

Duval County Public Schools

Atlantic Beach Elementary School



2016-17 Schoolwide Improvement Plan

Atlantic Beach Elementary School

298 SHERRY DR, Atlantic Beach, FL 32233

www.duvalschools.org/abe

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	33%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	26%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Atlantic Beach Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Atlantic Beach Elementary School of Accelerating Learning and Leadership is to provide a variety of challenging opportunities that inspire students to excel and prepare them to function in a global society.

b. Provide the school's vision statement.

Every student at Atlantic Beach Elementary will be prepared to achieve continuous academic success.

2. School Environment

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

The school learns about students' cultures in a variety of ways. Every year, teachers share student information through the use of Student Tracking Cards. The cards are passed from the previous teacher to the new teacher at the beginning of the school year. Teachers also implement "Getting to Know You" activities at the beginning of the school year. Both students and parents have the opportunity to complete an information sheet. During the first ten days of the school year, school wide leadership lessons are used to build classroom culture and establish individual, class, and school-wide goals. These lessons help to build relationships between student to student and teacher to student. Teachers also learn about their students through one-on-one student conferences. Our school provides opportunity to learn about various cultures through the Cultural Arts activities throughout the year.

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

A safe environment for students is created through the implementation of School-wide Discipline Plan. This discipline plan is built upon our Leader in Me program and implemented throughout the school. The Leader in Me program is also an innovative school based program that develops students into leaders. Through a series of leadership lessons, goal setting, and focus on classroom environment, students are taught how to respect each other and reach their fullest potential as student leaders. In addition to our Leader in Me program, Second Step bullying lessons are included in the curriculum. Students serve as leaders through organizations such as Ambassadors, Student Council, and Leaders in Action. Each classroom teacher also provides opportunities for leadership roles inside the classroom to ensure a safe and organized environment. As part of our School Emergency Manual, fire drills, code yellow and code red drills are practiced frequently so that students are prepared in case of an emergency.

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

The School-Wide Discipline plan is centered on Sean Covey's 7 Habits of Happy Children. Teachers use a common discipline chart across grade levels which emphasizes positive behavior. We also

implement a Cafeteria Behavior Plan which rewards appropriate behavior during lunch time. Teachers use CHAMPS in their classrooms to teach rituals and routines and to reinforce classroom expectations. Teachers were trained on Duval County Code of Conduct during the week of preplanning. On the second day of school, all students participated in grade level assemblies to review school and class expectations with all students.

Our PBIS (Positive Behavior Instructional Support) Team has also established a positive behavior support plan that is aligned with expected academic and behavioral outcomes. (The school's PBIS plan is available upon request).

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

The social-emotional needs of all students are met through a variety of resources. Our school counselor provides classroom guidance to all students by visiting the classes to teach lessons on topics which include Character Education, Bullying and Leadership. Every month, each teacher recognizes a "Leader In Action." These students are recognized by the guidance counselor with a small celebration. We also receive support from the Beaches Resource Center, the Jordan Park Center and the Helicopter Maritime Strike (HMS) Weapons School. The Beaches Resource Center works with students and families to address special needs. They can assist with health screenings, counseling and support for the family. The Jordan Park Center provides after-school tutoring. The HMS Weapons Schools provides mentors for at-risk students.

3. Early Warning Systems

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

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

Refer to Positive Behavioral Interventions and Supports (PBIS) Plan. The plan is available upon request.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	0	1	0	0	1	0	0	0	0	0	0	0	3
One or more suspensions	0	2	1	0	2	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	2	3	2	1	0	1	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	1	4	5	0	0	0	0	0	0	0	10

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

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

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

- After school open computer lab using Achieve and Iready for Kindergarten- 5th grade students
- Reading Interventionist working with students 5 days a week on Barton or TTS activities.
- Reading Tutor to work with students in grades 3-5 from December to March during literacy rotations.
- Parent conferences
- Mentors from the HSM Mayport Weapons Schools working with students in grades Kindergarten to Fifth grade.
- Parent volunteers working on fluency activities in the classroom during literacy rotations.
- Support from ESE teachers using Barton and TTS activities with students in Tier 3 as identified through RTI
- Attendance will be monitored by administration on a daily/weekly basis.
- Positive behavior systems in place to encourage and reward targeted behaviors.
- Math mastery tutoring program January-March, grades 3-5.
- Leader in Me Program utilizing goal setting and student led conferencing to target individual student goals.
- Acceleration options for students to move up to content on their level
- Struggling readers in grades 3-5, work with reading coach on second grade saxon lessons

