Atlantic High School

2015-16 School Improvement Plan

Atlantic High School

2455 W ATLANTIC AVE, Delray Beach, FL 33445

www.edline.net/pages/atlantic_high_school

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	66%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	78%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

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 is pending approval by the Palm Beach County School Board.

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.

Table of Contents

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	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Atlantic Community High School's purpose is to serve the educational needs of the community and its students. Our mission is to enable all students to become positive and productive citizens and members of a global society. To achieve this, we aim to develop the student intellectually, socially, ethically and physically. The overall climate encourages life-long learning through self-discipline, tolerance, leadership and service to others.

Provide the school's vision statement

Atlantic Community High School is:
a school that is a safe, secure, and orderly place that provides a positive and comfortable learning and working environment for all:
- a school that stresses academic achievement as well as involvement in extra-curricular activities.
- a school that prepares all students to function cooperatively and productively in the global community.
- a school that functions effectively and cooperatively with parents, businesses and community members.

School Environment

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

Atlantic Community High School learns about students' cultures and builds relationships between teachers and students through fostering a Single School Culture and appreciation for multicultural diversity. We ensure that positive relationship-building is a clear priority for all stakeholders. The administrative team Identifies and engages school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships (data-based decision making). Campus based personnel assist with providing professional development that helps teachers to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice/equity gaps;
Single School Culture for Academics approach is sustained through the Learning Team process
Behavior is sustained through the implementation of rules and policies and the School-wide Positive Behavior Support initiative. Climate is sustained through various incentives.
Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:
• History of Holocaust
• History of Africans and African Americans
• Hispanic Contributions
• Women's Contributions
• Sacrifices of Veterans

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

Atlantic High School creates an environment where students feel safe and respected before, during and after school by articulating, demonstrating, and teaching the specific practices that reflect the

application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school. School personnel across the campus will clarify their expectations for positive interpersonal interactions and create the structures and procedures for reporting incidents of bullying/harassment/dating violence/civil rights policies.

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

Our school-wide behavioral system assists with reducing distractions that would potentially interfere with student focus during instructional time. Our Universal Guidelines and behavior matrix are taught at least twice a year to ensure students are aware of school expectations. Teachers are also trained in classroom management strategies (CHAMPS, etc.)
Our school-wide behavioral system that minimizes distractions to keep students engaged during instructional times is the School-wide Positive Behavior Support System. The SOAR universal guidelines is our established protocol for major versus minor disciplinary incidents, clear student behavioral expectations, and ongoing training for school personnel to ensure the system is fairly and consistently enforced.
Eagles SOAR (Safety, Ownership, Act Responsibly, and Respect).
Our Universal Guidelines dictate that Atlantic Eagles SOAR:
Safety First- I will consider the safety of myself and others.
Ownership- I will avoid making excuses for my behavior.
Act Responsibly- I will act responsibly and with integrity at all time.
Respect- I will act in a respectful manner with all members of my school community.

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 being met through the use of counseling, mentoring and other student services. Students are able to request to receive guidance services through the Counselor's Corner during their designated lunches. Multiple mentoring groups are available to students during school, after school, and on designated Saturdays. A variety of students services are offered in our Students Services building.
The School Based Team (SBT) meets on a regular basis to discuss students who are experiencing barriers to their academic and social success.

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

N/A

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	25	5	11	10	51
One or more suspensions	115	134	110	37	396
Course failure in ELA or Math	117	81	72	19	289
Level 1 on statewide assessment	143	107	125	49	424

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	127	90	81	20	318

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

Intervention strategies used to improve performance of students who are experiencing two or more early warning indicators include, but are not limited to: implementation of academic planning team to problem solve and create action plans, using Reading Plus, implementing tutorials, student-teacher data chats, and goal setting. The school has notification procedures for parents, agencies and community outreach programs.

