

Duval County Public Schools

# Atlantic Coast High School



2015-16 School Improvement Plan

## Atlantic Coast High School

9735 R G SKINNER PKWY, Jacksonville, FL 32256

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

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
High	No	28%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	54%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	B*	A	A	B

*\*Preliminary Informational Baseline School Grade*

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

### School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

### 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 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

In order to prepare students to contribute to a changing world and engage in active life - long learning, Atlantic Coast High School provides a balanced, challenging school curriculum designed to meet the academic, cultural and social needs of individuals from the diverse backgrounds of our community.

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

To create a dynamic learning environment through the use of academic and social interactions, technology, and community participation which will aid our students in individual development and encourage them to be innovative leaders.

#### School Environment

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

Atlantic Coast is a very diverse school with diverse cultural student and teacher populations. As students enroll, the school counselors learn most about them initially. They are informed of different clubs, organizations and activities, that would be best suited for them and their interests. Students are also informed of different cultural activities through the Morning Rays news broadcast as well as through the activity director. The teachers play a big role in learning the students' cultures in an ongoing basis. As the year progresses, they get to know their students, establish a rapport with them and build relationships. We also build relationships through our mentoring program, Waves. This program pairs a teacher with a student, who checks in with the teacher once a week for mentoring time. The mentor teacher tracks the student's grades by receiving progress reports, checking their discipline, and assisting them with issues they may encounter. Our teachers also sponsor many sports, clubs, activities, and organizations based on students' interest. These extra-curricular activities also help to build meaningful relationships between the student and teachers. The Multicultural Club members represent many cultures and showcase the diversity with an annual student assembly. Students are also recognized for unique, outstanding contributions made to enhance the positive diverse school environment through our Super Stingray Spotlight Awards program. The student who receives the monthly award is nominated by teachers, selected during Department Coordinators' Meeting, and receives the award on the Morning Rays news show. The perceptions of teachers, students, and parents regarding school culture and environment are assessed using the Gallup and TNTP survey instruments. This feedback provides direction for strengthening specific areas of the school culture and environment.

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

Atlantic Coast has a very strong Foundations Team which involves the entire school. In the mornings and afternoons, administrators, security, and other staff placed in the bus loop, the front of the school, student parking, courtyard, cafeteria, as well as other areas in the school. During school, using positive reinforcement to move students, everyone has an area to monitor between classes. Teachers stand at their door, monitor the galleries, positively move student to the next class, and greet students as they enter the classroom. This system supports our PBIS initiative and works very well with minor alterations when needed. ACHS has three security guards. The team is made up of



one female and two males, which enhances the communication between the team and all students. We also have 64 security cameras on campus and our students are aware of the cameras. This knowledge keeps them from doing mischievous activity as well and allows them to feel safe in knowing that most activity is being recorded. Random searches are conducted weekly and recorded, with any contraband noted, which helps the staff note any trends or patterns. Classroom numbers are drawn from a box to ensure truly random searches.

According to our Gallup poll, the students seem to feel safe at school.

**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**

From day one, the teachers go over the rituals and routines for their individual classrooms. They give the students their expectations explicitly so there will be no questions, regarding teacher expectations. During the first two weeks of school, we hold grade level assemblies for the entire school to go over the Student Code of Conduct and the expectations at Atlantic Coast. The grade level assemblies are facilitated by the administrators, the dean of discipline, and the school resource officer. The expectations and Student Code of Conduct are also reviewed with the faculty during pre-planning so teachers know what the administration expects and can incorporate the expectations in their classroom expectations. The Foundations Team developed the three levels of discipline we use, minor (handled in the classroom), moderate (FYI referral to Dean), and severe (see now referral to Dean or AP if necessary). In order for a teacher to enter a referral into FOCUS for disruption/failure to follow directions, they have to document the interventions they have provided prior to entering the referral. This practice has been in place since the 2010-2011 school year and supports our initiative to be recognized as a PBIS model school.

The monthly Super Stingray Spotlight award is presented to selected students who go above and beyond in assisting their peers or teachers. The award is presented by the department coordinator and principal during a broadcast of the Morning Rays newscast.

**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**

At Atlantic Coast High School, we pride ourselves on being student-friendly and keeping their best interests as our first priority. School counselors, administrators, the dean of discipline, the ESE coordinator, and the CSS site coach all have open door policies when it comes to our students and our availability. There is always someone for a student to talk to when the necessity arises. Mainly, for the emotional needs, our school counselors are available throughout the day including during student lunch times for walk-in visits. We have five counselors and their students are assigned alphabetically by last name. The counselors have established an extremely good rapport with most of the students, and the students know where they are located. During the grade level assemblies, each counselor was introduced to their students. If a student enrolls after the assemblies are held, they meet with their counselor on an individual basis during the enrollment process. We also have the Waves program which pairs students with adult volunteer mentors. The adult mentor builds a relationship with their student through daily contact. For our ESE students, when the need arises, we request mental health services to be added to their IEP. When this addition is made, a therapist comes to the school to meet with the student as often as deemed necessary by the IEP. Our low-incidence program special needs students have their social-emotional needs met through participation in our Special Olympics Program, and through interaction with their Rays of Hope buddy. Some students who have discipline issues, open up about other issues with the dean and the assistant principals. All are willing to develop a more meaningful relationship than just the one which involves giving consequences for a student's poor choices. The more meaningful relationship supports the students feeling comfortable enough to express the social-emotional needs with that person. Our Adopt-a Stingray program provides additional academic and emotional support for our

athletes, pairing each with an adult volunteer who initiates weekly contact. Outside groups, including Take Stock in Children and Big Brother/Big Sisters also provide mentoring on and off campus for selected students. The Gallup survey reports the level of hopefulness and engagement based on student responses to survey questions.

