Beauclerc Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Beauclerc Elementary School

4555 CRAVEN RD W, Jacksonville, FL 32257

http://www.duvalschools.org/beauclerc

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Walker, Aaron	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	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.
Wilson, Ashlie	Instructional Coach	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.
Donovan, Grace	Instructional Coach	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.
Bonilla, Chamaira	School 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

Name	Position Title	Job Duties and Responsibilities
		individual interventions; assist teachers with documentation requirements and conduct direct observation of student behavior.
Sweeney, Fawn	School 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	Teacher, ESE	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 RtI and ESE students.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Ongoing review during monthly SIP meetings. Prior to the first meeting school leadership provide a draft copy bast on the prior years data and set improvement goals. The draft copy is later shared with the full SAC (includes school leaders, teachers / staff, parents, and business partners) at our first meeting annually. At that time goals in proficiency, gains, and LPQ gains are reviewed and compared to school trends and other similar schools.

Following a review of the data and goals a plan for improving different academic is created. The strategies of the plan are research based and with a high effect size. The strategies differ based on the set goals (see planning for improvement).

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

While the strategies for reaching goals are adjusted real time, monitoring of effective implementation officially takes place following district and start assessments (i.e. FAST PM's, and DMA's). Leadership will share this data with the SAC and problem solve, or celebrate, increasing the achievement of students. Areas that problem solving takes place will then be modified to ensure continuous improvement. For example, if we are seeing adequate progress in 3rd ELA but 5th ELA remains flat, interventionist support would shift to 5th. Another example would be prioritizing grade level students for tutoring opportunities.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	69%
2022-23 Economically Disadvantaged (FRL) Rate	83%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	50	48	52	54	40	46	0	0	0	290
One or more suspensions	0	0	1	3	4	3	0	0	0	11
Course failure in English Language Arts (ELA)	0	2	3	4	4	4	0	0	0	17
Course failure in Math	0	3	2	5	4	5	0	0	0	19
Level 1 on statewide ELA assessment	0	0	0	47	42	55	0	0	0	144
Level 1 on statewide Math assessment	0	0	0	44	44	61	0	0	0	149
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	8	5	6	4	8	0	0	0	33

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	0	2	3	0	1	0	0	0	8
Students retained two or more times	0	1	1	0	1	3	0	0	0	6

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	52	76	60	64	53	49	0	0	0	354
One or more suspensions	0	1	0	2	3	0	0	0	0	6
Course failure in ELA	0	3	2	2	3	4	0	0	0	14
Course failure in Math	0	3	2	2	3	4	0	0	0	14
Level 1 on statewide ELA assessment	0	0	0	10	35	41	0	0	0	86
Level 1 on statewide Math assessment	0	0	0	7	32	36	0	0	0	75
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	43	77	66	45	58	40	0	0	0	329

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	6	5	2	18	45	53	0	0	0	129

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	52	76	60	64	53	49	0	0	0	354
One or more suspensions	0	1	0	2	3	0	0	0	0	6
Course failure in ELA	0	3	2	2	3	4	0	0	0	14
Course failure in Math	0	3	2	2	3	4	0	0	0	14
Level 1 on statewide ELA assessment	0	0	0	10	35	41	0	0	0	86
Level 1 on statewide Math assessment	0	0	0	7	32	36	0	0	0	75
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	43	77	66	45	58	40	0	0	0	329

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	6	5	2	18	45	53	0	0	0	129

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	0	2	3	0	1	0	0	0	8
Students retained two or more times	0	1	1	0	1	3	0	0	0	6

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	35	48	53	50	50	56	47		
ELA Learning Gains				49			63		
ELA Lowest 25th Percentile				35			77		
Math Achievement*	49	58	59	56	48	50	50		
Math Learning Gains				61			60		
Math Lowest 25th Percentile				57			70		
Science Achievement*	41	52	54	44	59	59	47		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress	50	54	59	61			45		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	208
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	413
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	19	Yes	1	1
ELL	31	Yes	2	1
AMI				
ASN				
BLK	27	Yes	1	1
HSP	44			
MUL	50			
PAC				
WHT	51			
FRL	36	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	43			
ELL	38	Yes	1	
AMI				
ASN				
BLK	48			
HSP	48			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	78			
PAC				
WHT	52			
FRL	51			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	35			49			41					50
SWD	10			20			17				5	44
ELL	24			37			27				5	50
AMI												
ASN												
BLK	23			39			26				4	
HSP	38			59			44				5	41
MUL	25			75							2	
PAC												
WHT	47			47			51				5	67
FRL	28			44			35				5	53