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?
Yes

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

Description

For the 2015-2016 school year, we will increase the participation of parents in school activities with their children via parental involvement activities and frequent written communication from the school. Our PTSA will also serve as a vital source of communication for our school.
• Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;
• During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators;
• Offer fun, interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology;
• Communicate classroom and school news to parents;
• Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;
• Create the formats for inviting parent participation in the cultural education process;
• Positive notes, letters, phone calls home;

• Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate parent meetings/workshops on topics such as developing school success skills, building a college-going culture through the Eight Components of College and Career Readiness (aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary), and developing growth mindsets in children.

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

Atlantic High School builds and sustains partnerships with the local community by reaching out to the individual citizens and organizations through attendance at community meetings and events. Several members of the community attend our SAC meetings and other school sponsored events. Community stakeholders are constantly encouraged to visit our website and campus and attend our events. Many of these individuals choose to provide funding and other resources to support the school and student achievement.

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
Dellegrotti, Tara	Principal
Allen, Kia	Assistant Principal
Youngman, David	Assistant Principal
Slydell, Robert	Assistant Principal
Acosta, Carlos	Teacher, Career/Technical
Bruce, Kelly	Guidance Counselor
Castellano, Allison	Assistant Principal
Chee-A-Tow, Susan	Instructional Coach
Dixon, Marc	Assistant Principal
Hollander, Kelly	Assistant Principal
Maxwell, Tricia	Administrative Support
Mitchell, Adria	Administrative Support
Mose, Tammy	Instructional Coach
Powers, Mary	Assistant Principal
Rodney, Jean-Claude	Assistant Principal
Rodriguez, Susan	Administrative Support

Duties

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

Members of our leadership team operate in two ways: as a group handling the variety of issues involved in
operating a school and as a strategic group managing longer term issues of academic achievement and
continuous improvement. The members serve as instructional leaders by meeting regularly to share information, coordinate efforts across departments, and make the decisions needed to keep the school running effectively. In this capacity, the leadership team typically focuses on necessary strategic decisions that will develop all students intellectually, socially, ethically and physically.

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

Referrals are derived through assistant principals and guidance counselors who have already documented academic and/or behavior interventions with the identified students. Processed referrals are placed on the RtI/SBT members. Meetings occur each Wednesday, with members of each leadership team attending. The problem solving process occurs for each student. An intervention is determined and a plan is then put in place. Referred students are routinely progress monitored and reviewed by RtI/SBT for improvement of their academic performance and behavior. The problem solving process continues when the intervention is deemed as unsuccessful.
Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our behavior matrix, and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We modify our Action Plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through student campaigns, structured lessons, and implementation of SwPBS programs.
Title I, Part A
Atlantic Community High School has been awarded $270,000 in Title I funds for the 2016 school year. These funds will be used to employ a Reading Coach, Reading Resource teacher, Math Coach, Math Resource teacher, and Math classroom teacher. Title I funds are also used to pay for tutorials, classroom supplies, professional development supplies, refreshments for parental involvement training, postage for parent mailings, and supplies for on-going professional development.
Title I, Part D
The Guidance Department conducts classroom chats and has daily chat sessions in the cafeteria during each lunch.
Title II
Professional development opportunities are provided by Title II funds. We also receive funds for AVID support, Advanced Placement training and support, and IB/AICE/AP professional develevment opportunities.
Ttile III
Title III funds are used to pay for an additional Community Language Facilitator.
Violence Prevention Programs
Atlantic Community High School will implement a Single School Culture approach and promote appreciation of multicultural diversity through planned activities.
Nutrition Program
Atlantic Community High School provides more nutritious meals and food choices for our students and staff in our redesigned cafeteria.
Adult Education
Atlantic Community High School's Adult Education program provides a variety of programs designed to meet the needs of the community including, GED Preparation, Credit Recovery, Architectural Drafting, and high quality facilities for lease.
Career and Technical Education