**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**

- Attendance below 90%
- One or more suspensions, whether in school or out of school
- Course failure in ELA or Math
- A level 1 score on the statewide, standardized assessments in ELA or math

**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
	9	10	11	12	
Attendance below 90 percent	0	0	0	0	
One or more suspensions	5	4	0	3	12
Course failure in ELA or Math	15	41	58	8	122
Level 1 on statewide assessment	26	25	80	32	163

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	12	22	39	23	96

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

- WAVES Program - students are assigned mentoring with adult teachers and staff members
- Student interns are assigned to classes to assist with struggling students
- After school tutoring is provided, particularly for EOC preparation
- Restorative Justice Program (scheduled class) supports PBIS and academic achievement
- Adopt a Stingray supports athletes academically
- Parent communication and conferences
- Senior Credit checks with school counselors in October

**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**

Now entering the sixth year since opening in August, 2010, the school would like to increase parental involvement. Our Gallup results, although ACHS is rated an "A" by parents, suggest the need for stronger communication between the school and home. The targets are created through a multi-tier approach. During student orientation and Open House, by School Messenger, on the school website, and through the PTSA e-mail blast, parents are informed about different ways to participate and become involved at Atlantic Coast High School. Information specific to certain groups of students is communicated through the channels listed above and also through additional means, including a monthly Senior Newsletter. Our Volunteer Coordinator has created several notebooks focused on different areas of volunteerism to better monitor parent and community involvement. FOCUS is the on-line student grade portal, which parents can access at any time. Directions to access FOCUS are provided initially for parents through a summer mailing, during Open House and subsequently in the main office through out the rest of the school year. In addition to FOCUS, where teachers, counselors, or administrators may post messages for parents, teachers are encouraged to create a personal web page to help keep parents informed of activity and assignments in each class.

### **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**

In order to better organize and monitor our business partnerships, an assistant principal is designated as a point of contact to meet with potential business partners and monitor volunteer hours. Our athletic director developed a multi-tiered support package for our athletic business partners, who are involved at varying levels both financially and through volunteer hours. Many faculty members initiate and foster business partners to support their specific academic programs, including the Garbage on the Green environmental project with University of North Florida. Our Career Technical classes visit a local business Web.com for a lunch meeting once per month to learn how the skills they are learning support a real career. We also have an IT oversight board comprised of business leaders working in technology fields. Our faith-based business partner and neighbor, Celebration Church, works with an assistant principal to provide mentors for some of our students who deal with challenging home environments. Finally, our externship program (now in its second year) pairs qualified seniors with local businesses, where they volunteer at the business and learn different aspects of the work while they earn community service hours. Most students are involved with industries in which they have interest in pursuing as a career, including medical, educational, and other professional areas. This experience is supported by bi-weekly seminars with an ACHS teacher facilitating.

### **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:**

Name	Title
Lynch, Debra	Principal
Zakaria, Osama	Assistant Principal
Holsey-Smiley, Angela	Assistant Principal
Henry, Sara	Instructional Coach
Blount, Kelly	Teacher, K-12
Cline, Blake	Teacher, K-12
Lane, Anne	Guidance Counselor
Rogers, Shelli	Teacher, ESE
Rowan, Ben	Teacher, ESE
Samples, Jeffrey	Dean
Bejelis, Shawna	Other
Harter, Andrea	Assistant Principal

### Duties

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

Andrea Hartin- co chair of Foundations team  
 Angela Smiley- co chair of Foundations team, School Improvement Plan Coordinator  
 Osama Zakaria- co chair of Foundations team, School Improvement Plan team member  
 Sara Henry- reading coach, School Improvement Plan lead team member  
 Kelly Blount - athletic director, School Improvement Team member  
 Blake Cline - activities director, School Improvement Team member  
 Anne Lane - school counselor coordinator, School Improvement Team member  
 Shawna Bejelis - testing coordinator, School Improvement Team member  
 Shelli Rogers - ESE coordinator and lead, School Improvement Team member  
 Ben Rowan - CSS site coordinator, School Improvement Team member  
 Jeffrey Samples, dean of discipline, School Improvement Team member

***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***

The Instructional Leadership Team, which includes administrators, school counselors, athletic director, activities director, testing coordinator, ESE coordinator, CSS site director, dean of students, and reading coach, meets weekly to identify and align all available resources in order to meet the needs of all students at ACHS. This year ACHS begins its fifth year of operation, so our data collection is much more reliable as we are able to analyze trends given four past years of data, including a full cycle of students who entered as freshmen and graduated. The team members attend training provided by the district, with some members attending Foundations training, testing training, and athletic director training, in order to align academics, behavior, and extra-curricular activities. Members of the team work with department coordinators to provide training and suggest strategies to all teachers through their Professional Learning Communities, which meet biweekly on Early Dismissal days. Strategies are also discussed and plans formed to implement during class specific, ninety minute, weekly common planning sessions, which are built into the master schedule. Strategy

implementation is monitored through class observations both formal and informal. Federal funding supports the ESE Coordinator and CSS Site Coordinator as well as the student-focused paraprofessional positions. Tutoring funds will be used to provide academic support for students who show need based on standardized testing as well as course grades. Academic support will be provided through after-school tutoring and pull-out support during the school day. CTE as well as all other courses are supported through Staff Allocation, supported by district funds (state and local funds). Advanced Placement money earned by ACHS students is being used to pay for one instructional position. SIF funds will be used as requested to support the School Improvement Plan.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Beverly Clarke	Parent
Tibby Shine	Parent
Christine Stephens	Parent
Kim Curran	Teacher
Debra W. Lynch	Principal
Tracy Rhodes	Education Support Employee
Melissa Kicklighter	Parent
Shelley Grant	Business/Community
Alisa Scheuer	Business/Community
Laurie McDonald	Teacher
Kimberly Aselton	Teacher
Ryan Whalen	Teacher
Deb Aloska	Parent
Bela Desai	Parent
Stephanie Vega	Student
Christine League	Parent
John Alonska	Student
Pretena Cobbs	Parent
Angelica Bencomo	Business/Community
Pilar Sanchez	Parent
Clarene Brown	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*

The SAC initially reviewed the draft of the plan in August, 2014 and provided input to include in the plan. The progress made on the plan was reviewed at the mid-year stakeholders' meeting in January, 2015. A final review was held along with the spring budget presentation in April, 2015. We discussed which initiatives should be carried over to the SIP for this year.

*Development of this school improvement plan*

The SAC provides input for the school. The input is incorporated into the School Improvement Plan when it is possible. The SAC also contributes to the problem solving process by working to identify potential problems, and offering valuable input on ways to address the identified problem.

*Preparation of the school's annual budget and plan*

The proposed spring budget for 2015-2016 was presented to SAC on May 26, 2015 for their review and input. Staff allocation was explained regarding the placement of personnel. Final budget was shared with SAC on September 22, 2015.

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

The use of school improvement funds is reviewed by a subcommittee and recommended to the entire committee for full funding, partial funding, or no funding of the request, which is made in writing by the teacher or staff member requesting funding. Their request must include the way in which the funding will directly support the School Improvement Plan.

