

# Atlantic Beach Elementary School



2014-15 School Improvement Plan

## Atlantic Beach Elementary School

298 SHERRY DR, Atlantic Beach, FL 32233

<http://www.abeschool.org/>

### School Demographics

**School Type**

Elementary

**Title I**

No

**Free/Reduced Price Lunch**

38%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

30%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

### School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

### 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 with a grade of F within the prior two years. 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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

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

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

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

#### School Environment

##### **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. Teachers also learn about their students through one-on-one student conferences.

##### **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. Second Step bullying lessons are included in the curriculum. Students serve as leaders through organizations such as Safety Patrols, TOTs (Teachers of Tomorrow) and Student Council. As part of our School Emergency Manual, fire drills and code red drills are practiced frequently so that students are prepared in case of an emergency.

##### **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. We also implement a Cafeteria Behavior Plan which rewards appropriate behavior during lunch time. Teachers also use CHAMPS in their classrooms to teach rituals and routines and to reinforce classroom expectations. During the summer, many teachers participated in a book study on the Leader in Me by Stephen Covey. Teachers were trained on Duval County Code of Conduct. Grade level assemblies were held during the 1st week of school to review school and class expectations with all students.

Our Foundations 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).

##### **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 with a small celebration. We also receive support from Fletcher High School interns, the Beaches Resource Center, the Jordan Park Center and the HSM Weapons School. The high school interns work in various roles throughout the school. They work one on one with students, work with teachers and the office staff. 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 HSM Weapons Schools provides mentors for at-risk students.

**Early Warning Systems**

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

**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.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	9	6	4	2	7	4	32
One or more suspensions	0	0	0	1	1	0	2
Course failure in ELA or Math	1	0	0	3	1	0	5
Level 1 on statewide assessment	0	0	0	15	16	12	43

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

Indicator	Grade Level		Total
	3	4	
Students exhibiting two or more indicators	8	2	10

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

- Great Leaps Tutoring for Fluency before school
- After school Reading Tutoring for 3rd - 5th grade students
- After school Math Tutoring for 2nd - 5th grade students
- Parent conferences
- After school Computer Lab for Math Enrichment for Grades 3 - 5
- Mentors from the HSM Weapons Schools
- Volunteers to work with students one-on-one
- Support from ESE teachers

**Family and Community Involvement**

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

**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. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

Our school works to build positive relationships with families in several ways. Several times through 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. Teachers also send newsletters and use their websites to keep parents abreast of current information. PTA and SAC meetings are held every month. The online Parent Portal 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 Parent Nights throughout the school years.

**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 \$7000 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.

**Effective Leadership**

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

**School Leadership Team**

**Membership**

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

Name	Title
Wright, Kimberley	Principal
Gallagher, Kimberly	Assistant Principal
Case, Corinne	Instructional Coach
Cordray, Julie	Guidance Counselor
Scalzo, Katherine	Teacher, K-12
Farinella, Becky	Teacher, K-12
Stucki, Laurie	Teacher, K-12
Jackson, Eric	Teacher, K-12

**Duties**

**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; identifies systematic patterns of student need 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. Assists teachers with district assessments and assessing student data to monitor progress.
- Instructional Coach: Provides support to teachers through professional development, lesson planning and modeling. The coach is also works with teacher to create and implement safety nets for students.

**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 twice 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 2013 -1 4 FCAT data, District Baseline Assessments, Curriculum Guide Assessments and i-Ready Diagnostic data, 3rd – 5th grade students will be identified for before and after school tutoring in Reading and Math. Supplemental Academic Instruction funds will be used to pay for instructors.

### **School Advisory Council (SAC)**

#### **Membership**

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

Name	Stakeholder Group
Tracy Synan	Parent
Bridget Seckinger	Teacher
Kim Wright	Principal
Ashley Greene	Business/Community
Kari Ferguson	Parent
Robyn McQuiston	Education Support Employee
Rosalinde Trinnear	Parent

**Duties**

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

*Evaluation of last year's school improvement plan*

- \* 2013-14 School Grade and FCAT Test Results were reviewed at the first SAC meeting of the year.
- \* 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).