A period is allocated for Carlos Acosta to plan and coordinate the career academies.
Job Training
Atlantic Community High School offers job training through our OJT program, and special activities with our exceptional student education program.
Other
Required Instruction Listed in 1003.42(2) F. S., as applicable to appropriate grade levels.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Angela Perez	Parent
Tammy Mose-Cooper	Teacher
Michelle Quigley	Parent
Mindy Nichols	Parent
Alexis Fisher	Student
Molly Johnson	Parent
Frank Hunter	Parent
Jeanine Lerner	Parent
Tara Dellegrotti	Principal
Katherine Fogarty	Parent
Aundrea Perez	Student
Carolyn Ehrlich	Parent
Kathleen Ruby	Parent
Alice Finst	Business/Community
Leah Grossman	Business/Community
Darla Fisher	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

For the 2014-15 SIP, Atlantic High's SAC discussed the SIP and submission deadlines during the first SAC meeting on September 29th. Due to the October 9th deadline for SIP submission, the meeting schedule was modified and a meeting was held on September 29th to comply with the deadline.

Development of this school improvement plan

The SAC met prior to the October deadline for the 2015-16 SIP submission. During the September meeting, the SAC reviewed Florida Sunshine Laws and the Bylaws. The SAC evaluated the 2015-16 SIP and completed other annual requirements, including a review of the school mission, and school vision statement. SAC members also had the opportunity to comment, ask questions, and recommend changes prior to and during the meeting. The SAC was provided with the draft portion of the SIP and the draft Targeted Goals to review. Within the September meeting, the SAC reviewed the SIP then voted to approve it. Members had access to the draft SIP for review and commented prior to the vote. Members of the SAC were utilized to the develop the SIP. Administration provided guidance

and input pertinent information vital to the success of the plan. Throughout the school year, the SAC will continue to monitor progress toward meeting the Targeted Goals, and will make updates to the SIP as appropriate.

Preparation of the school's annual budget and plan

The SAC will assist in the school's annual budget to identify areas with funding shortages. The SAC will vote to advocate programs presented before the SAC that reflect the SIP Targeted Goals, and distribute funds as needed to support these Goals. SAC funds will be used with careful consideration as to how achievement of SIP Goals may be enhanced with SAC funding.

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

Funds are traditionally requested for the purpose of enhancing school performance through development and implementation of our school improvement plan. Last year, the SAC voted to authorize the expenditure of up to $2000 to support Atlantic High's AVID program, which strives to create college-ready students. In addition, the SAC authorized the expenditure of up to $3000 to support Saturday Sizzler, an FCAT tutoring program. These SAC-endorsed programs were able to utilize other funding sources, so SAC's budget was not used to fund AVID, and $2700 was expended to support the Saturday Sizzler program. Upon learning that Atlantic High, as an "A" school, was the recipient of A+ funds, the SAC voted to approve the distribution of funds recommended to the SAC by the school staff. All staff members working at Atlantic High during the previous school year received a share of the funds.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

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

The SAC has made it a priority to encourage participation from members of groups not currently represented. Specifically, SAC representatives worked with the Student Government Association to recruit student members, and current District Employee recruited Teacher and Education Support Employee members. Atlantic High is 100% in compliance for the composition of its SAC representation, but not in membership compliance with regard to the community it serves. SAC members will focus recruitment efforts on adding Hispanic representatives, and representatives from the Asian/other population, in order to reach compliance in this area.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Dellegrotti, Tara	Principal
Allen, Kia	Assistant Principal
Slydell, Robert	Assistant Principal
Hollander, Kelly	Assistant Principal
Mose, Tammy	Instructional Coach
Maxwell, Tricia	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team (LLT) ensures that all educators are well-versed with the new Florida standards implementation, receive professional development for Text Dependent Questions, Citing Text Evidence, Core Six strategies, and implementing AVID strategies. The LLT plans to continue to infuse Core strategies that build stamina and endurance via independent reading using classroom libraries and to nurture a reading culture across our school campus; to build teacher capacity; to focus on individual and collective student data and professionally develop teachers on effective small group differentiated instruction based on student needs. Literacy is promoted and supported through family literacy nights, professional development, literacy coaches, summer literacy planning, and other initiatives.