***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:**

Name	Title
Henry, Sara	Instructional Coach
Lynch, Debra	Principal
Cline, Blake	Teacher, K-12
Holsey-Smilely, Angela	Assistant Principal
Harter, Andrea	Assistant Principal
Rogers, Shelli	Other

**Duties**

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

The major initiative of the LLT for this school year is the integration of reading strategies throughout the curriculum. All teachers are to teach reading strategies embedded within the curriculum of their classes. Administrators will also monitor during PLC meetings held on Early Dismissal days. Literacy Week is kicks off our focus on literacy throughout the curriculum in October with special daily activities throughout the week. Reading Coach and Professional Development Facilitator, Sara Henry, leads PD to support literacy for the entire faculty. She also facilitates Common Planning sessions for the reading teachers. Reading Strategies are stressed throughout the curriculum to support comprehension of informational texts, with an emphasis also on vocabulary.

**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**

The instructional leaders at Atlantic Coast encourage positive working relationships as well as cross curricular curriculum amongst all of our subject areas. Our master schedule was designed to allow teachers to have common planning. Teachers are required to meet once a week as a group during common planning, based on the classes each teacher is assigned. During early dismissal, we allow time for our teachers to meet in PLCs to encourage positive working relationships. Most areas meet as a group, then separate to the individual subject areas. Last year, social studies and fine arts met together during PLC to develop assignments that could assist the students learning of different areas in social studies through visual art, as well as performing art. This cross-curricular study allowed the students to not only learn this information in a particular area in one class, but the knowledge was supported in another subject area as well.

The ELA department is vertically teamed and meets biannually to update and develop the implementations of the ACHS Vertical Teaming Plan. The plan supports teachers in each grade level working together on common texts, skills, and assignments/assessments each quarter to prepare all students for the next grade level. All English teachers who teach senior classes devote class time to post-secondary planning, which includes providing coaching on completion of college applications and essays.

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

1. All teachers participating in the Mentor Induction of Novice Teachers program or those new to ACHS are assigned mentors.
2. Teachers meet within Professional Learning Communities biweekly during Early Dismissal Days providing another opportunity for less experienced teacher to collaborate with experienced teachers.
3. ACHS hosts student interns from surrounding universities to work with our CET trained faculty members.
4. New teachers are placed in the district's MINT program, designed to support and retain new teachers.
5. An existing dining area was converted to a traveling teacher workroom to provide a comfortable working area and help build working relationships among the teachers
6. The school's leadership actively encourages more teachers to become CET trained in order to increase the number of mentors available in each subject area.
7. Teachers new to ACHS are invited to a luncheon during pre-planning, where they are welcomed in a more intimate setting. During the luncheon, the teachers are provided specific, detailed information about ACHS, and are encouraged to ask questions.

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

Novice teachers are paired with experienced teachers. The rationale for pairing is evident on different scales. When possible the pairing is determined by subject area. Department pairings then locational pairings may be assigned based on the availability of mentor teachers. Planned Mentoring Activities include monthly meetings with the PDF and principal, and biweekly collaboration with mentor teachers.

## **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***

ACHS teachers use the district-created Curriculum Guides as a basis for instruction. These CGs are standards-based, with a focus on the updated Florida Standards. Teachers also participate in common planning sessions and professional learning community sessions where they read and apply new knowledge of the standards to their lesson planning process. In addition, core classes use the district-approved textbooks, which are aligned to the Florida standards, per the district. Teachers also have opportunities to study and learn about the Florida standards at multiple points throughout the school year, as well.

### **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***

Our teachers are trained in how to access student data via Performance Matters, including state, district, and national-level assessments. This data is used by teachers to design instruction and group students during classroom instruction, as well as to determine which students need additional support or differentiated instruction. Current reading lexile information is available through Achieve 3000, and Algebra data through iReady.

Teachers also use in-class data (from teacher-created or district-created assessments) to determine student achievement and student need in curricular areas. Teachers use this data to create instructional groupings and differentiated lesson plans.

***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:** Extended School Day

**Minutes added to school year:** 10,000

Atlantic Coast will provide students access to a supervised safe room and after school activity bus. During this time teachers will provide tutoring and other help as needed for students. Peer tutoring is provided by National Honor Society students on a weekly basis.

#### **Strategy Rationale**

Many students do not have transportation home until the activity bus arrives at 5:30 p.m. to transport them home. A safe and supervised environment ensures the safety and extended time to receive additional academic support for the students.

#### **Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

#### **Person(s) responsible for monitoring implementation of the strategy**

Lynch, Debra, lynchd@duvalschools.org

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

Data is collected through student sign in sheets for the safe room. Teachers also record attendance for after school tutoring. Teachers may then cross reference student tutoring hours with their assessments in the course to identify correlations.

## **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***

For the transition from middle school to high school, the counselors go to our feeder middle schools to introduce the 8th grade students to high school. They present a PowerPoint to the students on the classes they may take, credits they need and what to expect in high school. We also have a very detailed orientation for the freshmen with several faculty and staff available on that particular day to assist the parents and students. This support is important on freshmen orientation day to ease the transition for both the parent and the student. The freshmen have teachers who identify with them and have a history of teaching them. Therefore, the teachers understand the trials and issues the students may face as well as the concerns and worries they may have entering high school. Having a history of teaching freshmen, these teachers are able to handle the issues freshmen may face and ease the sometimes challenging transition. The school counselors also go into the freshmen classes and provide additional support. They are given information about high school, what they need to know about credits, promotion, testing, etc.

Counselors also play a pivotal role in preparing seniors for their next phase in life, whether it be military, work or college. They sit with each senior individually to discuss their post graduation options as well as provide them with resources for their next step in life.

### **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***

All students meet with their school counselor each spring to discuss and complete a course selection sheet, which allows them to pick up to 8 electives in the order they prefer. These electives include Career Technical Education courses. Student requests drive the development of the master schedule. Due to the assignment of students to counselors based on their last names, the same counselor works with the student in 9th through 12th grades. Students also create an epep on Facts.org to assist with long range planning.

ACHS has launched an Externship Program this year, which provides the opportunity for students to gain work experience with businesses, industries, and non-profit organizations. One of our partners in this program is UF Health.