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	50	49	35	56	61	57	44					61
SWD	29	40	31	34	53	53	43					60
ELL	38	33	25	45	49	42	9					61
AMI												
ASN												

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
BLK	39	45	43	47	63	62	37					
HSP	48	42	28	60	60	50	28					69
MUL	74	80		79	80							
PAC												
WHT	57	54	31	54	57	55	57					52
FRL	48	42	31	57	62	52	48					65

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	47	63	77	50	60	70	47					45
SWD	29	65	82	34	65		31					33
ELL	32	67	75	43	59		35					45
AMI												
ASN												
BLK	35	58		34	56	58	29					
HSP	51	70		60	67		56					37
MUL	56			50								
PAC												
WHT	56	68		63	68		71					72
FRL	40	67	82	43	58	71	40					52

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
05	2023 - Spring	30%	47%	-17%	54%	-24%
04	2023 - Spring	43%	50%	-7%	58%	-15%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2023 - Spring	28%	46%	-18%	50%	-22%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2023 - Spring	41%	59%	-18%	59%	-18%
04	2023 - Spring	50%	58%	-8%	61%	-11%
05	2023 - Spring	43%	52%	-9%	55%	-12%

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2023 - Spring	35%	48%	-13%	51%	-16%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school 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 Proficiency 39% - Both 4th and 5th grade teachers were new to the grade level. While they all are experienced teachers, they were new to their specific content. Additionally, the 5th grade cohort had been historically a lower preforming group.

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

ELA Proficiency (-11) - Both 4th and 5th grade teachers were new to the grade level. While they all are experienced teachers, they were new to their specific content. Additionally, the 5th grade cohort had been historically a lower preforming group.

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.

State not provided at this time.

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

4th Math Proficiency - Data tracked and provided benchmark specific support to students showing high 2 and low 3 projections. Students were then placed into "ramp up" tutoring groups.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

1: 3rd ELA
2: 5th ELA

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

1: 3rd ELA
2: 5th ELA
3: 5th Science
4: 3rd - 5th Gains

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Overall ELA proficiency was our lowest academic area. While recent trends had been moving up, 22-23 had a decline. In addition to proficiency we will monitor and adjust student supports for academic gains with the return of accountability area in the 23-24 school year.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase proficiency to 50%
Gains goal of 60%
LPQ gains goal of 60%

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Provide teachers with additional support with benchmark (standards) based instruction.
Identify LPQ students for focus groups and monitor progress with shifts as needed
Target learning gaps in benchmarks (standards)

Person responsible for monitoring outcome:

Grace Donovan (boydm@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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), teacher led small group instruction provides students with multiple opportunities to work at their instructional level so that their academic needs will be met.

Implement Benchmark Advanced in grades K-5
Implement LLI for tier 2 and 3 in grades 3-5
Focus on priority standards to increase proficiency by 5 points, learning gains by 10
points and BQ learning gains by 20 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:
Full time Reading Interventionist
Full time Math Interventionist
Full time Guidance Counselor
0.5 Media Specialist
Poster maker
Storeroom materials
Multi-Media carts

Projectors
Document cameras

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

According to our data, modifications to our instruction will be needed to show an improvement with our data in
these specific areas. By implementing 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.

Additionally, the added support to our VE ESE instruction will greatly impact our LPQ students as a majority of them are in our LPQ.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Support and monitoring of LLI and UFLI

Person Responsible: Grace Donovan (boydm@duvalschools.org)

By When: Ongoing

Analyze student data and identify student needs

Person Responsible: Grace Donovan (boydm@duvalschools.org)

By When: Ongoing

Provide teachers with materials and technology needed for instruction.

Person Responsible: Grace Donovan (boydm@duvalschools.org)

By When: Ongoing

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

While math proficiency remains ahead of ELA, grade level success has been mixed. Additionally, the addition of gains and LPQ gains will need additional tracking and support.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase proficiency to 65%
Gains goal of 60%
LPQ gains goal 55%

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Support teachers with tracking student progress of standards
Provide teachers with support in instructional practices of standards
Identify and support LPQ students for small group instruction - Focus on ESE student support
Monitor progress of focus groups

Person responsible for monitoring outcome:

Ashlie Wilson (wilsona@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

LPQ Focus Groups: By identifying focus student groups, we will be able to pinpoint our most fragile learners and provide instruction that me their specific learning needs. By providing this targeted small group instruction, we have been able to improve gains and BQ gains. Additional support for ESE students through VE support will also support our LPQ students.