B. Family and Community Engagement

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

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

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

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

No

1. PIP Link

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

2. Description

Our school works to build positive relationships with families in several ways. Several times a year the PTA hosts Spirit Days and Spirit Nights. Our school mission and vision is communicated on our school website. Parents receive communication through monthly Parent newsletters, from both the principal and PTA. Communication is also communicated through the use of social media on the Atlantic Beach Elementary Facebook page and Twitter page. Teachers also send newsletters and use their websites to keep parents abreast of current information. PTA and SAC meetings are held every month. Focus is an available tool for parents to track their child's progress. Communication is also sent to parents via their child's weekly folder or school planner. We also host a Science Night and FSA parent night throughout the year.

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

We have a parent volunteer designated as our Business Partner Coordinator. She works diligently to secure partnerships for our school. At the present time, over \$6000 has been donated to our school for the current school year. Business partners have a variety of ways to provide support to ABE. Business partners can donate goods and services to support an event or participate in an ongoing program that benefits our students. Businesses can also make monetary donations. In return, Business Partners are recognized numerous ways based on their level of support. This includes recognition on the school

marquee, business partner plaques and banners, in the PTA e-newsletter, PTA school directory and our school yearbook.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
McLendon, Mindy	Principal
Gallagher, Kimberly	Assistant Principal
Case, Corinne	Instructional Coach
Farinella, Becky	Teacher, K-12
Jackson, Eric	Teacher, K-12
Chiumento, Laura	Teacher, PreK
Waddill, Meredith	School Counselor

b. Duties

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

- Principal: Provides a common vision for the use of data-based decision-making for the purpose of increasing student achievement. Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; Monitors instruction and provides feedback to teachers to improve instruction throughout the school; identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

- Assistant Principal: Works with the Principal to monitor student learning throughout the school year. Monitors instruction throughout the year and provides teachers with specific feedback to improve instruction. Leader of student discipline and the PBIS team to improve classroom and student behavior. Serves as the school test coordinator to plan and facilitate district and statewide assessments. Conducts safety drills and maintains the building facilities throughout the year.

- Instructional Coach: Provides support to teachers through professional development, lesson planning and modeling. Serves on the leadership team and administrative team to monitor instruction and improve current systems. Plans and delivers instruction for small groups of high achievement students to promote the theme of acceleration in grades K-5 with a primary focus on third grade students. The coach also works with teachers to create and implement safety nets for students.

* Classroom Teachers- Serve on leadership team to provide consistent feedback and recommendations in regards to learning and instruction.

*Guidance Counselor- Provides support to teachers in the areas of social growth and development for all grade levels. Serves as the lead contact for ESE programs and leads the MRT team for eligibility for ESE services.

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

Primary Functions:

The team meets once a month and will focus on the following academic and behavior components:

1. What do we expect the students to learn?
2. How do we know they have or have not learned what was expected?
3. What will we do when they do or don't learn?
4. What evidence do we have to support our responses to these questions?

The Leadership Team will also engage in the following activities: Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will make presentations and facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Using our current Achieve, Iready reading and math, and District Baseline Assessments, K-5 students will be identified for scheduling with the reading interventionist and reading tutor.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jeff Getsy	Teacher
Ashley Greene	Business/Community
Mindy McLendon	Principal
Christie Gray	Parent
Tracy Synan	Parent
Kimberly Gallagher	Education Support Employee
Todd O'donnell	Parent
Marlina Vincent	Parent
Stephanie Piriano	Parent
Exialeny Richards	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

- * 2015-2016 Iready Reading and Math results were reviewed at the first SAC meeting of the year.
- * Past 5 years of enrollment data were reviewed at the first SAC meeting.
- * Review of SIP goals from the previous year.
- * Recommendations to revise and create new goals for this school year.
- * Discuss overall school activities for the entire year and the involvement from all parent support groups such as PTA, SAC and Friends of Atlantic Beach Elementary (FABE).

b. Development of this school improvement plan

The School Advisory Council reviewed the previous year's data to assist in the development of academic goals for the 2016-2017 school year.

