0	0	0	487

**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	87	90	84	60	37	46	0	0	0	0	0	0	0	404

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

**Part II: Needs Assessment/Analysis**

**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				52%	50%	57%	52%	50%	56%
ELA Learning Gains				56%	56%	58%	49%	51%	55%
ELA Lowest 25th Percentile				48%	50%	53%	37%	46%	48%
Math Achievement				62%	62%	63%	58%	61%	62%
Math Learning Gains				67%	63%	62%	52%	59%	59%
Math Lowest 25th Percentile				52%	52%	51%	33%	48%	47%
Science Achievement				69%	48%	53%	58%	55%	55%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	43%	51%	-8%	58%	-15%
Cohort Comparison						
04	2021					
	2019	48%	52%	-4%	58%	-10%
Cohort Comparison		-43%				
05	2021					
	2019	49%	50%	-1%	56%	-7%
Cohort Comparison		-48%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	56%	61%	-5%	62%	-6%
Cohort Comparison						
04	2021					
	2019	55%	64%	-9%	64%	-9%
Cohort Comparison		-56%				
05	2021					
	2019	64%	57%	7%	60%	4%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	62%	49%	13%	53%	9%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

Provide the progress monitoring tool(s) by grade level used to compile the below data.

- 1st - iReady
- 2nd - iReady
- 3rd - iReady, Achieve3000
- 4th - iReady, Achieve3000, Star
- 5th - iReady, Achieve3000, Star

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16	32	46
	Economically Disadvantaged	16	28	41
	Students With Disabilities	28	37	37
	English Language Learners	0	12	16
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14	26	44
	Economically Disadvantaged	12	24	33
	Students With Disabilities	24	37	41
	English Language Learners	0	8	21
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27	25	41
	Economically Disadvantaged	18	15	42
	Students With Disabilities	15	11	25
	English Language Learners	26	11	32
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21	19	26
	Economically Disadvantaged	12	13	20
	Students With Disabilities	11	15	32
	English Language Learners	37	5	26

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28	28	37
	Economically Disadvantaged	24	24	28
	Students With Disabilities	30	18	27
	English Language Learners	16	13	16
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14	24	18
	Economically Disadvantaged	13	16	20
	Students With Disabilities	15	24	30
	English Language Learners	13	13	19
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21	12	15
	Economically Disadvantaged	15	8	9
	Students With Disabilities	18	18	12
	English Language Learners	14	5	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12	19	19
	Economically Disadvantaged	9	11	9
	Students With Disabilities	6	24	41
	English Language Learners	14	10	10

Grade 5					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		17	18	24
	Economically Disadvantaged		15	18	19
	Students With Disabilities		12	24	32
	English Language Learners		7	8	8
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		15	23	31
	Economically Disadvantaged		9	22	26
	Students With Disabilities		16	20	32
	English Language Learners		7	15	23
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		38	46	37
	Economically Disadvantaged		33	41	37
	Students With Disabilities		32	32	36
	English Language Learners		15	15	11
		Number/% Proficiency	Fall	Winter	Spring

**Subgroup Data Review**

2021 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 2019-20	C & C Accel 2019-20
SWD	29	65	82	34	65		31				
ELL	32	67	75	43	59		35				
BLK	35	58		34	56	58	29				
HSP	51	70		60	67		56				
MUL	56			50							
WHT	56	68		63	68		71				
FRL	40	67	82	43	58	71	40				
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				
ELL	28	48	46	53	68	57	36				
ASN	60	80		73	90						



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
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				

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	57
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	45
Total Points Earned for the Federal Index	459
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
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	
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	45
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	57
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	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	66
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	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

Similar to district data, our African American and more specifically African American male students are performing below state and district averages as well as when compared with other demographic areas. Additionally, a lower than state and district average is seen in our Hispanic student population.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

BQ Learning Gains in ELA showed the lowest performance. Despite being the lowest area, ELA BQ did show an increase of 19 points from the prior year.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

