Beauclerc Elementary School

2022-23 Schoolwide Improvement Plan

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Beauclerc Elementary School

4555 CRAVEN RD W, Jacksonville, FL 32257

http://www.duvalschools.org/beauclerc

Demographics

Principal: Aaron Walker

Start Date for this Principal: 10/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (50%) 2018-19: B (58%) 2017-18: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	83%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	69%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

School Board Approval

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SIP Authority

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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
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.**:**

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.
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 individual interventions; assist teachers with documentation requirements and conduct direct observation of student behavior.
Sweeney, Fawn		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.
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.
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.

Demographic Information

Principal start date
Monday 10/1/2018, Aaron Walker

Number of teachers with a 2022 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.*
4

Number of teachers with a 2022 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.*
10

Total number of teacher positions allocated to the school
53

Total number of students enrolled at the school
753

Identify the number of instructional staff who left the school during the 2021-22 school year.
4

Identify the number of instructional staff who joined the school during the 2022-23 school year.
5

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	130	125	121	145	135	140	0	0	0	0	0	0	0	796
Attendance below 90 percent	52	76	60	64	53	49	0	0	0	0	0	0	0	354
One or more suspensions	0	1	0	2	3	0	0	0	0	0	0	0	0	6
Course failure in ELA	0	3	2	2	3	4	0	0	0	0	0	0	0	14
Course failure in Math	0	3	2	2	3	4	0	0	0	0	0	0	0	14
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	35	41	0	0	0	0	0	0	0	86
Level 1 on 2022 statewide FSA Math assessment	0	0	0	7	32	36	0	0	0	0	0	0	0	75
Number of students with a substantial reading deficiency	43	77	66	45	58	40	0	0	0	0	0	0	0	329

Using the table above, complete the table below with the number of students by current grade level who have 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	6	5	2	18	45	53	0	0	0	0	0	0	0	129

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 7/7/2022

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	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	

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	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	1	1	2	1	1	0	0	0	0	0	0	0	6

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	50%	50%	56%				52%	50%	57%
ELA Learning Gains	49%						56%	56%	58%
ELA Lowest 25th Percentile	35%						48%	50%	53%
Math Achievement	56%	48%	50%				62%	62%	63%
Math Learning Gains	61%						67%	63%	62%
Math Lowest 25th Percentile	57%						52%	52%	51%
Science Achievement	44%	59%	59%				69%	48%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	43%	51%	-8%	58%	-15%
Cohort Comparison		0%				
04	2022					
	2019	48%	52%	-4%	58%	-10%
Cohort Comparison		-43%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	49%	50%	-1%	56%	-7%
Cohort Comparison		-48%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	56%	61%	-5%	62%	-6%
Cohort Comparison		0%				
04	2022					
	2019	55%	64%	-9%	64%	-9%
Cohort Comparison		-56%				
05	2022					
	2019	64%	57%	7%	60%	4%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	62%	49%	13%	53%	9%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	29	40	31	34	53	53	43				
ELL	38	33	25	45	49	42	9				
BLK	39	45	43	47	63	62	37				
HSP	48	42	28	60	60	50	28				
MUL	74	80		79	80						
WHT	57	54	31	54	57	55	57				
FRL	48	42	31	57	62	52	48				

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
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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				

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	23	47	46	31	52	40	29				
ELL	28	48	46	53	68	57	36				
ASN	60	80		73	90						
BLK	48	56	50	55	70	41	64				
HSP	47	50	45	56	55	47	67				
MUL	50	60		63	50						
WHT	63	58	50	73	73	64	73				
FRL	47	51	41	53	65	44	60				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	413
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	78
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 preforming 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 2022 state assessments, demonstrate the greatest need for improvement?

BQ Learning Gains in ELA showed the lowest performance. BQ overall was our greatest decline.

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

In the prior year the only gains were in from 27 students in 5th grade. This was due to the prior year being the pandemic year and gains could not be calculated for any 3rd or 4th grade student. Because of the small number of students we were able to be intentional about added academic support for these students leading to BQ gains in the 70's, a percent that was not likely sustainable when normal grading returned.

Moving forward, We will utilize Benchmark Advanced in closing the ELA 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 2022 state assessments, showed the most improvement?

3rd grade ELA showed the largest gain. With the exception of science, which had a 6-point decline, all areas of proficiency increased.

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

We believe this is attributed mainly to two factors; multiple years of RMSE and adding Corrective Reading instruction. The 3rd grade group of students all received 2 years of Reading Mastery (RMSE) in 1st and 2nd grade and students scoring below average had a year of Corrective Reading throughout the 3rd grade year. These supports in addition to grade level instruction allowed students to show success in this area.