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

SAC votes to determine how to use school improvement funds. SAC also provides input on the Florida School Recognition Program.

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

School Improvement Funds were used to provide in school tutoring and purchase Lucy Caulkins-Units of Study for reading.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
McLendon, Mindy	Principal
Gallagher, Kimberly	Assistant Principal
Case, Corinne	Instructional Coach
Chiumento, Laura	Teacher, K-12
Scalzo, Katherine	Teacher, K-12

b. Duties

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

Increasing the level of proficiency in reading is the major initiative of the LLT.

Develop school-wide initiatives to motivate students to read.

Lead and hold Vertical Learning Community meetings each month to promote ongoing professional development in the areas of reading and language arts instruction.

Create opportunities for parents to learn about the grade level Reading expectations through Parent Nights.

Work with the Media Specialist to implement the 25 book campaign.

Develop safety nets to support students in Reading.
Develop a student tracking form that allows students to track their data over the year and reflect on whether they are reaching the individual reading goal.
Monitors Achieve and Iready reading usage
Monitors and rewards Accelerated Reader goals.

D. Public and Collaborative Teaching

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

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

Common Planning time and action teams have been established to provide time for teacher collaboration. Every Thursday, teachers meet with the Reading Coach, Assistant Principal, and Principal for common planning. During Common Planning time, teachers are able to create and review lesson plans for their students, analyze data, and discuss current trends. Action team meetings are used to review instructional practices and provide time to improve school systems in the areas of academic, culture, and leadership.

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

Atlantic Beach Elementary follows the district guidelines for recruiting. We also partner with the local universities to supervise pre-interns and interns majoring in elementary education.

Once teachers are hired, they are partnered with a mentor teacher. New teachers are also supported by our professional development facilitator as well as receiving support from the cadre specialist for the district new teacher program. Teachers that are new to Atlantic Beach but not new to teaching are partnered with a tenured Atlantic Beach teacher as a mentor to foster building relationships with our new faculty and staff. During pre-planning week, the new teachers meet on their own with the principal and assistant principal for an introduction to the school.

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

We do not have any new teachers to teaching this year, but we do have faculty that is new to Atlantic Beach Elementary. We have strategically paired them with a mentor teacher either on their grade level or teaching their content to support the new faculty as they transition to the community of Atlantic Beach Elementary. The mentors meet with the new faculty on a weekly and as needed basis. Mentors and new faculty are paired during the week of pre-planning.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teachers are provided District Curriculum Guides as a resource to plan their lessons. The curriculum guides include the Florida Standards. The curriculum guide supports the core instruction for Duval county in reading, math, social studies, and science. Administration monitors the fidelity of implementation to the core on a weekly basis to ensure that teachers are on pace with the curriculum

guides. Teachers also have access to online resources that support the Florida Standards. (CPalms, Engage NY, FLDOE, etc.)

b. Instructional Strategies

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

Data is consistently used to differentiate instruction for students. Teachers use data from programs such as Achieve and i-Ready to identify the Reading level for their students. Both technology applications adjust the student profiles to match the students' abilities. We also use the i-Ready program for Math to determine the achievement levels and areas of need for students. Data is also used from Baseline Assessments to identify skills in need of remediation and enrichment. Teachers create student groups based on identified skills for all students.

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

Strategy: After School Program

Minutes added to school year:

Through our Extended Day program, students are able to receive homework assistance and complete learning activities on the supplemental technology programs such as i-Ready (Reading and Math).

Strategy Rationale

To provide academic support to students for the purpose of increasing student achievement.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

McLendon, Mindy, mclendonm@duvalschools.org

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

The Extended Day directors along with the Leadership Team will review the progress of students enrolled in the Extended Day program.

Strategy: After School Program

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Strategy: After School Program

Minutes added to school year:

Math Mastery After School Program

Strategy Rationale

For remediation with students in grades 3 to 5 on basic math skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Gallagher, Kimberly , gallagherk1@duvalschools.org

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

Iready math data of these students

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

This is our fourth year offering a Voluntary Pre K program for 4 year old students. We assist parents and preschool students with the transition to Kindergarten by offering tours of the school in the Spring. Parents and future students are able to visit classrooms, meet the Kindergarten teachers and learn more about ABE. Students in fifth grade are invited to tour Mayport Middle School and learn about middle school programs through a field trip that Mayport offers during the day. Also, the Mayport Middle School counselor visits Atlantic Beach Elementary to discuss the programs of Mayport Middle School.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we ensure that rigorous, differentiated reading instruction is upheld in every classroom, then our proficiency and learning gains will improve in reading.
- G2.** If we develop great educators and leaders through implementation of the Leader in Me curriculum, then we will decrease the amount of discipline incidents.
- G3.** If we communicate more effectively with our parents we will increase parental involvement and enhance our two way communication systems.