*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 2014-15 school year.

*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.

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

School Improvement Funds were used to provide after-school tutoring for at-risk students in Reading.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Wright, Kimberley	Principal
Gallagher, Kimberly	Assistant Principal
Case, Corinne	Instructional Coach

## Duties

### ***Describe how the LLT promotes literacy within the school***

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

Develop school-wide initiatives to motivate students to read.

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

Work with the Media Specialist to implement a school-wide Reading Campaign.

Develop safety nets to support students in Reading.

## Public and Collaborative Teaching

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

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

Common Planning time and Professional Learning Communities (PLC) have been established to provide time for teacher collaboration. Twice a month, teachers meet with the Reading Coach and Principal for PLC meetings. During Common Planning time, teachers are able to create and review lesson plans for their students. PLC meetings are used to review instructional practices and provide updates regarding curriculum and testing. Intermediate teachers also meet once a month during subject area Vertical Team meetings. At these 1/2 day meetings, teachers unpack standards and analyze student work.

### **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 MINT (Mentoring and Induction for Novice Teachers) program.

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

At this time, we do not have any teachers that are new to teaching at our school. Typically, we pair new teachers with a mentor. New teachers are also required to meet with our Professional Development Facilitator. They will also attend trainings required through the MINT program.

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

#### **Instructional Programs**

##### ***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 administration works with the teachers to make sure their lessons, activities, and materials are aligned with the Florida Standards. The teachers also have access to the Florida Standards Assessment Item Specifications for both Reading and Math.

#### **Instructional Strategies**

**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 Accelerated Reader 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 and Curriculum Guide Assessments to identify skills in need of remediation and enrichment. Teachers create student groups based on identified skills for all students.

**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**

Wright, Kimberley, wrightk@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.

**Student Transition and Readiness**

**PreK-12 Transition**

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

**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 second 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. We also have an evening Kindergarten Round Up for parents who are unable to tour the school during the day.

**College and Career Readiness**

**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

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

N/A

**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

**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



## 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

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** We will increase student proficiency in Reading & Writing, Math and Science by implementing our new Choice Theme program, Academy of Accelerated Learning and Leadership. Specifically, focusing on rigorous content, student engagement, student ownership and student engagement.
  
- G2.** We will decrease the percentage of office discipline referrals by 1% by creating and implementing a School-Wide Discipline Plan. The School-Wide Discipline Plan will be based on Sean Covey's "7 Habits of Happy Kids".
  
- G3.** We will increase student proficiency in the areas of Reading & Writing, Math and Science by increasing teacher knowledge with explicit professional development.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*



**G1.** We will increase student proficiency in Reading & Writing, Math and Science by implementing our new Choice Theme program, Academy of Accelerated Learning and Leadership. Specifically, focusing on rigorous content, student engagement, student ownership and student engagement. 1a

G047330

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	74.0
ELA/Reading Lowest 25% Gains	69.0
Math Gains	73.0
Math Lowest 25% Gains	76.0

**Resources Available to Support the Goal** 2

- PTA
- Grants
- Choice Office
- Gifted Curriculum
- Professional Development Training for teachers
- Project- Based Learning

**Targeted Barriers to Achieving the Goal** 3

- Lack of funding

**Plan to Monitor Progress Toward G1.** 8

The Choice Team will review various forms of data such as discipline, attendance and achievement rates to determine the effectiveness of the goal.

**Person Responsible**

Kimberley Wright

**Schedule**

Monthly, from 9/12/2014 to 5/29/2015

**Evidence of Completion**

Discipline reports, attendance reports, and district assessment results will be used to monitor student progress.