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

Positive working relationships are fostered between teachers through Learning Team Meetings. The master schedule has been created to provide consistent time for teachers to meet by common content and grade level. Research-based protocols that focus on meeting students' academic needs are utilized and monitored. Student achievement is monitored and instruction is adjusted when necessary based on the decisions made through the collaborative planning and instruction process.

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

Our school recruits and retains highly qualified, certified-in field, and effective teachers to the school by ensuring that all teachers receive relevant professional training, have an academy schedule and common planning time, and receive a support system that includes veteran mentor and buddy teachers. Additionally, we seek assistance from the Department of Recruitment and Retention to provide advice and leads on potential candidates.

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

Our teacher mentoring plan allows teachers the opportunity to conduct peer to peer coaching, peer to peer conferences, shadowing, common planning, and check in status. The teachers are paired by common content area and grade level. Teachers meet frequently, especially those required to participate in the ESP program, to engage in collaborative conversation and planning. School personnel engage in frequent and systematic mentoring, coaching, and induction programs that align with the school's values and fundamental beliefs about teaching, learning, and the conditions that promote achievement. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

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

Atlantic Community High School ensures our core instructional programs and materials are aligned to Florida's standards by engaging in small learning communities that create ongoing opportunities for

teachers to interact with the new Florida Standards in addition to planning and discussing curriculum that aligns to the standards. This process supports a higher level of comprehension. The educational conversations and learning opportunities promote dialogue and collaboration that can dispel misunderstandings and promote opportunities for advancement in instructional practices, curriculum, and the knowledge of the standards. Also with the usage of our district's program "Blender", our instructional staff can engage upon deepening their pedagogy of the Florida standards.

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

Atlantic Community High School uses baseline data from the Florida Comprehensive Assessment Test (FCAT), Curriculum based measurement, Florida Standards Assessment (FSA), Palm Beach County Fall Diagnostics, End Of Course Exams, Palm Beach Writes, Florida Assessment for Instruction in Reading (FAIR), Comprehensive English Language Learning Assessment (CELLA), Discipline referrals, and retentions to provide and differentiate instruction to meet the diverse needs of students. At the midyear point, data from the Palm Beach County Winter Diagnostics and curriculum based measurement is used. At the end of year, data from the Florida Comprehensive Assessment Test (FCAT), End of Course Exams (EOC) and AP/ACT/SAT/AICE scores is used. Reading teachers use reports from EDW to summarize data at each tier for reading. Mathematics teachers use reports from EDW to summarize data at each tier for mathematics. Sources of data include FSA, Performance Matters, FCAT and diagnostics. Science teachers use data from the Gizmos program to summarize data at each tier for Science. English teachers use data the Palm Beach Writes and Florida Writes assessments to summarize data at each tier for Writing. Instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments through Learning Team Meeting processes and department meeting curriculum planning.

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: 17,500

After School Tutoring

Strategy Rationale

To provide students with the necessary academic enrichment

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Dellegrotti, Tara, tara.dellegrotti@palmbeachschools.org

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

The effectiveness of this strategy is based on the number of students passing their current courses and standardized assessments.

Strategy: Summer Program
Minutes added to school year: 2,000

Jump Start is a summer enrichment program that provides tutoring in the areas of reading, math, writing, science, and ACT/SAT.

Strategy Rationale

To provide students with the necessary academic enrichment

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Slydell, Robert, robert.slydell@palmbeachschools.org

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

The success of this strategy is determined by the FCAT and EOC scores of students who consistently attended the enrichment sessions.

Strategy: Summer Program
Minutes added to school year: 2,000

The Algebra I EOC program is a tutoring program for students who need to pass the Algebra I EOC during the summer so they can receive credit for completing the course.

Strategy Rationale

To provide students with the necessary academic enrichment

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Slydell, Robert, robert.slydell@palmbeachschools.org

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

The success of this strategy is determined by the EOC scores of students who consistently attended the tutorial sessions.

Strategy: Weekend Program

Minutes added to school year: 2,160

Saturday Sizzler is a weekend program that provides tutoring in the areas of reading, math, writing, science, and ACT/SAT.