Strategic Goals Detail

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

G1. If we ensure that rigorous, differentiated reading instruction is upheld in every classroom, then our proficiency and learning gains will improve in reading. **1a**

 G086382

Targets Supported **1b**

Indicator	Annual Target
ELA Achievement District Assessment	75.0
ELA/Reading Gains District Assessment	64.0

Targeted Barriers to Achieving the Goal **3**

- Our bottom quartile students struggle with meeting the on grade level demands.

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

- PTA
- Grants
- Professional Development Training for teachers
- Project- Based Learning in the gifted classroom.
- Access to teacher tools on the curriculum guide site.
- Attendance to teacher academy and resources from the academy to access throughout the year.
- The master schedule is developed around teachers having common planning among like grade levels and content areas to plan for instruction and collaborate with one another on the curriculum.
- Project based learning in the regular classroom through Science block.
- Accelerated Reader program
- IIT and Virtual training model
- Grade level common planning
- Achieve and Iready Programs
- Pawsitive pets (Reading program)
- Media Center is open- five days a week
- Wireless Cart
- Computer Lab open after school

Plan to Monitor Progress Toward G1. 8

The lighthouse team will meet to review the overall school progress in the improvement of individual reading goals monthly. Student progress will be tracked on the board in the front hallway.

Person Responsible

Kimberly Gallagher

Schedule

Monthly, from 10/21/2016 to 6/6/2017

Evidence of Completion

Agendas, pictures of the board, minutes from lighthouse team meetings.

G2. If we develop great educators and leaders through implementation of the Leader in Me curriculum, then we will decrease the amount of discipline incidents. 1a

 G086383

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	15.0

Targeted Barriers to Achieving the Goal 3

- Lack of time to implement lessons.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Leader in Me Workbooks
- Foundations Team
- 7 Habits Training
- Leader in Action Monthly Recognition

Plan to Monitor Progress Toward G2. 8

Evidence will be collected through PBIS Team Meeting minutes, Fall and Spring Gallup surveys, report card grades and the number of discipline incidents.

Person Responsible

Kimberly Gallagher

Schedule

Triannually, from 10/28/2016 to 6/30/2017

Evidence of Completion

The effectiveness of the goal will be determined by Gallup Survey results and the number of disciplinary referrals each quarter. Teacher surveys will also be used to monitor effectiveness of the strategy.

G3. If we communicate more effectively with our parents we will increase parental involvement and enhance our two way communication systems. 1a

G086384

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	4.5

Targeted Barriers to Achieving the Goal 3

- Communication methods are too slow and do not allow for information to get out timely.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Social Media
- Agendas, email communications, and connect messages to communicate upcoming stakeholder meetings.
- School calendar regularly updated and published to increase attendance at school functions.
- Providing opportunities for student, faculty, and parent leadership.

Plan to Monitor Progress Toward G3. 8

We will use the parent climate survey to analyze progress towards communication goal.

Person Responsible

Mindy McLendon

Schedule

Annually, from 5/26/2017 to 6/2/2017

Evidence of Completion

Parent Climate survey

Action Plan for Improvement


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

Problem Solving Key

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

 = Problem Solving Step  S123456 = Quick Key


G1. If we ensure that rigorous, differentiated reading instruction is upheld in every classroom, then our proficiency and learning gains will improve in reading. 1

 G086382

G1.B5 Our bottom quartile students struggle with meeting the on grade level demands. 2

 B229548

G1.B5.S1 Ensure that our bottom quartile student data is analyzed and students are identified to place into strategic groupings by September. This will allow for foundational skills to be addressed for more consistent and targeted instruction. 4

 S242174

Strategy Rationale

Our historical data has indicated trends that these students are not moving out of the bottom quartile due to a lack of targeted instruction.

Action Step 1 5

Meet with teachers during common planning to identify our bottom quartile learners and develop a remedial plan for reading instruction.