**G2.** We will decrease the percentage of office discipline referrals by 1% by creating and implementing a School-Wide Discipline Plan. The School-Wide Discipline Plan will be based on Sean Covey's "7 Habits of Happy Kids". 1a

G046546

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	
One or More Suspensions	

**Resources Available to Support the Goal** 2

- School Counselor will provide lessons to all classes in grades K - 5.
- Foundations Team
- Leader in Me Book Study
- Leader in Action Monthly Recognition

**Targeted Barriers to Achieving the Goal** 3

- Lack of time to implement lessons.
- Inconsistent communication and implementation among grade levels.

**Plan to Monitor Progress Toward G2.** 8

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

**Person Responsible**

Kimberly Gallagher

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

**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.** We will increase student proficiency in the areas of Reading & Writing, Math and Science by increasing teacher knowledge with explicit professional development. 1a

G046542

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	86.0
AMO Math - African American	56.0
AMO Math - Hispanic	87.0
AMO Math - ED	69.0
FCAT 2.0 Science Proficiency	68.0

**Resources Available to Support the Goal** 2

- Common Planning Time & Vertical Team Meetings by Subject Area
- Student Software for Students (i-Ready for Reading and Math, Achieve 3000, Accelerated Reader, xtramath.org, Write To Learn, Gizmos)
- Before and After School Tutoring
- Mentors & Fletcher High School interns
- Part-time Reading and Math Interventionist

**Targeted Barriers to Achieving the Goal** 3

- Lack of planning time
- Insufficient bandwidth and computers

**Plan to Monitor Progress Toward G3.** 8

District Assessments and i-Ready results will be reviewed to measure student progress.

**Person Responsible**

Kimberley Wright

**Schedule**

Biweekly, from 9/15/2014 to 5/29/2015

**Evidence of Completion**

Progress monitoring of student results from Baseline and CGA assessments. i-Ready results will also be reviewed.

## 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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** We will increase student proficiency in Reading & Writing, Math and Science by implementing our new Choice Theme program, Academy of Accelerated Learning and Leadership. Specifically, focusing on rigorous content, student engagement, student ownership and student engagement. **1**

 G047330

**G1.B1** Lack of funding **2**

 B117885

**G1.B1.S1** The Choice Team Committee will pursue different sources of funding to support our Choice Theme initiative. **4**

 S129644

### Strategy Rationale

Funding is needed to secure professional development training for teachers and materials for classrooms.

### Action Step 1 **5**

We will apply for community grants and/or funding from the Choice Office.

#### Person Responsible

Kimberley Wright

#### Schedule

Annually, from 5/16/2014 to 5/15/2015

#### Evidence of Completion

Grant applications from different organizations.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1 6**

The Choice Team will meet monthly to review funding opportunities as well as monitor implementation of the program.

**Person Responsible**

Kimberley Wright

**Schedule**

Monthly, from 9/12/2014 to 5/29/2015

***Evidence of Completion***

The committee will research and complete grant applications. An agenda will be provided for each meeting. Meeting minutes will document the progress of the committee.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

We will monitor implementation of our Choice Theme through classroom walk-throughs and monthly team meetings.

**Person Responsible**

Kimberley Wright

**Schedule**

Monthly, from 9/12/2014 to 5/29/2015

***Evidence of Completion***

Implementation of our Choice Theme will be monitored through use of the district's Choice Theme rubric for Acceleration and Leadership. We will also monitor classrooms using the Pillars of Excellent Instruction.

**G2.** We will decrease the percentage of office discipline referrals by 1% by creating and implementing a School-Wide Discipline Plan. The School-Wide Discipline Plan will be based on Sean Covey's "7 Habits of Happy Kids". 1

G046546

**G2.B1** Lack of time to implement lessons. 2

B115426

**G2.B1.S1** The school counselor will work with classroom teachers to identify time for guidance lessons. 4

S127024

### Strategy Rationale

As part of the District Counseling Plan, the role of the school counselor includes providing instruction on such topics as Child Safety, Character Education, Bullying, Social Skills and Goal-Setting.