With regard to math gains, we believe that a focus on state standards and expectations along with the

use of Acaletics led students to success in that area. Acaletics expertly exposed students to math practices, while grade level instruction gave students understanding of the skills and standard demands.

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 then normal based on the ongoing pandemic restrictions. In the 22-23 school year 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.

Be Glad: We will grow our Glad teacher base and also ensure these strategies are in place. This program 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. It is not only successful with English Language Learners, but supports the learning of all students.

Corrective Reading: Implementation of strategies with Corrective will target reading can close comprehension gaps. Through direct instruction strategies and ability grouping students will 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.

Corrective: A corrective teacher has been trained to implement the program as designed. Additionally our academic coaches are being trained as testers for the placement test. Follow up observations and demonstrations will be conducted throughout the year for the Corrective teacher.

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

"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 all 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".

Corrective Reading Teacher - This teacher exclusively work with 3rd grade students that are showing reading deficiencies. She will pull groups of students based on diagnostic data to improve reading and comprehension. The teacher will work in our Reading Coach to data monitor progress and adjust groups as needed.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities 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 critical need from the data reviewed.**	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 proficiency, there was a significant decrease in the number of students making gains.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Increase proficiency by 5 points Increase learning gains by 10 points Increase bottom quartile learning gains by 20 points
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Provide teachers with additional support with standard based instruction Identify BQ students for focus groups and monitor progress with shifts as needed Target learning gaps in standards
Person responsible for monitoring outcome:	Grace Donovan (boydm@duvalschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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 Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Although as a school, we improved in ELA , 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 Corrective Reading, 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

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 Corrective and LLI

Person Responsible	Grace Donovan (boydm@duvalschools.org)

Analyze student data and identify student needs

Person Responsible	Grace Donovan (boydm@duvalschools.org)

Provide teachers with materials and technology needed for instruction

Person Responsible	Grace Donovan (boydm@duvalschools.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	While increases were made from year to year, there is a significant difference between the school and state data. Additionally we had a decline BQ gains.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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: Describe how this Area of Focus will be monitored for the desired outcome.	Implement and monitor Acaletics across grades 2-5 Support teachers with tracking student progress of standards Provide teachers with support in instructional practices of standards Identify and support BQ students for small group instruction Monitor progress of focus groups
Person responsible for monitoring outcome:	Ashlie Wilson (wilsona@duvalschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	BQ 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. Acaletics: A nationally know and Florida identified program to move and improve student performance. The program is designed to support not only our fragile learners, but also our mid and upper level students. 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 able to scaffold instruction and meet students where they are at.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

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 in the implementation of Acaletics

Person Responsible   Ashlie Wilson (wilsona@duvalschools.org)

Identify and monitor progress of 22-23 BQ students and meet with teachers regarding learning needs and gaps

Person Responsible   Ashlie Wilson (wilsona@duvalschools.org)

Create BQ focus groups and deliver targeted instruction

Person Responsible   Ashlie Wilson (wilsona@duvalschools.org)

Provide teachers with materials and technology for targeted standards instruction

Person Responsible   Ashlie Wilson (wilsona@duvalschools.org)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Over the past 2 years science is the only area in which we have in which we declined both years, this year dropping 6 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.	15 point increase to 59% proficiency
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This evidence-based strategy will be implemented and monitored by teachers doing the following: 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:	Ashlie Wilson (wilsona@duvalschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria	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.

**used for selecting
this strategy.**

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)

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)

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

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

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)

#4. Positive Culture and Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	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.**	Our School-wide Average Daily Attendance Rate goal is to increase from 90% to 95%. 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 *Pre-pandemic average
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 Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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 Strategy: **Explain the rationale for selecting this**	Provide an additional Guidance Counselor position through the use of Title 1 funds. Providing a framework through MTSS, supports will be given to targeted students to address attendance, in addition to behavioral and academic issues. The

specific strategy. Describe the resources/criteria used for selecting this strategy.	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
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)

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)

#5. Transformational Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	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 Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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 Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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.

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 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   Grace Donovan (boydm@duvalschools.org)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

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

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 in proficiency, there was a significant decrease in the number of students making gains and LPQ gains.

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

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 in proficiency, there was a significant decrease in the number of students making gains and LPQ gains.

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 new 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: Measureable Outcome(s)

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: Measureable Outcome(s)

Increase proficiency by 5 points
Increase learning gains by 10 points
Increase bottom quartile learning gains by 20 points

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 take place with evaluating impact at the end of the year.

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.

Malone, Tracey, malonet1@duvalschools.org

Evidence-based Practices/Programs:
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 RMSE for tier 2 and 3 in grades K-2
Implement LLI for tier 2 and 3 in grades 3-5

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific 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 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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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.