A contributing factor to the growth was targeted instruction by the ELA team with students focusing on priority standards. This additional support increased the BQ gains to only 15 points below all gains. This 15 point gap will be targeted in 20-21. We will utilize RMSE to support K-2 students in closing the BQ gap. We will use LLI to support the BQ students in grades 3-5. Finally we will use Corrective Reading to target gaps in our 3rd grade students.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

5th grade Math showed the most improvement. There was an increase of 15 and 7 points in the same cohort. A teacher change was made that strengthened the instructional rigor.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

After analyzing the mid-year data, targeted groups of students were provided interventions and instructional supports to increase the lower performing quartile students as well as the proficiency and learning gains of our students. Furthermore, the school Math Coach developed lessons for students that addressed the priority standards. We will continue to use our Math Coach in planning and development of materials to support our students in the meaningful and impactful way. Finally, we will continue to implement the resources and instructional use of Acaletics to increase fluency and proficiency.

#### What strategies will need to be implemented in order to accelerate learning?

Small Group Instruction: While this is not a new strategy it was used less often than normal based on pandemic impacts last year. In 21-22 coaches and admin will work with teachers to group students

based on gaps or enrichment to address needs more closely aligned with the individual child.

Implement Be Glad Strategies: Be Glad will focus on language acquisition literacy model and strategies. Be Glad is the only program endorsed by both Marcia Brechtel and Linne Haley. It is field tested for the past two decades with increasing success.

Reading Mastery / Corrective Reading: Implementation of strategies within these two programs will target reading comprehension gaps. Through direct instruction strategies and ability grouping students receive instruction based on specific levels.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Small Group Instruction: PD will be provided by academic coaches and school administration. This will focus on teacher small group design and instruction, coach push-in support instruction, and academic coach pull-out instruction.

Be Glad: PD will be done with district Be Glad trainers for select teachers. Cohort 1 is projected to consist of 6 teachers in the Dual Language program. In addition to the trainers one of the Dual Language Specialists will provide ongoing feedback on the implementation of the strategies.

Reading Mastery / Corrective: All K-2 teachers and academic support will be trained in DI strategies and the instructional model. In addition, follow up observations and demonstrations will be conducted throughout the year.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Addition of "flex" Instructional Coach - Utilizing funds through ESSER we have added an Instructional Coach to our support team. The purpose of the Instructional Coach will be to identify students who were more largely impacted by the pandemic / closure. The Coach will support both teachers with strategies, planning, and instruction delivery as well as meet with small groups of students. All efforts will be to close the "pandemic gap".

Addition of Corrective Reading Teacher - A new instructional staff member is being added to exclusively work with 3rd grade students that are showing reading deficiencies. This teacher will pull groups of students based on diagnostic data to improve reading and comprehension.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** Not only is ELA our lowest academic area, it has the greatest gap between School: District and School: State in proficiency, gains and bottom quartile. While we did show an increase in 4th and 5th grade in proficiency and learning gains, there was a significant decrease in the number of proficient students in 3rd grade. As a result, our ELA data remained stagnant.

**Measurable Outcome:** Increase proficiency by 10 points  
 Increase learning gains by 5 points  
 Increase bottom quartile learning gains by 5 points

**Monitoring:** Implement and track RMSE in grades K-2  
 Implement and track LLE for tier 2 and 3 in grades 3-5  
 Focus on priority standards  
 Provide teachers with additional support with priority standards  
 Identify BQ students for focus groups and monitor progress with shifts as needed  
 Target learning gaps in standards

**Person responsible for monitoring outcome:** Tracey Malone (malonet1@duvalschools.org)

If teacher-led small group instruction is used with fidelity, then the needs of all learners will be met.

According to the Collaborative Classroom ([https://www.collaborativeclassroom.org/wpcontent/uploads/nodefiles/nodepresentation\\_smallgroupwebinarfinal.pdf](https://www.collaborativeclassroom.org/wpcontent/uploads/nodefiles/nodepresentation_smallgroupwebinarfinal.pdf)), teacher-led small group instruction provides students with multiple opportunities to work at their instructional level so that their academic needs will be met.