Strategy Rationale

To provide students with the necessary academic enrichment

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Slydell, Robert, robert.slydell@palmbeachschools.org

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

The success of this strategy is determined by the FCAT and EOC scores of students who consistently attended the tutorial sessions.

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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

Atlantic Community High School has a comprehensive and developmental guidance department that is designed to serve all students and prepare them for productive citizenship. Our guidance services are based on the national standards of the American School Counseling Association, Florida Department of Education's School Counseling and Guidance Framework, and other research-based strategies. We provide services and assistance within the following three domains: academic, career, and social personal. Services provided in thes three areas help to foster student achievement and success. Additionally, we provide services and information through Academic Domain, the District's Homework Hotline, tutoring, SAL-P, weekly progress reports, Edline,CHOICE Programs, Adult Education Credit Lab,FLVS, PBVS, Advanced Placement classes, Dual Enrollment, National Honor Society, and Student Success Skills.
In the Career Domain, we provide assistance and information regarding CHOICE Programs, financial aid assistance, Choice programs, college fairs, and JROTC.
In the Personal/Social Domain, we provide services and information regarding character education, athletic/extracurricular activities (clubs), group counseling, conflict resolution and peer mediation, and

Brown/Red Ribbon Week activities.

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of the Single School Culture © Initiatives initiatives at our school address the promotion of increased student participation and performance in Advanced Placement® (AP) coursework, the AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies, and Guidance Services working with schools to inform and support students and parents in graduation and college readiness goals.

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

Atlantic Community High School has incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future by implementing courses that focus on college preparedness and career skills. Through our career and technical programs, we encourage students to explore different career paths. We also partner with industrial professionals through our course programs.

In our academic and elective classrooms, teachers use real-life situations, current events, and guiding questions to help students understand the relevance between their content area and how it applies to their future. Our teachers also collaborate with other subject areas to complete interdisciplinary units and projects. These projects focus on integrating the related subjects together to demonstrate how real-life projects work using the skills learned in different subject areas.

Atlantic Community High School started the first IBCC program in PBCSD that has been ranked 3rd in the state. In 2013, we had expanded our IBCC programs from the Architectural IBCC program to the first Criminal Justice Program in the world and the first ROTC IBCC program in the State. Furthermore, instructors from the IBCC programs have or will receive training with IB Americas.

Gaining access to software updates for "Certiport" from the school district to increase Industry Certifications in the Sports Marketing Program and the Pre-Architecture Program allows students to engage in conversation and application of how what they are learning is relevant to their future. The Eagle Nest Project is going through the process of being approved the city donated the lot for the construction of the Eagle Nest 3. Students in the Pre-Architecture Program are already designing the new house. From the IB world, we have acquired new Apple computers and have given a new lab, cameras, lights, and other equipment and software to the TV Production class to allow the students to make connections with what they are learning and the success of their future endeavors.

Academies/Career Development classes include:
Construction
Culinary
Criminal Justice
Early Childhood/Teaching
First Responder
Leadership (JROTC)
Sports Marketing

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

One strategy that we use to improve student readiness for the public postsecondary level is registering all 12th graders for the ACT and SAT. Other strategies include providing after school tutoring for SAT and ACT prior to test dates, utilizing data to ensure registration of all students meet college readiness standards, providing targeted tutoring based on data. Another strategy that is used is providing informational sessions that explain the benefits of being college ready (no prep class). Periodic reviews of college readiness report throughout year, making sure testing, tutoring and

benefits information is extended again to appropriate students. A final strategy that is used is reviewing of updated data in April with students who have not reached the standard being offered CPT information and registration.

Schools may offer career academies and or career and technical education programs. These programs are organized as programs of study attached to articulated credit with local post-secondary institutions as well as industry certifications. Students receive counseling in order to select the appropriate program as well as the correct course sequence to take.

