

Duval County Public Schools

# Atlantic Beach Elementary School



2020-21 Schoolwide Improvement Plan

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# Atlantic Beach Elementary School

298 SHERRY DR, Atlantic Beach, FL 32233

[www.duvalschools.org/abe](http://www.duvalschools.org/abe)

## Demographics

**Principal: Kimberly Gallagher D**

Start Date for this Principal: 6/3/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	34%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (68%) 2017-18: A (65%) 2016-17: A (69%) 2015-16: A (62%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A

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

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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# Atlantic Beach Elementary School

298 SHERRY DR, Atlantic Beach, FL 32233

[www.duvalschools.org/abe](http://www.duvalschools.org/abe)

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School PK-5</p>	<p><b>2019-20 Title I School</b></p> <p>No</p>	<p><b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>28%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>28%</p>

## School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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## SIP Authority

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<https://www.floridacims.org>.

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

At Atlantic Beach Elementary we,

- Love to Learn
- Inspire Others
- Lead with Kindness

**Provide the school's vision statement.**

Every child at Atlantic Beach Elementary will lead with kindness, pursue primary greatness, and have the courage to achieve their goals.

### School Leadership Team

**Membership**

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

Name	Title	Job Duties and Responsibilities
Gallagher, Kimberly	Principal	<ul style="list-style-type: none"> <li>• Ensure safety of all students and staff</li> <li>• Instructional leader</li> <li>• Facilitate staff professional development</li> <li>• Maintain and adhere to district and school calendar</li> <li>• Embrace community relationships</li> </ul>
Waddill, Meredith	School Counselor	
Coffman, Carly	Assistant Principal	Carly Coffman <a href="mailto:culbrethc@duvalschools.org">culbrethc@duvalschools.org</a>

### Demographic Information

**Principal start date**

Wednesday 6/3/2020, Kimberly Gallagher D

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

3

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

4

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

25

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	34%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (68%) 2017-18: A (65%) 2016-17: A (69%) 2015-16: A (62%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**Early Warning Systems**

**Current Year**

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



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	90	86	80	76	83	76	0	0	0	0	0	0	0	491
Attendance below 90 percent	2	3	2	6	3	2	0	0	0	0	0	0	0	18
One or more suspensions	1	1	0	0	0	1	0	0	0	0	0	0	0	3
Course failure in ELA	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	24	28	26	21	0	8	0	0	0	0	0	0	0	107
Level 1 on 2019 statewide Math assessment	39	38	39	42	2	7	0	0	0	0	0	0	0	167

**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	21	24	22	19	0	5	0	0	0	0	0	0	0	91

**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	2	1	1	0	0	0	0	0	0	0	0	0	0	4
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**

Wednesday 6/3/2020

**Prior Year - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	89	85	79	73	85	77	0	0	0	0	0	0	0	488
Attendance below 90 percent	4	9	10	7	5	7	0	0	0	0	0	0	0	42
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	6	17	25	20	19	28	0	0	0	0	0	0	0	115

**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	2	3	4	11	6	8	0	0	0	0	0	0	0	34

**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	1	1	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	4	1	0	0	0	0	0	0	0	0	0	0	0	5

**Prior Year - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	89	85	79	73	85	77	0	0	0	0	0	0	0	488
Attendance below 90 percent	4	9	10	7	5	7	0	0	0	0	0	0	0	42
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	6	17	25	20	19	28	0	0	0	0	0	0	0	115

**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	2	3	4	11	6	8	0	0	0	0	0	0	0	34

**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	1	1	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	4	1	0	0	0	0	0	0	0	0	0	0	0	5

**Part II: Needs Assessment/Analysis**

**School Data**

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	78%	50%	57%	74%	49%	55%
ELA Learning Gains	74%	56%	58%	70%	56%	57%
ELA Lowest 25th Percentile	61%	50%	53%	46%	54%	52%
Math Achievement	81%	62%	63%	82%	62%	61%
Math Learning Gains	67%	63%	62%	78%	63%	61%
Math Lowest 25th Percentile	47%	52%	51%	69%	54%	51%
Science Achievement	66%	48%	53%	61%	50%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	78%	51%	27%	58%	20%
	2018	90%	50%	40%	57%	33%
Same Grade Comparison		-12%				
Cohort Comparison						
04	2019	83%	52%	31%	58%	25%
	2018	69%	49%	20%	56%	13%
Same Grade Comparison		14%				
Cohort Comparison		-7%				
05	2019	69%	50%	19%	56%	13%
	2018	78%	51%	27%	55%	23%
Same Grade Comparison		-9%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	91%	61%	30%	62%	29%
	2018	91%	59%	32%	62%	29%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	77%	64%	13%	64%	13%
	2018	67%	60%	7%	62%	5%
Same Grade Comparison		10%				
Cohort Comparison		-14%				
05	2019	70%	57%	13%	60%	10%
	2018	88%	61%	27%	61%	27%
Same Grade Comparison		-18%				
Cohort Comparison		3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	64%	49%	15%	53%	11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	80%	56%	24%	55%	25%
Same Grade Comparison		-16%				
Cohort Comparison						