**Evidence-based Strategy:** Implement RMSE in grades K-2  
 Implement LLI for tier 2 and 3 in grades 3-5  
 Focus on priority standards to increase proficiency by 10 points, learning gains by 5 points and BQ learning gains by 5 points  
 Identify BQ focus groups for small group instruction  
 Identify current gaps  
 Plan corrective instruction  
 Monitor progress of focus groups  
 Provide interactive multi-media carts

Through the use of Title 1 funds, the following positions, IM, and technology will be funded:  
 One full time Reading Coach  
 One full time Math Coach  
 One full time Guidance Counselor  
 0.5 Media Specialist

Poster maker  
 Storeroom materials

Multi-Media carts  
 Projectors  
 Document cameras

**Rationale for Evidence-based Strategy:** Although as a school, we improved in ELA gains and bottom quartile, our 3 year data has been stagnant and showing a decrease in the three accountability areas. According to our data, modifications to our instruction will be needed to show an improvement with our data in these specific areas. By implementing RMSE, LLI and teacher-led small group instruction, teachers will have the ability to provide prescriptive direct instruction that targets the direct needs of identified students. The addition of these programs will help close the learning gaps and support the learning needs of all of our students.

**Action Steps to Implement**

Training and monitoring of RMSE and LLI

**Person Responsible** Tracey Malone (malonet1@duvalschools.org)

Support of implementation of RMSE and LLI

**Person Responsible** Tracey Malone (malonet1@duvalschools.org)

Coaching cycles for direct instruction

**Person Responsible** Tracey Malone (malonet1@duvalschools.org)

Analyze student data and identify student needs

**Person Responsible** Tracey Malone (malonet1@duvalschools.org)

Provide teachers with materials and technology needed for instruction

**Person Responsible** Tracey Malone (malonet1@duvalschools.org)

**#2. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** While increases were made from year to year, there is a significant difference between the school and state data.

**Measurable Outcome:** Increase proficiency to 67%  
 Increase learning gains to 67%  
 Increase BQ learning gains to 55%  
 Target BQ students to close the gap by 5%

**Monitoring:** Implement and monitor Acaletics across grades 2-5  
 Support teachers with tracking student progress in priority standards  
 Provide teachers with support in instructional practices of priority standards  
 Identify and support BQ students for small group instruction  
 Monitor progress of focus groups

**Person responsible for monitoring outcome:** [no one identified]

**Evidence-based Strategy:** BQ Focus Groups: By identifying focus student groups, we were able to pinpoint our most fragile learners and provide instruction that met their specific learning needs. By providing this targeted small group instruction, we were able to improve learning gains by 19%.

Acaletics: A nationally known and Florida identified program to move and improve student performance. The program is designed to support not only our fragile learners, but also our mid and upper level students.

Priority Standard Focus: Strategically targeting priority standards starting in February, year over year, Math proficiency increased from 58 to 62, gains increased from 52 to 67 and BQ gains from 33 to 52. Based on our data, the targeted prescriptive instruction was successful.

**Rationale for Evidence-based Strategy:** Implementation of Acaletics: Implementing this supplemental program to students through daily tiered instruction, students receive standards based delivery at their specific learning level. Following this model teachers are able to more effectively scaffold instruction and meet students where they are at.

Through the use of Title 1 funds, the following positions will be funded:  
 One full time Reading Coach  
 One full time Math Coach  
 One full time Guidance Counselor  
 0.5 Media Specialist

Through the use of Title 1 funds, instructional materials will be funded:  
 Poster maker paper  
 Storeroom materials

Through the use of Title 1 funds, technology will be funded:  
 Multi-Media carts

Projectors  
Document cameras

**Action Steps to Implement**

Provide training and support to teachers in the implementation of Acaletics

**Person Responsible** Shavonna Cross (crosss@duvalschools.org)

Identify and monitor progress of 21-22 BQ students and meet with teachers regarding learning needs and gaps

**Person Responsible** Shavonna Cross (crosss@duvalschools.org)

Create BQ focus groups and deliver targeted instruction

**Person Responsible** Shavonna Cross (crosss@duvalschools.org)

Provide teachers with materials and technology for targeted standards instruction

**Person Responsible** Shavonna Cross (crosss@duvalschools.org)



**#3. Instructional Practice specifically relating to Science**

**Area of Focus**  
**Description and Rationale:** Although we made an 11 point increase from the previous year, that gain only moved Beauclerc back to where we were in the previous year. As we seek to obtain an "A", continued improvement in science will remain a focus.