### Action Step 1 5

The school counselor will provide classroom guidance lessons to students in Grades K - 5.

#### Person Responsible

Kimberley Wright

#### Schedule

Monthly, from 9/1/2014 to 5/29/2015

#### 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

The school counselor will submit a monthly calendar of guidance lessons to the Principal.

#### Person Responsible

Kimberley Wright

#### Schedule

#### Evidence of Completion

The Administrative Team will conduct observations to review guidance lessons. Teachers will provide feedback to the school counselor. Students will complete activities that coordinate with the guidance lesson.

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

The school counselor will submit a monthly calendar to the Principal.

**Person Responsible**

Kimberley Wright

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015


**Evidence of Completion**

The school counselor will use teacher feedback and informal student assessments to track the effectiveness of the Counseling Program.

**G2.B2** Inconsistent communication and implementation among grade levels. 2

 B115427

**G2.B2.S1** The Foundations Team will create a School-Wide Discipline Plan based on the 7 Habits of Happy Kids. 4

 S127035

**Strategy Rationale**

As part of our School Choice Theme, we are focusing on Leadership. After participating in a School-Wide Book Study on *The Leader in Me*, the Foundations Team created a discipline plan that aligns with the 7 leadership habits based on Stephen Covey's work, *The 7 Habits of Highly Effective People*.

**Action Step 1** 5

Using the 7 Habits as a basis, the Foundations Team will create a School-Wide Discipline Plan.

**Person Responsible**

Kimberly Gallagher

**Schedule**

On 6/5/2015

**Evidence of Completion**

At the end of each quarter, the Assistant Principal will review student conduct grades and discipline referrals.

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

At the end of each quarter, the Assistant Principal will review and monitor student conduct grades and discipline referrals.

**Person Responsible**

Kimberly Gallagher

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

The Assistant Principal will track disciplinary incidents and referrals each quarter.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

The Assistant Principal will solicit input from teachers during monthly Foundations Team Meetings and review student conduct grades and the number of discipline referrals at the end of each quarter.

**Person Responsible**

Kimberly Gallagher

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

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



**G3.** We will increase student proficiency in the areas of Reading & Writing, Math and Science by increasing teacher knowledge with explicit professional development. 1

G046542

**G3.B1** Lack of planning time 2

B115405

**G3.B1.S1** Common Planning time and Vertical Team Meetings will be embedded in the schedule. All classroom teachers will meet bi-weekly during their resource period for Professional Learning Community meetings with the Reading Coach and Principal. Teachers will also meet once a month by subject area for 1/2 day training. 4

S127006

### Strategy Rationale

The purpose of the meetings include sharing current information and changes that may have an impact on instructional practices. This time is also used to analyze student work and plan instruction based on student data.

### Action Step 1 5

Create a schedule that allows for Common Planning time and Vertical Team Meetings.

#### Person Responsible

Kimberley Wright

#### Schedule

On 5/27/2015

#### Evidence of Completion

Schedule and agendas for Common Planning and Vertical Team Meetings.

### Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Attendance will be taken at each PLC meeting and Vertical Team Meeting.

#### Person Responsible

Corinne Case

#### Schedule

Biweekly, from 9/3/2014 to 5/27/2015

#### Evidence of Completion

Sign in sheets will be used to track attendance. Exit tickets will be used to reflect teacher learning.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

The Administrative Team will conduct classroom walk-throughs to identify evidence of improvement in each teacher's instructional practices.

**Person Responsible**

Kimberley Wright

**Schedule**

Weekly, from 10/1/2014 to 5/29/2015


**Evidence of Completion**

The EQUIP Student Work Protocol will be used to analyze the rigor of student work and the alignment to the standards.

**G3.B2 Insufficient bandwidth and computers** 2

 B115406

**G3.B2.S1 Teachers will use student software as supplemental tools for instruction.** 4

 S127009

**Strategy Rationale**

Student software will be used to differentiate for students. By providing engaging lessons and activities, we should see an increase in student achievement.