Person Responsible

Kimberly Gallagher

Schedule

Monthly, from 9/22/2016 to 6/2/2017

Evidence of Completion

Common Plan Agenda, Data analysis, student targeted plans

Action Step 2 5

Struggling readers in grades 3-5 will meet with Reading Coach three times a week on second grade Saxon Lessons.

Person Responsible

Corinne Case

Schedule

Weekly, from 9/23/2016 to 6/2/2017

Evidence of Completion

Saxon lesson plans, student identified list, tracking data, calendar of meeting times.

Action Step 3 5

Bottom quartile readers will have access to Iready reading during core block and center time.

Person Responsible

Corinne Case

Schedule

Daily, from 9/23/2016 to 11/3/2016

Evidence of Completion

Differentiated Lesson Plans, a center rotation schedule will be evidence that the BQ students have access to Iready reading as well as achieve.

Action Step 4 5

Reading interventionist will pull bottom quartile students to work on Barton in grades K-2

Person Responsible

Corinne Case

Schedule

Daily, from 10/6/2016 to 4/7/2017

Evidence of Completion

Schedule, Barton Materials, Data tracking sheets

Action Step 5 5

Basic Paraprofessional will pull bottom quartile students to work on Barton in grades 3-5

Person Responsible

Corinne Case

Schedule

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

Evidence of Completion

Schedule, Barton Materials, Data Tracking sheets

Action Step 6 5

Pawsitive Pets Program to help build fluency with our struggling readers in grades 1-3

Person Responsible

Corinne Case

Schedule

Weekly, from 9/23/2016 to 5/26/2017

Evidence of Completion

Schedule, Pre/post test results

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Review action steps evidence and observe sessions with students to ensure steps are being followed through.

Person Responsible

Mindy McLendon

Schedule

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

Evidence of Completion

Scheduling log, student data, observation data

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Review and Analyze monthly achieve and iready reports to ensure student progress and make adjustments of action steps if data indicates a needed change.

Person Responsible

Mindy McLendon

Schedule

Monthly, from 10/28/2016 to 6/2/2017

Evidence of Completion

Student Data, Common Planning Agendas from data reviews

G2. If we develop great educators and leaders through implementation of the Leader in Me curriculum, then we will decrease the amount of discipline incidents. 1

G086383

G2.B1 Lack of time to implement lessons. 2

B229549

G2.B1.S1 Set aside dedicated time on early release days to teach leadership lessons school-wide. 4

S242175

Strategy Rationale

It is important for lessons to be implemented in a consistent way in order for students to learn strategies of how to develop into a better person. The lessons require at least a 30 minute dedicated time in order to achieve their goal of teaching students the 7 habits, leadership skills, and goal setting.

Action Step 1 5

Teachers will teach Leader in Me lessons on Early Release Wednesdays.

Person Responsible

Mindy McLendon

Schedule

Monthly, from 8/31/2016 to 5/31/2017

Evidence of Completion

The school counselor will submit lesson plans and a monthly schedule to the Principal.

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

Teachers will submit a calendar listing the planned lessons for the year to the reading coach.

Person Responsible

Corinne Case

Schedule

On 10/28/2016

Evidence of Completion

Calendars submitted

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

The PBIS team will review discipline data triannually to track progress of the program.

Person Responsible

Kimberly Gallagher

Schedule

Triannually, from 10/28/2016 to 6/9/2017

Evidence of Completion

Agendas from PBIS team, data tracking sheet

G3. If we communicate more effectively with our parents we will increase parental involvement and enhance our two way communication systems. 1

G086384

G3.B2 Communication methods are too slow and do not allow for information to get out timely. 2

B229554

G3.B2.S1 Utilize social media by creating a Facebook page for Atlantic Beach Elementary. In addition, teachers will use Remind 101 to message information. 4

S242178

Strategy Rationale

Texting and social media are utilized more in our society in comparison to email and written forms of communication. Parents are more likely to receive the information if it is sent through a system that is synced with their phones.

Action Step 1 5

Create the Facebook page for Atlantic Beach Elementary.

Person Responsible

Mindy McLendon

Schedule

On 9/30/2016

Evidence of Completion

Facebook Page

Action Step 2 5

Train the teachers on how to use Remind 101

Person Responsible

Mindy McLendon

Schedule

Semiannually, from 9/1/2016 to 6/30/2017

Evidence of Completion

Common Planning Agenda, remind 101 sample messages

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Update the facebook page daily with highlights of teachers, classrooms, and ongoing events.