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	45	58	59	50	58	31	27				
BLK	57	55		62	64						
HSP	60			87							
MUL	75			81							
WHT	83	78	74	84	66	48	70				
FRL	61	65	53	76	77	55	63				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	42	25	33	58	46	36	46				
BLK	44	50		67	58						
HSP	71	58		86	50						
MUL	60			80							
WHT	86	61	38	87	60	50	86				
FRL	69	57	50	77	60	64	68				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	30	40	46	56	70	67					
BLK	18	42	36	41	75	70					
HSP	69			75							
MUL	58			75							
WHT	83	74	47	87	75	62	68				
FRL	65	61	50	70	76	76	42				

**ESSA Data**

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO

<b>ESSA Federal Index</b>	
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	474
Total Components for the Federal Index	7
Percent Tested	100%

<b>Subgroup Data</b>	
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<b>Students With Disabilities</b>	
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Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

<b>English Language Learners</b>	
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Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

<b>Native American Students</b>	
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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

<b>Asian Students</b>	
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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

<b>Black/African American Students</b>	
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Federal Index - Black/African American Students	60
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

<b>Hispanic Students</b>	
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Federal Index - Hispanic Students	74
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	72
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	64
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

**Analysis**

**Data Reflection**

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

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

Students with Disabilities showed the lowest performance in both ELA and Math. The ESE teachers will continue to attempt to make gains through small group standards based instruction.

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

Hispanic students declined from 71% to 60% proficiency in ELA. Students with Disabilities declined from 58% to 50% proficiency in Math. The school needs to identify these students to address individualized small group instruction.

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

The Math Bottom 25% had the greatest gap. ABE is at 47% while the state average is 51%. Limited resources and tutoring in small groups.

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

Students with Disabilities showed the most improvement in ELA learning gains from 25% in 2018 to 58% in 2019. Small group individualized instruction.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

Students with Attendance below 90%

Students with Level 1 Achievement

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

1. Students with below grade level achievement Reading
2. Student with below grade level achievement in Math
3. Students with attendance below 90%

## Part III: Planning for Improvement

### Areas of Focus:

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

**Area of Focus Description and Rationale:** Area of Focus: ELA Proficiency  
 Rationale: Through standards based instruction, teachers will ensure that rigorous, differentiated reading instruction is upheld in every classroom, and our proficiency and learning gains will improve in reading. According to the 5 Essentials survey, students felt classroom rigor was low and they did not have the opportunity to rewrite essays.

**Measurable Outcome:** Reading Proficiency 80%  
 Reading Gains 75%  
 Reading LPQ Gains 63%

**Person responsible for monitoring outcome:** Kimberly Gallagher (gallagherk1@duvalschools.org)

**Evidence-based Strategy:** Allow time for instructional personnel to engage in focused professional development opportunities involving analysis of student achievement data, identification of correlated learning activities, and small group standards based instructional planning.

**Rationale for Evidence-based Strategy:** : If assigned learning tasks/activities are appropriately structured to meet the individual needs of students and are fully aligned with grade level expectations, then proficiency, gains and LPQ learning gains for reading will improve.

**Action Steps to Implement**

1. Instructional personnel will be given time during common planning and early release professional development sessions to collaborate with peers in dis-aggregating formative assessment data, identifying intervention resources/programs, and developing activities to remediate students' instructional areas of weakness and enrich students' s instructional strengths.
2. Instructional personnel will participate in common planning sessions with administration to review data from recent class/district assessments and utilize data tracking methods to identify learning gain.
3. Instructional personnel will work together during common planning to develop teacher/student data chat forms with the purpose of conducting conferences with students to measure progress toward annual learning targets.
4. Administration will identify model classrooms for differentiated, standards-based core and/or center learning activities and allow time for teachers to observe best practices of peers with targeted pre- and post- briefings.
5. Lead teachers for core content areas will attend professional development opportunities (district trainings, trainings with external organizations) related to data-based areas for growth and share strategies learned with their colleagues in order to positively impact their instruction with learners of all ability levels.

**Person Responsible** Kimberly Gallagher (gallagherk1@duvalschools.org)



**#2. -- Select below -- specifically relating to**

**Area of Focus Description and Rationale:**

**Measurable Outcome:**

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

**Evidence-based Strategy:**

**Rationale for Evidence-based Strategy:**

**Action Steps to Implement**

*No action steps were entered for this area of focus*

**#3. Culture & Environment specifically relating to Discipline**

Decrease in Discipline Referrals

**Area of Focus Description and Rationale:**

If we collaborate with stakeholders (i.e. teachers, parents, community) to help meet all students' needs, then more students will be able to focus on learning, leading to an increase in positive interactions and decrease in referrals. According to 5 Essentials, ABE scored very strongly in the area of parent-teacher trust. A continued positive collaboration with all stakeholders will help the school maintain this positive connection with the Atlantic Beach community.