Classroom Small Group Instruction: With the elimination of our district wide use of Acaletics, teachers are given additional time to focus on small group instruction. This time will allow teachers and coaches to targes individual learning gaps of benchmarks of specific students.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Through the use of Title 1 funds, the following positions, IM, and
technology will be funded:
Full time Reading Interventionist
Full time Math Interventionist
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

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide training and support to teachers for small group instruction

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

By When: Ongoing

Identify and monitor progress of 23-24 LPQ students and meet with teachers regarding learning needs and gaps to be addressed in small group instruction.

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

By When: Ongoing

Provide teachers with materials and technology for targeted benchmark instruction.

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

By When: Ongoing

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Over the past 3 years science is the only area in which we have in which we declined each year, dropping a total of 8 points This is an alarming trend considering science has been the most stable of the subject areas with regard to standards, curriculum, and state assessment.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

17 Point increase to 55% proficiency.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

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
Partner with region science specialist to monitor

Person responsible for monitoring outcome:

Ashlie Wilson (wilsona@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

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

By When: Ongoing

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

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

By When: Ongoing

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

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

By When: Ongoing

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

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

By When: Ongoing

#4. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 did meet the benchmark on more than 3 of the essentials we showed a significant decline in "supportive environment" from 71 to 58 our largest area of decline year-over-year. Historically this is an area that is strong for us. When students feel supported and connected to school we believe attendance will
improve and student academic performance will also increase. If students are not in school they are less likely to be successful academically.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Grade Specific Average Daily Attendance Rate goals are to:

-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

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

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.

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

Person responsible for monitoring outcome:

Chamaira Bonilla (bonillac1@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

According the field "Class Attendance, peer similarity, and academic Performance" conducted by the National Institute of Health (https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5678706/) "research indicates that class attendance is a useful predictor of subsequent course achievement".

If multi-tiered supports include attendance monitoring and interventions are put in place throughout the year, then student attendance and achievement of all learners will improve.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Providing a framework through MTSS, supports will be given to targeted students to address attendance, in addition to behavioral and 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide MTSS training to teachers.

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

By When: Ongoing

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)

By When: Ongoing

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)

By When: Ongoing

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

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

By When: Ongoing

#5. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 more than 3 areas, Collaborative Teachers was one of the lowest categories highlighted with the following scores:

Collective Responsibility: 12 (very weak)
Collaborative Practices: 10 (very weak)

All other measures were either neutral or strong.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase Collaborative Teacher category to an average of 50
Increase Collective Responsibility measure to 40
Increase Collaborative Practices measure to 40

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

To intentionally track progress teachers will be asked reflection questions following instructional rounding.

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:

Grace Donovan (boydm@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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.

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.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

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.

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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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/benchmark based instruction in common planning.

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

By When: Ongoing

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: Grace Donovan (boydm@duvalschools.org)

By When: Ongoing

Partner with UNF faculty to train and develop teachers in the area of VE and classroom teacher collaboration.

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

By When: Quarterly

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Historically ELA is our lowest area and trends suggest it likely will be again. Additionally, it normally shows the greatest gab between School:District and School:State in proficiency, gains, and LPQ.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Historically ELA is our lowest area and trends suggest it likely will be again. Additionally, it normally shows the greatest gab between School:District and School:State in proficiency, gains, and LPQ.

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Increase projected proficiency by 5 points as indicated by FAST
Increase projected learning gains by 10 points as indicated by FAST
Increase bottom quartile learning gains by 20 points as indicated by FAST

Grades 3-5 Measurable Outcomes

Increase projected proficiency by 5 points as indicated by FAST
Increase projected learning gains by 10 points as indicated by FAST
Increase bottom quartile learning gains by 20 points as indicated by FAST

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

According to the Collaborative Classroom (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.