Person Responsible

Mindy McLendon

Schedule

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

Evidence of Completion

Evidence of posting, Emails from teacher or PTA recommendations of events to post.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Send Remind 101 messages on a weekly basis to update parents on an ongoing basis

Person Responsible

Kimberly Gallagher

Schedule

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

Evidence of Completion

Evidence of remind 101 text messages, agendas with remind 101 reminders for common planning.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Survey SAC and PTA board about communication methods this year.

Person Responsible

Mindy McLendon

Schedule

Semiannually, from 10/28/2016 to 6/2/2017

Evidence of Completion

Evidence of the survey and survey results.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Survey SAC and PTA board about communication methods this year.

Person Responsible

Mindy McLendon

Schedule

Semiannually, from 10/28/2016 to 6/2/2017



Evidence of Completion

Evidence of the survey and survey results.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G3.B2.S1.A1 A313462	Create the Facebook page for Atlantic Beach Elementary.	McLendon, Mindy	9/30/2016	Facebook Page	9/30/2016 one-time
G2.B1.S1.MA1 M323476	Teachers will submit a calendar listing the planned lessons for the year to the reading coach.	Case, Corinne	10/28/2016	Calendars submitted	10/28/2016 one-time
G1.B5.S1.A3 A313454	Bottom quartile readers will have access to Iready reading during core block and center time.	Case, Corinne	9/23/2016	Differentiated Lesson Plans, a center rotation schedule will be evidence that the BQ students have access to Iready reading as well as achieve.	11/3/2016 daily
G1.B5.S1.A4 A313455	Reading interventionist will pull bottom quartile students to work on Barton in grades K-2	Case, Corinne	10/6/2016	Schedule, Barton Materials, Data tracking sheets	4/7/2017 daily
G1.B5.S1.A6 A313457	Pawsitive Pets Program to help build fluency with our struggling readers in grades 1-3	Case, Corinne	9/23/2016	Schedule, Pre/post test results	5/26/2017 weekly
G2.B1.S1.A1 A313458	Teachers will teach Leader in Me lessons on Early Release Wednesdays.	McLendon, Mindy	8/31/2016	The school counselor will submit lesson plans and a monthly schedule to the Principal.	5/31/2017 monthly
G3.MA1 M323485	We will use the parent climate survey to analyze progress towards communication goal.	McLendon, Mindy	5/26/2017	Parent Climate survey	6/2/2017 annually
G1.B5.S1.MA1 M323472	Review and Analyze monthly achieve and Iready reports to ensure student progress and make...	McLendon, Mindy	10/28/2016	Student Data, Common Planning Agendas from data reviews	6/2/2017 monthly
G1.B5.S1.MA1 M323473	Review action steps evidence and observe sessions with students to ensure steps are being followed...	McLendon, Mindy	9/30/2016	Scheduling log, student data, observation data	6/2/2017 monthly
G1.B5.S1.A1 A313452	Meet with teachers during common planning to identify our bottom quartile learners and develop a...	Gallagher, Kimberly	9/22/2016	Common Plan Agenda, Data analysis, student targeted plans	6/2/2017 monthly
G1.B5.S1.A2 A313453	Struggling readers in grades 3-5 will meet with Reading Coach three times a week on second grade...	Case, Corinne	9/23/2016	Saxon lesson plans, student identified list, tracking data, calendar of meeting times.	6/2/2017 weekly
G1.B5.S1.A5 A313456	Basic Paraprofessional will pull bottom quartile students to work on Barton in grades 3-5	Case, Corinne	9/30/2016	Schedule, Barton Materials, Data Tracking sheets	6/2/2017 daily
G3.B2.S1.MA1 M323481	Survey SAC and PTA board about communication methods this year.	McLendon, Mindy	10/28/2016	Evidence of the survey and survey results.	6/2/2017 semiannually
G3.B2.S1.MA1 M323482	Survey SAC and PTA board about communication methods this year.	McLendon, Mindy	10/28/2016	Evidence of the survey and survey results.	6/2/2017 semiannually
G3.B2.S1.MA1 M323483	Update the facebook page daily with highlights of teachers, classrooms, and ongoing events.	McLendon, Mindy	9/30/2016	Evidence of posting, Emails from teacher or PTA recommendations of events to post.	6/2/2017 daily
G3.B2.S1.MA2 M323484	Send Remind 101 messages on a weekly basis to update parents on an ongoing basis	Gallagher, Kimberly	9/30/2016	Evidence of remind 101 text messages, agendas with remind 101 reminders for common planning.	6/2/2017 weekly
G1.MA1 M323474	The lighthouse team will meet to review the overall school progress in the improvement of...	Gallagher, Kimberly	10/21/2016	Agendas, pictures of the board, minutes from lighthouse team meetings.	6/6/2017 monthly
G2.B1.S1.MA1 M323475	The PBIS team will review discipline data triannually to track progress of the program.	Gallagher, Kimberly	10/28/2016	Agendas from PBIS team, data tracking sheet	6/9/2017 triannually