**Measurable Outcome:** Student discipline referrals will decrease from 12 (2019) to 10 (2020). 5 Essential Survey: Teachers set standards for student behavior from 55% agree (2019) to 65% (2020)

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

**Evidence-based Strategy:** Dedicated time for leadership lessons, leadership professional development and student leadership clubs.

**Rationale for Evidence-based Strategy:** If school-wide behavioral expectations are appropriately structured and taught to meet the individual needs of students and are fully aligned with grade level expectations, then student behavior will improve.

**Action Steps to Implement**

1. Teachers will teach Leader in Me lessons on scheduled Wednesdays.
2. All students will participate in Wellness Wednesdays and the Calm Classroom.
3. The PBIS Team will review the discipline data monthly.
4. Implement additional positive student supports, rewards and incentives (daily, weekly, monthly, quarterly)
5. Communicate the list of support networks to all stakeholders at orientation and social media
6. All students will participate in a community service project to give back to the community.

**Person Responsible** [no one identified]

**#4. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:** 90% of instruction was aligned to standards. However SWT data states only 66% of student assessments were aligned with proficiency of grade level standards. 5 Essential data was low in the area of classroom rigor according to students. If we strategically plan with teacher to ensure rigorous standards based instruction with student assessments, student will perform at levels of proficiency aligned with FSA standards.

**Measurable Outcome:** 100% of our teachers will participate in successful standards based instructional professional development.

**Person responsible for monitoring outcome:** Kimberly Gallagher (gallagherk1@duvalschools.org)

**Evidence-based Strategy:** Instructional delivery ensure that students are exposed to standards aligned instruction, materials, learning tasks and assessments. The admin tam can use data from the Standards Walkthrough Tool to measure classes that have standards aligned to instruction and learning activities.

**Rationale for Evidence-based Strategy:** If school-wide instructional expectations are appropriately structured and taught to meet the individual needs of students and are fully aligned with standards, then students will be prepared for grade level assessments and progression to the proceeding grade level standards.

**Action Steps to Implement**

1. All staff will be trained on the expectations of the Standards Walkthrough Form.
2. Facilitate professional development to teachers on Standards Based Instruction.
3. Participate in standards based common planning with teachers by grade level and department.
4. Analyze student data to continuously adjust standards based lessons and student tasks.
5. Invite district specialists to lead common planning on learning arcs.
6. Continue to align student tasks to standards.
7. District support for designing and scheduling assessments aligned to instruction.

**Person Responsible** Kimberly Gallagher (gallagherk1@duvalschools.org)

**Additional Schoolwide Improvement Priorities**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**The school leadership team will address the following priorities through standards analysis, standards based instruction, and standards based assessments.**

- 1. Students with below grade level achievement Reading**
- 2. Student with below grade level achievement in Math**
- 3. Students with attendance below 90%**

**The leadership team will lead common planning for product development. The teachers will work towards developing a standards based tangible plan for instruction. With the leadership team, the teachers will also cultivate assignments, tasks and assessments. Then leadership team will conduct standards based walk throughs to ensure that the academic focus is in alignment with evidence and expectations.**

## Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Atlantic Beach Elementary has a Culture Team consisting of teachers, paraprofessionals and office staff. The Culture Team meets monthly. The culture team works on the improvement of the school environment. This team works on student and staff incentives and motivation. The team has also worked on improving the look of the of the school including painting hallways and murals on walls to reflect our leadership program and beach life.

ABE also has a Lighthouse Leadership Team which consists of administration, teachers, parents and students. The Lighthouse Leadership Team leads the way with our Leader in Me program. This drives student leadership opportunities. During the 2020-2021 school year, ABE became the first and only LIM Lighthouse school in Duval County.

ABE has three strong parent organizations which are the PTA, SAC and Friends of Atlantic Beach Elementary. Each group meets separately monthly, however, several individuals are members of multiple groups to ensure continued communication. These groups volunteer and raise money solely for the purpose of enriching students' lives and making school improvements.

The Student Lighthouse Team leads school tours to community members. They also interact with the Atlantic Beach mayor, the Atlantic Beach Police Department and the Atlantic Beach City Council. The student Lighthouse Team also brainstorms ways to help with student health and safety.

Our neighboring church, Community Presbyterian Church, also has an integral role in school culture. As our community faith based partner, they provide snacks for teachers every Early Release. Church member also volunteer to mentor ABE students. The pastor speaks regularly at our flag raisings. The ABE principal has also been invited to several events at the church to discuss the transition to Kindergarten and other educational matters.

**Parent Family and Engagement Plan (PFEP) Link**

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

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
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2	III.A.	Areas of Focus: -- Select below --:	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Discipline	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
<b>Total:</b>			<b>\$0.00</b>