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

Our school has an Informational Technology Career Academy which offers two pathways: Digital Media and Web Design. Both academies integrate several subjects and offer insight for the students into future careers. In the future, we would like to facilitate communication between our students and those in the local industry. Television Production and Commercial Photography are the other CTE courses offered. In addition to the academies, a wide variety of electives are offered which relate academics to real life application. All Advanced Placement Exams require students to solve application problems, which students learn to solve in all core academic courses.

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

Data from pre-graduation indicators are discussed at Administrative Team Meetings as well as Instructional Team Meetings. Each administrator is assigned an area to consistently examine the data available and to report changes each week. The SLS dual enrollment course is offered and prepares students for the PERT test, which is an indicator of college readiness. To ensure that all students are enrolled in the most rigorous course of study based on their ability, data from AP Potential, FCAT, PSAT, SAT, and ACT scores as well as the student's academic history are reviewed before course selection and again before actual scheduling. All eligible students are encourage to enroll in

advanced level and AP courses. Our AP/Honors Academy requires a student to complete at least 9 AP courses before graduation. Post-graduation indicators are also monitored through Senior Surveys, Graduation Rate, and tracking our graduates

**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**

To improve student readiness for postsecondary, students are tracked by school counselors and administrators and meet with both throughout their high school career. Students are also identified by the counselor and placed into an English class to assist them with remediation for college entrance exams. The reading coach also meets with these students through this class on a more intimate basis to identify their areas of weakness and focus on them. Counselors and administrators also identify students who need ACT or SAT to possibly gain a score for postsecondary readiness and provide waivers for those who are eligible. Teachers also offer tutoring for test prep to help students prepare for ACT and SAT. The Testing Coordinator also offers the students the opportunity to take the PERT a couple times a year. Most students need reading as identified by the High School Feedback Report as our percentage was below the state percentage with few needing math. Those who do need the Algebra EOC, the counselors are identifying them for the testing coordinator to test. These students are provided resources to prepare for the EOC as well as tutoring opportunities.

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

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

The following documents were submitted as evidence for this section:

#### Problem Identification Summary

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

### Problem Analysis Summary

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

## 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.** If PLA, SLA, and CSS teachers increase the time practicing test-taking strategies needed to be successful on FAA with their students, then the scores on the Florida Alternate Assessment will improve.
- G2.** If teachers effectively unpack the standards and analyse student work for mastery during the 9/10 ELA Common Planning sessions, our grades 9 and 10 students taking the FSA will earn a passing score.
- G3.** If communication is improved between the school and parents/guardians, then the level of parental involvement will increase at Atlantic Coast.
- G4.** With administrative and district coach support, if teachers effectively unpack the standards and analyse student work for mastery during the weekly Geometry Common Planning sessions, our Geometry students will earn a passing score on the EOC.
- G5.** With administrative and district coach support, if teachers effectively unpack the standards and analyse student work for mastery during the Algebra Common Planning sessions, our Algebra I students will increase their pass rate, fulfilling the graduation requirement.
- G6.** If teachers effectively unpack the standards and analyse student work for mastery during the Biology Common Planning sessions, then the percentage of our Biology students passing the EOC will increase.

## 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.** If PLA, SLA, and CSS teachers increase the time practicing test-taking strategies needed to be successful on FAA with their students, then the scores on the Florida Alternate Assessment will improve.

1a

G071980

**Targets Supported** 1b

Indicator	Annual Target
FAA Reading Proficiency	69.0
FAA Reading Level 9	

**Resources Available to Support the Goal** 2

- Practice exams, CBVE and CBI programs, job coaches

**Targeted Barriers to Achieving the Goal** 3

- Behavior management

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

Student data on job performance and practice tests

**Person Responsible**

Shelli Rogers

**Schedule**

Weekly, from 8/25/2015 to 5/29/2016

**Evidence of Completion**

Student results on practice tests and feedback from job performance

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

Student results on practice tests and feedback from job performance

**Person Responsible**

Shelli Rogers

**Schedule**

Weekly, from 8/25/2015 to 5/29/2016

**Evidence of Completion**

Student results on practice tests and feedback from job performance

**G2.** If teachers effectively unpack the standards and analyse student work for mastery during the 9/10 ELA Common Planning sessions, our grades 9 and 10 students taking the FSA will earn a passing score. **1a**

 G071981

**Targets Supported** **1b**

Indicator	Annual Target
FSA English Language Arts - Achievement	55.0

**Resources Available to Support the Goal** **2**

- New reading curriculum for each differentiated group of readers.
- Use of common planning for data analysis and planning of differentiated instruction for all students.
- Data tracking via Performance Matters
- Test preparation materials through item specifications

**Targeted Barriers to Achieving the Goal** **3**

- Students entering high school with vastly differing levels of preparation (from different middle schools, etc.).

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

Include test-taking strategies and reading strategies across the curriculum, to support the learning of all students.

**Person Responsible**

Sara Henry

**Schedule**

Weekly, from 8/25/2015 to 5/29/2016

**Evidence of Completion**

Lesson Planning information and Common Planning documentation.

**G3.** If communication is improved between the school and parents/guardians, then the level of parental involvement will increase at Atlantic Coast. 1a

G071982

**Targets Supported** 1b

Indicator	Annual Target
5Es Score: Parent Involvement	20.0

**Resources Available to Support the Goal** 2

- School messenger, school website, front office staff to promote parental involvement, newsletter, social media, school marquee, parent nights

**Targeted Barriers to Achieving the Goal** 3

- Parents may find it difficult to make time to visit the high school due to the demands of work schedules.

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

Monitor volunteer management system to track total hours of parent engagement

**Person Responsible**

Angela Holsey-Smiley

**Schedule**

Quarterly, from 8/24/2015 to 6/5/2016

**Evidence of Completion**

Report showing the number of volunteer hours, and activities selected.