Implement Benchmark Advanced in grades K-5
Implement RMSE for tier 2 and 3 in grades K-2
Implement LLI for tier 2 and 3 in grades 3-5
standards based instruction to increase 5 points, learning gains by 10 points and BQ learning gains by 20
points
Identify BQ focus groups for small group instruction
Identify current gaps
Plan corrective instruction
Monitor progress of focus groups

Monthly data chats with coach and admin during admin common planning to progress monitor and problem Solve.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Donovan, Grace, boydm@duvalschools.org

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Implement Benchmark Advanced in grades K-5
Implement UFLI for core in grades K-2 and supplemental in 3-5
Implement LLI for tier 2 and 3 in grades 3-5

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

All ELA programs are evidence-based programs that help support our identified needs in ELA, specifically as it relates to improving gains.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Coaching - Staff will be put in place to support teachers in ELA coaching. Depending on the level of need, coaching plans with then be created to support teachers based on their individual level of need. This will be supports from facilitation to coaching cycles.	Donovan, Grace, boydm@duvalschools.org
Professional Learning - Weekly time will be set aside in Administrative Common Planning time. Differing from the name, common planning time will often be utilized as Professional Development. While we are committed to allowing teachers to plan alongside ELA coaches and leadership, based on date professional development will also be delivered to support teachers and students. Professional Learning - Monthly PD will be delivered to the full faculty in Early Release days. Depending on the instructional topic, learning may be done whole group or split based on content and/or grade level.	Walker, Aaron , walkera@duvalschools.org
UFLI - Implement UFLI in K-2 classes. This program will introduce students to the foundational reading skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction.	Donovan, Grace, boydm@duvalschools.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

SIP is provided in multiple pathways. First is the school website. That is updated yearly along with the Title I plan and PFEP. In addition to that paper copies are made available in the main office upon request of any stakeholder. Finally the SIP is provided annually at the SAC meetings and is a standing discussion point for the group and any other stakeholders that attend.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

This year we have 10 family events planned. Three are afterhours and the remaining 7 are during the school day. To directly support students being informed of their progress, 3 of the 10 events are aligned with the first 3 report cards and titled "teacher conference week". During that time teachers are tasked with having conferences with a minimum of 5 families. These could be focused around academic needs but also for positive interactions.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Becuclerc has identified three target areas that academic coaches, leadership, and district support will focus on (3rd and 5th ELA, 5th Math, and 5th Science). There will also be targeted support of VE/ESE support to address the unique needs of individual learners and the way teachers are supported these students.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

NA

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Beauclerc has added one additional school counselor beyond district staffing. This allows school counselors significantly more time to focus on student needs. Counselors service many of our students with multiple early warning indicators.

This year we are also adding additional supports. First is the addition of Hazel Heart, the mental health leg of Hazel Health. Implementation is planed to start in September. Second, in the second semester we will add a Military Family Life Counselor to support the needs of our military families. This is new based on an increased number of military students recently.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Beauclerc partners twice annually with Junior Achievement to bring working professionals to deliver lessons to students. In addition to that we also host an annual career day were various professions from a diverse group of industries share work experiences and expectations. Beauclerc also partners with school counselors from middle school feeders to talk and plan with our 5th graders annually as they begin planning their educational path.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

This is a multi leveled approach. We start with classroom based RtI. In this phase teachers implement their own intervention strategies and document the progress. If additional support is believed to be needed the student in added to a school based CPST (collaborative problem solving team) agenda. This meeting consist of school counselors, an academic coach, a classroom teacher, and an administrator. During this meeting we collaboratively problem solve and brainstorm supports that could be provided. If this is not successful we them move to the district MTSS for potential ESE services.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

All staff have access to district provided trainings via PowerSchool. This platform provides access to a wide assortment of activities and trainings to improve instruction. In addition to district opportunities we meet with the full faculty monthly during Early Release to deliver training and professional development. The second way we support teacher growth is during Administrative Common planning. This is a time that admin and academic coaches work with teachers to develop plans and access recourses that will impact instruction.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Annually we host our "Jaguar Round Up". This is a time for all kindergarten parents to come together to gain a better understanding of what elementary school will be like. This time is filled with information about curriculum, review of benchmarks (standards), physically walking the campus, hearing from and learning about what services are available, and other general operational differences families can expect.

We also host quarterly, "Wednesday With Walker", an event where Principal Walker meets with families on various topics and has question and answer times.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	$0.00
3	III.B.	Area of Focus: Instructional Practice: Science	$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
5	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No