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1  M323480	Evidence will be collected through PBIS Team Meeting minutes, Fall and Spring Gallup surveys,...	Gallagher, Kimberly	10/28/2016	The effectiveness of the goal will be determined by Gallup Survey results and the number of disciplinary referrals each quarter. Teacher surveys will also be used to monitor effectiveness of the strategy.	6/30/2017 triannually
G3.B2.S1.A2  A313463	Train the teachers on how to use Remind 101	McLendon, Mindy	9/1/2016	Common Planning Agenda, remind 101 sample messages	6/30/2017 semiannually

V. Professional Development Opportunities

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

G1. If we ensure that rigorous, differentiated reading instruction is upheld in every classroom, then our proficiency and learning gains will improve in reading.

G1.B5 Our bottom quartile students struggle with meeting the on grade level demands.

G1.B5.S1 Ensure that our bottom quartile student data is analyzed and students are identified to place into strategic groupings by September. This will allow for foundational skills to be addressed for more consistent and targeted instruction.

PD Opportunity 1

Meet with teachers during common planning to identify our bottom quartile learners and develop a remedial plan for reading instruction.

Facilitator

Corinne Case, Kimberly Gallagher, Mindy McLendon

Participants

Teachers in Grade levels K-5

Schedule

Monthly, from 9/22/2016 to 6/2/2017

PD Opportunity 2

Reading interventionist will pull bottom quartile students to work on Barton in grades K-2

Facilitator

Corrine Case

Participants

Reading Interventionist

Schedule

Daily, from 10/6/2016 to 4/7/2017

PD Opportunity 3

Basic Paraprofessional will pull bottom quartile students to work on Barton in grades 3-5

Facilitator

Corrine Case

Participants

Reading Interventionist

Schedule

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

G3. If we communicate more effectively with our parents we will increase parental involvement and enhance our two way communication systems.

G3.B2 Communication methods are too slow and do not allow for information to get out timely.

G3.B2.S1 Utilize social media by creating a Facebook page for Atlantic Beach Elementary. In addition, teachers will use Remind 101 to message information.

PD Opportunity 1

Train the teachers on how to use Remind 101

Facilitator

Mindy McLendon

Participants

Teachers in grade levels K-5

Schedule

Semiannually, from 9/1/2016 to 6/30/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B5.S1.A1	Meet with teachers during common planning to identify our bottom quartile learners and develop a remedial plan for reading instruction.	\$0.00
2	G1.B5.S1.A2	Struggling readers in grades 3-5 will meet with Reading Coach three times a week on second grade Saxon Lessons.	\$0.00
3	G1.B5.S1.A3	Bottom quartile readers will have access to Iready reading during core block and center time.	\$0.00
4	G1.B5.S1.A4	Reading interventionist will pull bottom quartile students to work on Barton in grades K-2	\$0.00
5	G1.B5.S1.A5	Basic Paraprofessional will pull bottom quartile students to work on Barton in grades 3-5	\$0.00
6	G1.B5.S1.A6	Pawsitive Pets Program to help build fluency with our struggling readers in grades 1-3	\$0.00
7	G2.B1.S1.A1	Teachers will teach Leader in Me lessons on Early Release Wednesdays.	\$0.00
8	G3.B2.S1.A1	Create the Facebook page for Atlantic Beach Elementary.	\$0.00
9	G3.B2.S1.A2	Train the teachers on how to use Remind 101	\$0.00
Total:			\$0.00