**G4.** With administrative and district coach support, if teachers effectively unpack the standards and analyse student work for mastery during the weekly Geometry Common Planning sessions, our Geometry students will earn a passing score on the EOC. 1a

G071983

**Targets Supported** 1b

Indicator	Annual Target
Geometry EOC Pass Rate	45.0
Geometry EOC Level 3	
Geometry EOC Level 4	

**Resources Available to Support the Goal** 2

- Administrator (certified in Mathematics), department coordinator, lead Geometry teacher
- New web-based resources, text books, and consumable workbooks are available this year for students and teachers.
- Paid tutor available after school to support success of students on the Geometry EOC (30% of the student's grade)

**Targeted Barriers to Achieving the Goal** 3

- Implementing curriculum with fidelity to focus on Geometry EOC concepts as well as new Florida standards due to new materials

**Plan to Monitor Progress Toward G4.** 8

Monthly District Assessments, Teacher Assessments, and Teacher Interventions

**Person Responsible**

Debra Lynch

**Schedule**

Weekly, from 8/25/2015 to 5/27/2016

**Evidence of Completion**

CGA Results, Teacher Data Reflections and Teacher Documentation of Interventions

**G5.** With administrative and district coach support, if teachers effectively unpack the standards and analyse student work for mastery during the Algebra Common Planning sessions, our Algebra I students will increase their pass rate, fulfilling the graduation requirement. 1a

G071984

**Targets Supported** 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	45.0
Algebra I EOC Level 3	

**Resources Available to Support the Goal** 2

- Administrators, Departmental Coordinators, ESE Support and Para professionals
- New web-based resources, test books, and consumable workbooks
- District Mathematics coach

**Targeted Barriers to Achieving the Goal** 3

- Lack of teacher interventions and accommodations

**Plan to Monitor Progress Toward G5.** 8

CGA Quarterly Assessments, Teacher Assessments and Teacher Interventions

**Person Responsible**

Debra Lynch

**Schedule**

Weekly, from 8/24/2015 to 5/29/2016

**Evidence of Completion**

CGA Results, Teacher Data Reflections and Teacher Documentation of Interventions



**G6.** If teachers effectively unpack the standards and analyse student work for mastery during the Biology Common Planning sessions, then the percentage of our Biology students passing the EOC will increase.

1a

G071985

**Targets Supported** 1b

Indicator	Annual Target
Bio I EOC Pass	86.0

**Resources Available to Support the Goal** 2

- District support, Department Coordinator, Administrator assigned to PLC of the course with a state end of course exam.

**Targeted Barriers to Achieving the Goal** 3

- Three of the four Biology teachers have less than two years experience

**Plan to Monitor Progress Toward G6.** 8

Review data presented through PLC to check for progress towards improving student performance.  
"Have the resources really helped?"

**Person Responsible**

Debra Lynch

**Schedule**

Quarterly, from 8/25/2015 to 6/1/2016

**Evidence of Completion**

Minutes from plc meeting, notes from plc, leadership meeting agenda, teacher generated data, student performance on EOC

## 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.** If PLA, SLA, and CSS teachers increase the time practicing test-taking strategies needed to be successful on FAA with their students, then the scores on the Florida Alternate Assessment will improve. **1**

 G071980

**G1.B1** Behavior management **2**

 B187698

**G1.B1.S1** Develop positive behavior plans for individual students. **4**

 S199209

#### Strategy Rationale

Improved behavior supports success in CBVE and CBI programs, resulting in better results on FAA

#### Action Step 1 **5**

All qualified students will participate in practice FAA format test items

#### Person Responsible

Shelli Rogers

#### Schedule

Weekly, from 8/24/2015 to 5/30/2016

#### Evidence of Completion

The average scores on the FAA will increase by 1 percentage point

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

Implementation will be monitored through the instructional leadership team, weekly.

**Person Responsible**

Shelli Rogers

**Schedule**

Weekly, from 8/25/2015 to 5/29/2016

**Evidence of Completion**

Student participation reports and practice exercises for FAA.

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

Review of work schedules and communication with job coaches as well as ESE Lead Teacher and CSS Site Coach during weekly Instructional Leadership Meetings

**Person Responsible**

Shelli Rogers

**Schedule**

Weekly, from 8/25/2015 to 5/29/2016

**Evidence of Completion**

Weekly reports from those responsible

**G2.** If teachers effectively unpack the standards and analyse student work for mastery during the 9/10 ELA Common Planning sessions, our grades 9 and 10 students taking the FSA will earn a passing score. 1

G071981

**G2.B1** Students entering high school with vastly differing levels of preparation (from different middle schools, etc.). 2

B187700

**G2.B1.S1** Dialogue with feeder schools (specifically, middle school coaches and teachers) to gather data about incoming classes. 4

S199211

### **Strategy Rationale**

Students need to earn a passing score on the Florida State Assessment

### **Action Step 1** 5

Dialogue with feeder middle schools about vertical articulation.

#### **Person Responsible**

#### **Schedule**

Semiannually, from 9/17/2014 to 5/29/2015

#### **Evidence of Completion**

Emails and meeting notes from district level meetings.

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

Dialogue with feeder schools to gather data about incoming classes and skill sets.

#### **Person Responsible**

Sara Henry

#### **Schedule**

On 5/29/2016

#### **Evidence of Completion**

Meeting agendas, notes, emails.

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

Dialogue with feeder schools to gather data about incoming classes.

**Person Responsible**

Sara Henry

**Schedule**

On 5/29/2016


**Evidence of Completion**

Meeting agendas and notes, emails.

**G3.** If communication is improved between the school and parents/guardians, then the level of parental involvement will increase at Atlantic Coast. 1

 G071982

**G3.B1** Parents may find it difficult to make time to visit the high school due to the demands of work schedules. 2

 B187703

**G3.B1.S1** Provide opportunities to become involved at the school with more flexible hours of operation.

4

 S199217

**Strategy Rationale**

To have more parental involvement

**Action Step 1** 5

Increase the opportunity for parents to visit or become involved at the school.

**Person Responsible**

Debra Lynch

**Schedule**

Monthly, from 8/25/2014 to 6/5/2015

**Evidence of Completion**

School Messenger log, Volunteer hours, visitation logs

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

Monitor the number of parents attending invited school events

**Person Responsible**

Angela Holsey-Smiley

**Schedule**

Quarterly, from 8/25/2014 to 5/29/2015

**Evidence of Completion**

Parent Attendance

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

monitor the number of parents attending

**Person Responsible**

Angela Holsey-Smiley

**Schedule**

Quarterly, from 8/25/2014 to 6/5/2015


**Evidence of Completion**

Crowd, sign-in sheets


**G4.** With administrative and district coach support, if teachers effectively unpack the standards and analyse student work for mastery during the weekly Geometry Common Planning sessions, our Geometry students will earn a passing score on the EOC. **1**

 G071983

**G4.B2** Implementing curriculum with fidelity to focus on Geometry EOC concepts as well as new Florida standards due to new materials **2**

 B187707

**G4.B2.S1** During Common Planning teachers plan to use the new resources with fidelity to support Geometry curriculum and mastery of the FL Standards **4**