**Measurable Outcome:** 5 point increase to 74% proficiency

This evidence-based strategy will be implemented and monitored by teachers doing the following:

**Monitoring:** Ensure lesson goals and objectives are clear  
 Analyze individual student data  
 Plan and deliver explicit inquiry-based instruction  
 Plan for differentiated instruction  
 Provide effective feedback  
 Reflect on teaching practices

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

If differentiated small group instruction is used with fidelity, then the needs of all learners will be met.

**Evidence-based Strategy:** According to the research found in Ready, Set, SCIENCE!, when students engage in science as a practice, they develop knowledge and explanations of the natural world as they generate and interpret evidence. At the same time, they come to understand the nature and development of scientific knowledge while participating in inquiry-based learning as a social process.

Citation: National Research Council. 2008. Ready, Set, SCIENCE!: Putting Research to Work in K-8 Science Classrooms. Washington, DC: The National Academies Press. <https://doi.org/10.17226/11882>.

**Rationale for Evidence-based Strategy:** Research has shown that science provides a foundation for the development of language, logic, and problem-solving skills in the classroom. Students who are consistently challenged to utilize and apply scientific knowledge, language and evidence-based learning develop connections that assist them with making sense of the world. Based on our data trend and research, focused implementation of teacher-led small group instruction will increase students' scientific academic achievement.

**Action Steps to Implement**

Provide students the opportunity for productive struggles and perseverance in reasoning and problem solving through inquiry-based learning.

**Person Responsible** Elena Riquelme (riquelmee@duvalschools.org)

Create a student-centered environment that incorporates a variety of collaborative active learning strategies to increase student engagement.

**Person Responsible** Elena Riquelme (riquelmee@duvalschools.org)

Utilize weekly progress monitoring tools to set goals and track student achievement.

**Person Responsible** Elena Riquelme (riquelmee@duvalschools.org)

Conduct ongoing teacher-student data chats, teacher-admin data chats, and student-parent data chats.

**Person Responsible** Elena Riquelme (riquelmee@duvalschools.org)

Provide teachers collaborative planning time to share research-based practices, engage in peer-to-peer coaching, reflection, and data analysis.

**Person Responsible** Elena Riquelme (riquelmee@duvalschools.org)

**#4. Culture & Environment specifically relating to Positive Behavior Intervention and Supports**

**Area of Focus Description and Rationale:**

According to the 5 Essentials survey data, "schools that are at or above the benchmark on 3 or more of the 5 essentials are 10 times more likely to improve than schools that are below benchmark."

While Beauclerc met the benchmark in all 5 areas, students' responses to a Supportive Environment increased from 54 to 70 in the strong range. By improving and integrating data, systems and best practices to positively affect student outcomes as it relates to attendance and office discipline referrals.

Our School-wide Average Daily Attendance Rate goal is to increase from 90% to 95%.

Grade Specific Average Daily Attendance Rate goals are to:

**Measurable Outcome:**

- Increase Kindergarten from 90% to 92% or higher
- Increase 1st grade from 91% to 94% or higher
- Increase 2nd grade from 90% to 94% or higher
- Increase 3rd grade from 90% to 95% or higher
- Increase 4th grade from 90% to 96% or higher
- Increase 5th grade from 91% to 96% or higher

Based on discipline referral data, 24% of students that received a referral also have an IEP compared to 7% of students without an IEP. Our school-wide goal is to provide our teachers with the necessary skills, knowledge, and best practices for ensuring our students with IEPs receive their specific behavioral accommodations to decrease our percentage by half (12%) or more.