**Action Step 1** 5

A computer lab will be created to use as a resource for teachers and students.

**Person Responsible**

Kimberley Wright

**Schedule**

Daily, from 8/12/2014 to 6/4/2015

**Evidence of Completion**

The teacher resource schedule which includes Art, Music, PE and Media, will also include designated times for a Computer Resource.

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

Student usage will be monitored frequently to monitor fidelity of implementation.

**Person Responsible**

Kimberly Gallagher

**Schedule**

Biweekly, from 9/22/2014 to 6/4/2015

**Evidence of Completion**

Student usage reports from i-Ready, Achieve 3000, Write to Learn and Gizmos will be reviewed bi-weekly to track student usage of software. Lesson plans will be reviewed to ensure student technology is incorporated during center rotations.

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

Student usage reports from i-Ready, Achieve 3000, Write to Learn and Gizmos will be reviewed bi-weekly to track student usage of software. Lesson plans will be reviewed to ensure student technology is incorporated during center rotations.

**Person Responsible**

Kimberly Gallagher

**Schedule**

Biweekly, from 9/22/2014 to 6/4/2015

**Evidence of Completion**

Student usage reports from i-Ready, Achieve 3000, Write to Learn and Gizmos will be used to track fidelity of implementation. Lesson plans will be reviewed to ensure student results are used to differentiate instruction for students.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Create a schedule that allows for Common Planning time and Vertical Team Meetings.	Wright, Kimberley	8/11/2014	Schedule and agendas for Common Planning and Vertical Team Meetings.	5/27/2015 one-time
G3.B2.S1.A1	A computer lab will be created to use as a resource for teachers and students.	Wright, Kimberley	8/12/2014	The teacher resource schedule which includes Art, Music, PE and Media, will also include designated times for a Computer Resource.	6/4/2015 daily