 S199223

### Strategy Rationale

Student performance on the Geometry EOC needs improvement and students need to be prepared for new FL State Assessment

### Action Step 1 **5**

Effective use of Instructional Resources

#### Person Responsible

Debra Lynch

#### Schedule

Weekly, from 8/25/2015 to 5/29/2016

#### Evidence of Completion

Data Reflection Documentation, Lesson Plans, Student Work

### Plan to Monitor Fidelity of Implementation of G4.B2.S1 **6**

Teacher using Resource Tools

#### Person Responsible

Debra Lynch

#### Schedule

Weekly, from 8/25/2015 to 5/29/2016

#### Evidence of Completion

Student work, Lesson Plans, Teacher Documentation

**Plan to Monitor Effectiveness of Implementation of G4.B2.S1** 7

Teacher Interventions and Accommodations

**Person Responsible**

Debra Lynch

**Schedule**

Weekly, from 8/25/2015 to 5/27/2017

**Evidence of Completion**

CGA Results, Teacher Data Reflections, Observations, Student Assignment improvement

**G4.B2.S2** Teachers implementing instruction focused on student needs based on common assessment data 4

 S199224

**Strategy Rationale**

Student performance on the Geometry EOC needs improvement and students need to be prepared for new FL State Assessment

**Action Step 1** 5

Data Driven Instruction

**Person Responsible**

Debra Lynch

**Schedule**

Weekly, from 8/25/2015 to 5/27/2016

**Evidence of Completion**

Teacher Reflection Documentation, CGA Baseline, Teacher-made Assessments



**Plan to Monitor Fidelity of Implementation of G4.B2.S2** 6

Data Driven Instruction

**Person Responsible**

Debra Lynch

**Schedule**

Weekly, from 8/25/2015 to 5/27/2016

**Evidence of Completion**

Data Reflection Logs, Quarterly CGA Results, Observations, Common Planning

**Plan to Monitor Effectiveness of Implementation of G4.B2.S2** 7

Data Driven Instruction

**Person Responsible**

Debra Lynch

**Schedule**

Weekly, from 8/25/2015 to 8/25/2015

**Evidence of Completion**

Data Reflection Documentation, Observations, CGA Results, Students' EOC scores

**G5.** With administrative and district coach support, if teachers effectively unpack the standards and analyse student work for mastery during the Algebra Common Planning sessions, our Algebra I students will increase their pass rate, fulfilling the graduation requirement. 1

G071984

**G5.B1** Lack of teacher interventions and accommodations 2

B187709

**G5.B1.S1** General education teachers work with ESE support teachers to provide accommodations for students on IEP s 4

S199225

### Strategy Rationale

Improved student success on Algebra I EOC leading to improved graduation rate

### Action Step 1 5

Group Work

#### Person Responsible

Debra Lynch

#### Schedule

Biweekly, from 8/24/2015 to 5/29/2016

#### Evidence of Completion

Observations from Administrators, Coaches and Instructional Specialist

### Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Student Group Work

#### Person Responsible

Debra Lynch

#### Schedule

Biweekly, from 8/24/2015 to 5/29/2016

#### Evidence of Completion

Lessons Plans, Observations, Common Planning

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** 7

Student Group Work

**Person Responsible**

Debra Lynch

**Schedule**

Weekly, from 8/24/2015 to 5/29/2016

**Evidence of Completion**

Observations, Student improved assignment and assessments

**G5.B1.S2** Teacher implementing instruction based on data results and strengthening gradual release model 4

 S199226

**Strategy Rationale**

Improved student success on Algebra I EOC leading to improved graduation rate

**Action Step 1** 5

Data Driven Instruction

**Person Responsible**

Debra Lynch

**Schedule**

Weekly, from 8/18/2015 to 5/25/2016

**Evidence of Completion**

Teacher Data Reflection Documentation, CGA Baseline, Teacher-made Assessments

**Plan to Monitor Fidelity of Implementation of G5.B1.S2** 6

Data Driven Instruction

**Person Responsible**

Debra Lynch

**Schedule**

Weekly, from 8/25/2015 to 8/25/2015

***Evidence of Completion***

Data Reflection Logs, Quarterly CGA Results, Observations, Common Planning

**Plan to Monitor Effectiveness of Implementation of G5.B1.S2** 7

Data Driven Instruction

**Person Responsible**

Debra Lynch

**Schedule**

Weekly, from 8/25/2014 to 5/29/2015

***Evidence of Completion***

Data Reflection Logs, Quarterly CGA Results, Observations

**G5.B1.S3** District math coach meets regularly with the administrator over mathematics to create a continuous coaching cycle in the absence of a school based mathematics coach **4**

 S199227

### Strategy Rationale

Improved student success on Algebra I EOC leading to improved graduation rate

### Action Step 1 **5**

Effective use of Instructional Resources

#### **Person Responsible**

Debra Lynch

#### **Schedule**

Weekly, from 8/25/2015 to 5/27/2016

#### **Evidence of Completion**

Data Reflection Documentation, Lesson Plans, Student Work

### Plan to Monitor Fidelity of Implementation of G5.B1.S3 **6**

Lack of Interventions

#### **Person Responsible**

Debra Lynch

#### **Schedule**

Weekly, from 8/25/2015 to 5/27/2016

#### **Evidence of Completion**

Student work, Lesson Plans, Teacher Documentation

**Plan to Monitor Effectiveness of Implementation of G5.B1.S3 7**

Teacher Interventions

**Person Responsible**

Debra Lynch

**Schedule**

Weekly, from 8/25/2015 to 5/27/2016


**Evidence of Completion**

CGA Results, Teacher Data Reflections, Observations


**G6.** If teachers effectively unpack the standards and analyse student work for mastery during the Biology Common Planning sessions, then the percentage of our Biology students passing the EOC will increase. 1

 G071985

**G6.B1** Three of the four Biology teachers have less than two years experience 2

 B187712

**G6.B1.S1** Support from the science administrator and district coach will guide the teachers' work during the weekly Common Planning session 4

 S199228

**Strategy Rationale**

Expertise of the administrator and district coach will help focus the planning sessions on student learning and effective strategies.

**Action Step 1 5**

Increase parental contact and increase the total number of students participating in after school sessions.