School counselors will collaborate with administration in weekly leadership meetings as a standing agenda item to look at trends and discuss action steps.

School counselors will monitor for any student below 90% at anytime and bring to AIT.

**Monitoring:**

School counselors will meet as needed with school social worker for additional support.

School counselors will collaborate with both classroom and VE teachers to ensure behavior goals are accurate on IEP's.

School counselors will track IEP goals with VE teachers to adjust as needed.

**Person responsible for monitoring outcome:**

Chamaira Bonilla (bonillac1@duvalschools.org)

**Evidence-based Strategy:**

According to Rtl for Success (<https://rti4success.org/sites/default/files/MTSS%20Hot%20Topics.pdf>), "For those students who may need additional academic and behavioral supports to succeed in a general education environment, schools may choose to implement a multi-tiered system of supports (MTSS), such as response to intervention (RTI) or positive behavioral interventions and supports (PBIS)."

If a multi-tiered system of support is used throughout the school year, then student progress will be tracked and remediation and interventions will be provided to improve the achievement of all learners.

Provide an additional Guidance Counselor position through the use of Title 1 funds.

**Rationale  
for  
Evidence-  
based  
Strategy:**

By providing a framework through MTSS, supports will be provided to targeted students to address attendance, behavioral as well as academic issues. The rationale for providing these systems of support is to intervene early so that students may have an opportunity to catch up with their peers.

**Action Steps to Implement**

Provide MTSS training to teachers.

**Person  
Responsible** Chamaira Bonilla (bonillac1@duvalschools.org)

Provide teachers with time to analyze attendance and referral data and collaborate to remediate and provide interventions to identified students.

**Person  
Responsible** Chamaira Bonilla (bonillac1@duvalschools.org)

Using the Collaborative Problem-Solving Team, supports will be put in place with identified groups of students with regards to attendance, behavior and course performance.

**Person  
Responsible** Chamaira Bonilla (bonillac1@duvalschools.org)

Leadership team to meet monthly to review and discuss attendance and referral data.

**Person  
Responsible** Chamaira Bonilla (bonillac1@duvalschools.org)

Provide teachers with strategies and systems of support for identified students through monthly grade level meetings.

**Person  
Responsible** Chamaira Bonilla (bonillac1@duvalschools.org)

**#5. Leadership specifically relating to Leadership Development**

According to the 5 Essentials survey data, "schools that are at or above the benchmark on 3 or more of the 5 essentials are 10 times more likely to improve than schools that are below benchmark."

**Area of Focus Description and Rationale:** While Beauclerc met the benchmark in all 5 areas, Collaborative Teachers was one of the lowest categories reported with the following scores:  
 Collaborative Teacher Category Score: 44 (Neutral)  
 Collaborative Practice Score: 26 (Weak)  
 Collaborative Responsibility Score: 23 (Weak)  
 The Collaborative Practices and Collective Responsibility were two measures that were the lowest.

**Measurable Outcome:** Increase Collaborative Teachers by 16 points from 44 to 60/neutral to strong  
 Increase Collaborative Practice by 24 points from 26 to 50/neutral to strong  
 Increase Collaborative Responsibility by 17 points from 23 to 40/weak to neutral  
 To intentionally track progress teachers will be asked reflection questions following instructional rounding.

**Monitoring:** Coaches will ask teachers follow-up questions following coaching cycles that directly correlate to these 3 areas.  
 Coaches will partner with Growth Mindset Team to ensure alignment of PD corresponds to collaboration.

**Person responsible for monitoring outcome:** Ashlie Wilson (wilsona@duvalschools.org)

According to Visible Learning for Teachers: Maximizing Impact on Learning by John Hattie, collective teacher efficacy has the greatest impact on student achievement—even higher than factors like teacher-student relationships, home environment, or parental involvement.

**Evidence-based Strategy:** If utilizing the experience of our teachers and allowing teachers to self-select PD topics, run training sessions, and share their own work can lead to teachers who are active participants in their development, rather than passive receivers. This builds a culture of efficacy amongst staff who genuinely work together to improve their practice.

