

Duval County Public Schools

Atlantic Beach Elementary School



2021-22 Schoolwide Improvement Plan

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Atlantic Beach Elementary School

298 SHERRY DR, Atlantic Beach, FL 32233

www.duvalschools.org/abe

Demographics

Principal: Kimberly Gallagher D

Start Date for this Principal: 7/30/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	34%
2020-21 ESSA Subgroups Represented (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
School Grades History	2018-19: A (68%) 2017-18: A (65%) 2016-17: A (69%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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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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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	22%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	24%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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	Position Title	Job Duties and Responsibilities
Gallagher, Kimberly	Principal	<ul style="list-style-type: none"> • Ensure safety of all students and staff • Instructional leader • Facilitate staff professional development • Maintain and adhere to district and school calendar • Embrace community relationships
Waddill, Meredith	School Counselor	
Thompson, Samantha	Assistant Principal	

Demographic Information

Principal start date

Sunday 7/30/2017, 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

34

Total number of students enrolled at the school

505

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

1

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

1

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	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	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 7/28/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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	

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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	

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				78%	50%	57%	80%	50%	56%
ELA Learning Gains				74%	56%	58%	58%	51%	55%
ELA Lowest 25th Percentile				61%	50%	53%	44%	46%	48%
Math Achievement				81%	62%	63%	84%	61%	62%
Math Learning Gains				67%	63%	62%	58%	59%	59%
Math Lowest 25th Percentile				47%	52%	51%	48%	48%	47%
Science Achievement				66%	48%	53%	80%	55%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	78%	51%	27%	58%	20%
Cohort Comparison						
04	2021					
	2019	83%	52%	31%	58%	25%
Cohort Comparison		-78%				
05	2021					
	2019	69%	50%	19%	56%	13%
Cohort Comparison		-83%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	91%	61%	30%	62%	29%
Cohort Comparison						
04	2021					
	2019	77%	64%	13%	64%	13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-91%				
05	2021					
	2019	70%	57%	13%	60%	10%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	64%	49%	15%	53%	11%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

K-2 iReady
3-5 PM

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	26/31%	50/62%	64/78%
	Economically Disadvantaged	4/22%	9/47%	10/53%
	Students With Disabilities	2/11%	3/19%	9/56%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18/21%	45/56%	64/78%
	Economically Disadvantaged	2/11%	3/16%	9/47%
	Students With Disabilities	1/6%	4/25%	9/56%
	English Language Learners	0/0%	0/0%	0/0%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38/46%	56/70%	63/78%
	Economically Disadvantaged	4/21%	9/50%	11/61%
	Students With Disabilities	1/8%	2/17%	5/42%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18/22%	46/59%	62/77%
	Economically Disadvantaged	3/16%	6/35%	8/44%
	Students With Disabilities	1/8%	5/42%	5/42%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55/71%	56/74%	60/82%
	Economically Disadvantaged	11/58%	11/55%	15/71%
	Students With Disabilities	12/63%	14/74%	12/67%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	55/71%	51/68%	49/67%
	Economically Disadvantaged	10/50%	8/42%	9/43%
	Students With Disabilities	11/58%	10/53%	10/56%
	English Language Learners	0/0%	1/50%	0/0%
	Number/% Proficiency	Fall	Winter	Spring

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42/64%	54/79%	46/77%
	Economically Disadvantaged	5/24%	14/56%	12/57%
	Students With Disabilities	7/47%	9/56%	9/64%
	English Language Learners	1/50%	1/50%	1/50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	50/74%	48/73%	45/76%
	Economically Disadvantaged	12/52%	10/43%	9/45%
	Students With Disabilities	7/47%	8/53%	7/54%
	English Language Learners	1/50%	1/50%	1/50%
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55/72%	55/71%	64/80%
	Economically Disadvantaged	11/52%	11/52%	13/59%
	Students With Disabilities	4/36%	3/25%	6/46%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	47/63%	44/58%	53/69%
	Economically Disadvantaged	13/65%	8/38%	11/52%
	Students With Disabilities	4/36%	4/33%	5/38%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	61/80%	56/76%	59/74%
	Economically Disadvantaged	13/62%	14/67%	13/59%
	Students With Disabilities	6/55%	4/33%	5/38%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	48	17		57	33		25				
BLK	25			43							
HSP	50			54							
MUL	63			69							
WHT	82	59	50	84	58	40	71				
FRL	52	37		59	38		38				
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				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	376
Total Components for the Federal Index	7
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
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%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

Atlantic Beach Elementary traditionally scores higher in ELA than Math. This trend continued in through 2021. Our area of concern continues to be making gains in both ELA and Math.

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

The greatest need for improvement at Atlantic Beach Elementary are Math LPQ Gains. We also need to improve Math Gains.

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

The scores were lowest in LPQ gains. We have not had funding for a coach for several years. This year, we will implement a solid focus for improvement of the LPQ students. The students will meet with an interventionist daily for small group instruction. The interventionist will work closely with the coach and teacher to analyze student data and design standards based interventions.

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

The data shows that from 2018 to 2019, our greatest area of improvement was ELA gains.

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

The teachers analyzed student data and met with students for individualized standards based instruction. During that year we also implemented an after school tutoring for the LPQ students and other in need of making reading gains.

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

We will analyze student data. Then determine the standards progression by grade level. The gifted teacher can also help enhance accelerated learning. The classroom teachers can provide individualized instruction for high level students to maintain learning momentum.

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.

Teachers will attend content based professional development. We will continue to analyze standards based instruction, learning activities and assessments through the utilization of the learning arc framework and standards walk throughs with detailed feedback to teachers.

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

This year, we will have standards based planning sessions with our new Instructional Coach. The admin team, along with the coach and teachers, will continually analyze student data.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus	ELA Gains
Description and Rationale:	If we ensure that rigorous, differentiated reading instruction is upheld in every classroom, then our proficiency and learning gains will improve in reading.
Measurable Outcome:	Math Proficiency 77% Math Gains 52% Math LPQ Gains 26%
Monitoring:	The Administrative team will conduct at least 5 standards walk-throughs per week in Math classrooms.
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 standards-based and 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 math will improve.

Action Steps to Implement

1. Instructional personnel will be given time during common planning and professional development to collaborate with peers in dis-aggregating formative assessment data, identifying intervention resources, and activities to remediate students' areas of weakness.
2. Teachers will participate in planning sessions with administration to review data from recent class/district assessments and utilize data tracking methods to identify gains.
3. Teachers will work together during planning to develop teacher/student data forms with the purpose of conducting conferences with students to measure progress toward annual targets.
4. Administration will identify model math classrooms for standards-based core and/or center learning activities and allow time for teachers to observe best practices of peers.
5. Lead teachers for 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)

No description entered

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	90% of Instruction was aligned to standards. However, Standards Walk-through 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 teachers to ensure rigorous standards based instruction with student assessments, students 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.
Monitoring:	The Administrative team will conduct at least 5 standards walk-throughs per week in classrooms.
Person responsible for monitoring outcome:	Kimberly Gallagher (gallagherk1@duvalschools.org)
Evidence-based Strategy:	Standards based instructional delivery ensures that students are exposed to standards aligned instruction, materials, learning tasks, and assessments. The administrative team can use data from the standards walk through 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 Walk-through 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

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

Atlantic Beach Elementary ranked moderate in discipline incidents. We reported .4 incidents per 100 students. ABE was ranked low in violent incidents, very high in property incidents, and very low in drug incidents. Our suspension rate is also ranked at very low.

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

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.

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. We continue to grow our leadership program yearly.

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

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.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
Total:			\$0.00