**Person Responsible**

Osama Zakaria

**Schedule**

Quarterly, from 8/25/2015 to 5/27/2016

**Evidence of Completion**

Phone logs, emails, Principal messages posted on the school website

**Plan to Monitor Fidelity of Implementation of G6.B1.S1** 6

Check for parent contact

**Person Responsible**

Osama Zakaria

**Schedule**

Quarterly, from 8/25/2015 to 6/1/2016

***Evidence of Completion***

Phone logs, next steps form, informal surveys

**Plan to Monitor Effectiveness of Implementation of G6.B1.S1** 7

Review data to see if increased contact leads to improvement

**Person Responsible**

Osama Zakaria

**Schedule**

Quarterly, from 8/25/2015 to 6/1/2016

***Evidence of Completion***

Test data, phone logs, minutes from meetings, survey results

**G6.B1.S2** Capture the review sessions in a digital format **4**

 S199229

**Strategy Rationale**

In the event students and their families are unable to make arrangements to attend after school sessions, it may be possible distribute sessions in a digital format. This may help to increase the number of students impacted by the current sessions already provided.

**Action Step 1** **5**

Create a forum to identify, discuss, and implement the most effective instructional resources available.

**Person Responsible**

Osama Zakaria

**Schedule**

On 6/1/2016

**Evidence of Completion**

resource list, meeting agenda and minutes

**Plan to Monitor Fidelity of Implementation of G6.B1.S2** **6**

Monitor the participation and the total number of resources identified

**Person Responsible**

Debra Lynch

**Schedule**

Quarterly, from 8/25/2015 to 6/1/2016

**Evidence of Completion**

post observation conference forms or evidence of teachers using the identified resources



**Plan to Monitor Effectiveness of Implementation of G6.B1.S2 7**

classroom data

**Person Responsible**

Debra Lynch

**Schedule**

Weekly, from 8/25/2015 to 6/1/2016

**Evidence of Completion**

minutes from meeting, data logs, data notebooks or digital data files that are accessible to the teacher and students in the course.

**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
G1.B1.S1.A1	All qualified students will participate in practice FAA format test items	Rogers, Shelli	8/24/2015	The average scores on the FAA will increase by 1 percentage point	5/30/2016 weekly
G2.B1.S1.A1	Dialogue with feeder middle schools about vertical articulation.		9/17/2014	Emails and meeting notes from district level meetings.	5/29/2015 semiannually
G3.B1.S1.A1	Increase the opportunity for parents to visit or become involved at the school.	Lynch, Debra	8/25/2014	School Messenger log, Volunteer hours, visitation logs	6/5/2015 monthly
G4.B2.S1.A1	Effective use of Instructional Resources	Lynch, Debra	8/25/2015	Data Reflection Documentation, Lesson Plans, Student Work	5/29/2016 weekly
G4.B2.S2.A1	Data Driven Instruction	Lynch, Debra	8/25/2015	Teacher Reflection Documentation, CGA Baseline, Teacher-made Assessments	5/27/2016 weekly
G5.B1.S1.A1	Group Work	Lynch, Debra	8/24/2015	Observations from Administrators, Coaches and Instructional Specialist	5/29/2016 biweekly
G5.B1.S2.A1	Data Driven Instruction	Lynch, Debra	8/18/2015	Teacher Data Reflection Documentation, CGA Baseline, Teacher-made Assessments	5/25/2016 weekly
G5.B1.S3.A1	Effective use of Instructional Resources	Lynch, Debra	8/25/2015	Data Reflection Documentation, Lesson Plans, Student Work	5/27/2016 weekly
G6.B1.S1.A1	Increase parental contact and increase the total number of students participating in after school sessions.	Zakaria, Osama	8/25/2015	Phone logs, emails, Principal messages posted on the school website	5/27/2016 quarterly
G6.B1.S2.A1	Create a forum to identify, discuss, and implement the most effective instructional resources available.	Zakaria, Osama	8/25/2015	resource list, meeting agenda and minutes	6/1/2016 one-time
G1.MA1	Student data on job performance and practice tests	Rogers, Shelli	8/25/2015	Student results on practice tests and feedback from job performance	5/29/2016 weekly
G1.MA1	Student results on practice tests and feedback from job performance	Rogers, Shelli	8/25/2015	Student results on practice tests and feedback from job performance	5/29/2016 weekly
G1.B1.S1.MA1	Review of work schedules and communication with job coaches as well as ESE Lead Teacher and CSS Site Coach during weekly Instructional Leadership Meetings	Rogers, Shelli	8/25/2015	Weekly reports from those responsible	5/29/2016 weekly