According to the research based on the 5 Essentials, in schools with strong collaborative teachers, all teachers collaborate to promote professional growth. Teachers are active partners in school improvement, committed to the school and are focused on professional development.

**Rationale for Evidence-based Strategy:** In schools with strong collective responsibility, teachers share a sense of responsibility for student development, school improvement and professional growth.  
 In schools with strong collaborative practices, teachers observe each others practice and work together to review assessment data and develop instructional strategies.

### Action Steps to Implement

Continue developing the Growth Mindset Team of teacher leaders who collaborate while remaining focused on the common goal of reaching a school grade of "A". This work will be with a combination of quality teacher focused professional development (see step 2) during early release training and a focus on standards based instruction in common planning.

**Person Responsible** Ashlie Wilson (wilsona@duvalschools.org)

Become a professional development school with training developed for teachers, by teachers. In the 20-21 school year a new team of teachers is being developed that will lead a monthly PD hour specifically designed to deliver high impact strategies to peers. This PD will take into account the unique needs of our student population and will be tailored to the skill sets of teachers.

**Person Responsible** Ashlie Wilson (wilsona@duvalschools.org)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**According to SafeSchoolsforAlex in the 19-20 school year Beauclerc was rated as a 1.1 events per 100 students or "high" overall. The key individual contributing factor to this is the school being home to a Behavior Supports program that services students staffed into ESE for being Emotionally and Behaviorally Disturbed. During the 19-20 school year nearly 50% of discipline referrals were from 2 classes with the remaining 50% coming from the other 36 classes.**

**While the 20-21 data is not available on SafeSchoolsforAlex at the time of this writing, Beauclerc can report a large reduction down to 87 events for the school year. Also down, due to strategic staffing changes, even our Behavior Support classes are down 14% despite the program being expanded from two classes to three. With that said Behavior Supports still attributed to 36% of referrals with the remaining portion being split among the other 36 classes.**

**Moving forward into the 21-22 school year the leadership team is excited to partner with our school PBIS team and will be launching an enhanced school wide approach for guidelines leading to success. With the support of our district School Climate and Culture Specialist, over the course on 20-21 we analyzed data both from past discipline and also the results of the 5Essentials Survey and have created the "4 Bee's"; Be Caring, Be Responsible, Be Respectful, and Be Safe. This new standpoint will be messaged not only by administration but talked about daily through announcements and also woven into teacher classroom rules.**

**Moreover to address the clearly needed assistance within our Behavior Support classes, Guidance is partnering with the EBD teachers and site coach to create lessons that address various topics like social skills, crisis prevention strategies, anger management, and even full class calming activities. It is our intent and belief that with a more wholistic approach we will see an improvement in behaviors leading to a reduction in disciplinary action.**

### Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

#### Describe how the school addresses building a positive school culture and environment.

While building a positive school culture and environment starts at the top, it is truly a team effort. When faculty feel valued the National School Climate Center states that, "staff satisfaction and retention are enhanced". Knowing the value in this we have created a school "Good Vibe Pride". This is a committee of positive individuals that lead the effort in driving a positive school culture and environment intentionally. Some members of the team lead monthly breakfasts where faculty are able to gather together to build relationships. Other members play music on Fridays so when anyone walks in the doors of the school, they know it's going to be a positive day.

This year the team is taking it a step further and will be taking part in a book study of School Culture Rewired by Steve Gruenert and Todd Whitaker. The goal of this study is for the Good Vibe Pride to be able to use our 5Essentials Survey data and use it to define, assess, and then transform our school culture and environment to make it the top destination for students and staff alike.

#### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

According to the National School Climate Center, "empirical research has shown that when school members feel safe, valued, cared for, engaged, and respected, learning measurably increases, and staff satisfaction and retention are enhanced." 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.

### Part V: Budget

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

1	III.A. Areas of Focus: Instructional Practice: ELA	\$0.00
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2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
5	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
			<b>Total: \$0.00</b>