**Duval - 0651 - Atlantic Beach Elementary School - 2014-15 SIP**  
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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.B1.S1.A1	The school counselor will provide classroom guidance lessons to students in Grades K - 5.	Wright, Kimberley	9/1/2014	The school counselor will submit lesson plans and a monthly schedule to the Principal.	5/29/2015 monthly
G2.B2.S1.A1	Using the 7 Habits as a basis, the Foundations Team will create a School-Wide Discipline Plan.	Gallagher, Kimberly	8/12/2014	At the end of each quarter, the Assistant Principal will review student conduct grades and discipline referrals.	6/5/2015 one-time
G1.B1.S1.A1	We will apply for community grants and/or funding from the Choice Office.	Wright, Kimberley	5/16/2014	Grant applications from different organizations.	5/15/2015 annually
G1.MA1	The Choice Team will review various forms of data such as discipline, attendance and achievement rates to determine the effectiveness of the goal.	Wright, Kimberley	9/12/2014	Discipline reports, attendance reports, and district assessment results will be used to monitor student progress.	5/29/2015 monthly
G1.B1.S1.MA1	We will monitor implementation of our Choice Theme through classroom walk-throughs and monthly team meetings.	Wright, Kimberley	9/12/2014	Implementation of our Choice Theme will be monitored through use of the district's Choice Theme rubric for Acceleration and Leadership. We will also monitor classrooms using the Pillars of Excellent Instruction.	5/29/2015 monthly
G1.B1.S1.MA1	The Choice Team will meet monthly to review funding opportunities as well as monitor implementation of the program.	Wright, Kimberley	9/12/2014	The committee will research and complete grant applications. An agenda will be provided for each meeting. Meeting minutes will document the progress of the committee.	5/29/2015 monthly
G2.MA1	Evidence will be collected through Foundations Team Meeting minutes, Fall and Spring Gallup surveys, report card grades and the number of discipline incidents.	Gallagher, Kimberly	8/18/2014	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.	6/5/2015 quarterly
G2.B1.S1.MA1	The school counselor will submit a monthly calendar to the Principal.	Wright, Kimberley	9/1/2014	The school counselor will use teacher feedback and informal student assessments to track the effectiveness of the Counseling Program.	5/29/2015 monthly
G2.B1.S1.MA1	The school counselor will submit a monthly calendar of guidance lessons to the Principal.	Wright, Kimberley	The Administrative Team will conduct observations to review guidance lessons. Teachers will provide feedback to the school counselor. Students will complete activities that coordinate with the guidance lesson.	one-time	
G2.B2.S1.MA1	The Assistant Principal will solicit input from teachers during monthly Foundations Team Meetings and review student conduct grades and the number of discipline referrals at the end of each quarter.	Gallagher, Kimberly	8/18/2014	Evidence will be collected through Foundations Team Meeting minutes, Fall and Spring Gallup surveys, report card grades and the number of discipline incidents.	6/5/2015 quarterly
G2.B2.S1.MA1	At the end of each quarter, the Assistant Principal will review and monitor student conduct grades and discipline referrals.	Gallagher, Kimberly	8/18/2014	The Assistant Principal will track disciplinary incidents and referrals each quarter.	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA1	District Assessments and i-Ready results will be reviewed to measure student progress.	Wright, Kimberley	9/15/2014	Progress monitoring of student results from Baseline and CGA assessments. i-Ready results will also be reviewed.	5/29/2015 biweekly
G3.B1.S1.MA1	The Administrative Team will conduct classroom walk-throughs to identify evidence of improvement in each teacher's instructional practices.	Wright, Kimberley	10/1/2014	The EQUIP Student Work Protocol will be used to analyze the rigor of student work and the alignment to the standards.	5/29/2015 weekly
G3.B1.S1.MA1	Attendance will be taken at each PLC meeting and Vertical Team Meeting.	Case, Corinne	9/3/2014	Sign in sheets will be used to track attendance. Exit tickets will be used to reflect teacher learning.	5/27/2015 biweekly
G3.B2.S1.MA1	Student usage reports from i-Ready, Achieve 3000, Write to Learn and Gizmos will be reviewed bi-weekly to track student usage of software. Lesson plans will be reviewed to ensure student technology is incorporated during center rotations.	Gallagher, Kimberly	9/22/2014	Student usage reports from i-Ready, Achieve 3000, Write to Learn and Gizmos will be used to track fidelity of implementation. Lesson plans will be reviewed to ensure student results are used to differentiate instruction for students.	6/4/2015 biweekly
G3.B2.S1.MA1	Student usage will be monitored frequently to monitor fidelity of implementation.	Gallagher, Kimberly	9/22/2014	Student usage reports from i-Ready, Achieve 3000, Write to Learn and Gizmos will be reviewed bi-weekly to track student usage of software. Lesson plans will be reviewed to ensure student technology is incorporated during center rotations.	6/4/2015 biweekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G3.** We will increase student proficiency in the areas of Reading & Writing, Math and Science by increasing teacher knowledge with explicit professional development.

### **G3.B1** Lack of planning time

**G3.B1.S1** Common Planning time and Vertical Team Meetings will be embedded in the schedule. All classroom teachers will meet bi-weekly during their resource period for Professional Learning Community meetings with the Reading Coach and Principal. Teachers will also meet once a month by subject area for 1/2 day training.

#### **PD Opportunity 1**

Create a schedule that allows for Common Planning time and Vertical Team Meetings.

##### **Facilitator**

Corinne Case and Kim Wright

##### **Participants**

Kg - 5th grade teachers; 2nd - 5th grade teachers

##### **Schedule**

On 5/27/2015

### **G3.B2** Insufficient bandwidth and computers

**G3.B2.S1** Teachers will use student software as supplemental tools for instruction.

#### **PD Opportunity 1**

A computer lab will be created to use as a resource for teachers and students.

##### **Facilitator**

Various facilitators

##### **Participants**

All classroom teachers

##### **Schedule**

Daily, from 8/12/2014 to 6/4/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
Grand Total	0