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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
G1.B1.S1.MA1	Implementation will be monitored through the instructional leadership team, weekly.	Rogers, Shelli	8/25/2015	Student participation reports and practice exercises for FAA.	5/29/2016 weekly
G2.MA1	Include test-taking strategies and reading strategies across the curriculum, to support the learning of all students.	Henry, Sara	8/25/2015	Lesson Planning information and Common Planning documentation.	5/29/2016 weekly
G2.B1.S1.MA1	Dialogue with feeder schools to gather data about incoming classes.	Henry, Sara	8/25/2015	Meeting agendas and notes, emails.	5/29/2016 one-time
G2.B1.S1.MA1	Dialogue with feeder schools to gather data about incoming classes and skill sets.	Henry, Sara	8/25/2015	Meeting agendas, notes, emails.	5/29/2016 one-time
G3.MA1	Monitor volunteer management system to track total hours of parent engagement	Holsey-Smile, Angela	8/24/2015	Report showing the number of volunteer hours, and activities selected.	6/5/2016 quarterly
G3.B1.S1.MA1	monitor the number of parents attending	Holsey-Smile, Angela	8/25/2014	Crowd, sign-in sheets	6/5/2015 quarterly
G3.B1.S1.MA1	Monitor the number of parents attending invited school events	Holsey-Smile, Angela	8/25/2014	Parent Attendance	5/29/2015 quarterly
G4.MA1	Monthly District Assessments, Teacher Assessments, and Teacher Interventions	Lynch, Debra	8/25/2015	CGA Results, Teacher Data Reflections and Teacher Documentation of Interventions	5/27/2016 weekly
G4.B2.S1.MA1	Teacher Interventions and Accommodations	Lynch, Debra	8/25/2015	CGA Results, Teacher Data Reflections, Observations, Student Assignment improvement	5/27/2017 weekly
G4.B2.S1.MA1	Teacher using Resource Tools	Lynch, Debra	8/25/2015	Student work, Lesson Plans, Teacher Documentation	5/29/2016 weekly
G4.B2.S2.MA1	Data Driven Instruction	Lynch, Debra	8/25/2015	Data Reflection Documentation, Observations, CGA Results, Students' EOC scores	8/25/2015 weekly
G4.B2.S2.MA1	Data Driven Instruction	Lynch, Debra	8/25/2015	Data Reflection Logs, Quarterly CGA Results, Observations, Common Planning	5/27/2016 weekly
G5.MA1	CGA Quarterly Assessments, Teacher Assessments and Teacher Interventions	Lynch, Debra	8/24/2015	CGA Results, Teacher Data Reflections and Teacher Documentation of Interventions	5/29/2016 weekly
G5.B1.S1.MA1	Student Group Work	Lynch, Debra	8/24/2015	Observations, Student improved assignment and assessments	5/29/2016 weekly
G5.B1.S1.MA1	Student Group Work	Lynch, Debra	8/24/2015	Lessons Plans, Observations, Common Planning	5/29/2016 biweekly
G5.B1.S2.MA1	Data Driven Instruction	Lynch, Debra	8/25/2014	Data Reflection Logs, Quarterly CGA Results, Observations	5/29/2015 weekly
G5.B1.S2.MA1	Data Driven Instruction	Lynch, Debra	8/25/2015	Data Reflection Logs, Quarterly CGA Results, Observations, Common Planning	8/25/2015 weekly
G5.B1.S3.MA1	Teacher Interventions	Lynch, Debra	8/25/2015	CGA Results, Teacher Data Reflections, Observations	5/27/2016 weekly
G5.B1.S3.MA1	Lack of Interventions	Lynch, Debra	8/25/2015	Student work, Lesson Plans, Teacher Documentation	5/27/2016 weekly
G6.MA1	Review data presented through PLC to check for progress towards improving student performance. "Have the resources really helped?"	Lynch, Debra	8/25/2015	Minutes from plc meeting, notes from plc, leadership meeting agenda, teacher generated data, student performance on EOC	6/1/2016 quarterly
G6.B1.S1.MA1	Review data to see if increased contact leads to improvement	Zakaria, Osama	8/25/2015	Test data, phone logs, minutes from meetings, survey results	6/1/2016 quarterly
G6.B1.S1.MA1	Check for parent contact	Zakaria, Osama	8/25/2015	Phone logs, next steps form, informal surveys	6/1/2016 quarterly
G6.B1.S2.MA1	classroom data	Lynch, Debra	8/25/2015	minutes from meeting, data logs, data notebooks or digital data files that are	6/1/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				accessible to the teacher and students in the course.	
G6.B1.S2.MA1	Monitor the participation and the total number of resources identified	Lynch, Debra	8/25/2015	post observation conference forms or evidence of teachers using the identified resources	6/1/2016 quarterly

## 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.*

**G2.** If teachers effectively unpack the standards and analyse student work for mastery during the 9/10 ELA Common Planning sessions, our grades 9 and 10 students taking the FSA will earn a passing score.

**G2.B1** Students entering high school with vastly differing levels of preparation (from different middle schools, etc.).

**G2.B1.S1** Dialogue with feeder schools (specifically, middle school coaches and teachers) to gather data about incoming classes.

### PD Opportunity 1

Dialogue with feeder middle schools about vertical articulation.

#### Facilitator

Andrea Harter and Sara Henry

#### Participants

Middle and High school English and Reading Teachers

#### Schedule

Semiannually, from 9/17/2014 to 5/29/2015

**G6.** If teachers effectively unpack the standards and analyse student work for mastery during the Biology Common Planning sessions, then the percentage of our Biology students passing the EOC will increase.

**G6.B1** Three of the four Biology teachers have less than two years experience

**G6.B1.S2** Capture the review sessions in a digital format

### PD Opportunity 1

Create a forum to identify, discuss, and implement the most effective instructional resources available.

#### Facilitator

Mr. Zakaria

#### Participants

Teachers who wish to receive the training

#### Schedule

On 6/1/2016

## Technical Assistance Items

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

**G3.** If communication is improved between the school and parents/guardians, then the level of parental involvement will increase at Atlantic Coast.

**G3.B1** Parents may find it difficult to make time to visit the high school due to the demands of work schedules.

**G3.B1.S1** Provide opportunities to become involved at the school with more flexible hours of operation.

**PD Opportunity 1**

Increase the opportunity for parents to visit or become involved at the school.

**Facilitator**

Angela Holsey-Smiley

**Participants**

Parents and ACHS Employees

**Schedule**

Monthly, from 8/25/2014 to 6/5/2015

## Budget

<b>Budget Data</b>						
<b>1</b>	<b>G1.B1.S1.A1</b>	<b>All qualified students will participate in practice FAA format test items</b>				<b>\$250.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2681 - Atlantic Coast High School			\$250.00
<i>Notes: Internal ESE Funds</i>						
<b>2</b>	<b>G2.B1.S1.A1</b>	<b>Dialogue with feeder middle schools about vertical articulation.</b>				<b>\$200.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$200.00
<i>Notes: Materials for vertical planning</i>						
<b>3</b>	<b>G3.B1.S1.A1</b>	<b>Increase the opportunity for parents to visit or become involved at the school.</b>				<b>\$0.00</b>
<b>4</b>	<b>G4.B2.S1.A1</b>	<b>Effective use of Instructional Resources</b>				<b>\$1,000.00</b>

<b>Budget Data</b>							
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			2681 - Atlantic Coast High School			\$1,000.00	
5	G4.B2.S2.A1	<b>Data Driven Instruction</b>					<b>\$0.00</b>
6	G5.B1.S1.A1	<b>Group Work</b>					<b>\$0.00</b>
7	G5.B1.S2.A1	<b>Data Driven Instruction</b>					<b>\$0.00</b>
8	G5.B1.S3.A1	<b>Effective use of Instructional Resources</b>					<b>\$0.00</b>
9	G6.B1.S1.A1	<b>Increase parental contact and increase the total number of students participating in after school sessions.</b>					<b>\$2,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			2681 - Atlantic Coast High School	Other		\$2,000.00	
			<i>Notes: Pay teachers to tutor and supervise students in the safe room</i>				
10	G6.B1.S2.A1	<b>Create a forum to identify, discuss, and implement the most effective instructional resources available.</b>					<b>\$0.00</b>
					<b>Total:</b>	<b>\$3,450.00</b>	