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

Our students are equipped with the necessary knowledge for the public post-secondary level due to our implementation of offering strategies classes, student needs assessment and reviews conducted by the School Based Team, college and career readiness workshops for students and parents, and classroom guidance and individual counseling sessions with students.

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 we develop students who are able to form effective relationships among peers and adults while simultaneously making improvements within their Mathematics and Reading Literacy skills, that incorporates technology and innovative skills, then we will have prepared them for long-term success, and our targets will be met.

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 we develop students who are able to form effective relationships among peers and adults while simultaneously making improvements within their Mathematics and Reading Literacy skills, that incorporates technology and innovative skills, then we will have prepared them for long-term success, and our targets will be met. 1a

G075090

Targets Supported 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	90.0
AMO Math - All Students	55.0
AMO Reading - All Students	73.0

Resources Available to Support the Goal 2

•

Targeted Barriers to Achieving the Goal 3

- Lack of effective resources to help curb the desired behaviors.

- Scheduling our students their needed tutorials due to limited time within the regular school day.

- Teachers and parents are unfamiliar with the new Florida standards.

Plan to Monitor Progress Toward G1. 8

Our data related to discipline and behavior incidents will be reviewed.

Person Responsible
Robert Slydell

Schedule
Every 6 Weeks, from 9/1/2015 to 6/9/2016

Evidence of Completion
EDW and other resources will be analyzed.

Plan to Monitor Progress Toward G1. 8

Our tutorial coordinator, administration, literacy/math coaches, and teachers will monitor student progression in an effort to adjust plans for continuous improvement.

Person Responsible
Robert Slydell

Schedule
Biweekly, from 9/28/2015 to 5/30/2016

Evidence of Completion
Progress monitoring sheets along with any other data created.

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 we develop students who are able to form effective relationships among peers and adults while simultaneously making improvements within their Mathematics and Reading Literacy skills, that incorporates technology and innovative skills, then we will have prepared them for long-term success, and our targets will be met. `1`

🔑 G075090

G1.B1 Lack of effective resources to help curb the desired behaviors. `2`

🔑 B196081

G1.B1.S1 We will implement school-wide behavioral strategies and programs. `4`

🔑 S207802

Strategy Rationale

We want to foster positive relationships that strengthens the communication between peers, adults, the school and community.

Action Step 1 `5`

Members of the SwPBS team will attend the required professional development sessions. The team will also meet on a regular basis to plan activities for the students and incorporate professional sessions for the teachers. Lastly, the team will implement the plan, provide on-going support, and monitor the implementation of the program.

Person Responsible

Robert Slydell

Schedule

Monthly, from 9/2/2015 to 6/8/2016

Evidence of Completion

Professional development summaries, agendas, and pertinent documents from SwPBS activities.

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

Lesson plans and student evidence will be examined to monitor implementation.

Person Responsible

Robert Slydell

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans and student samples

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

Administration will look for samples of student completed projects and evidence that SwPBS is being discussed i nthe classroom.

Person Responsible

Schedule

Monthly, from 8/25/2015 to 6/9/2016

Evidence of Completion

Lesson plans and student samples

G1.B2 Scheduling our students their needed tutorials due to limited time within the regular school day. [2]

🔧 B196082

G1.B2.S1 We want to ensure that our students are provided with differentiated instruction through extended learning opportunities within and outside of the regular school day. [4]

🔧 S207803

Strategy Rationale

Majority of students on every academic level need remediation or enrichment.

Action Step 1 [5]

Our resource teachers will push in and pull out small groups of students.

Person Responsible

Robert Slydell

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Resource teacher's schedules, lesson plans, and student attendance sheets

Action Step 2 [5]

Additional reading teacher teacher will allow for smaller class size for targeted student assistance.

Person Responsible

Robert Slydell

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Schedules, lesson plans, student attendance sheets, class rosters.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administration will check to see that differentiated instruction is evident within/outside the classrooms.

Person Responsible

Robert Slydell

Schedule

Monthly, from 10/5/2015 to 6/3/2016

Evidence of Completion

Administration will collect samples of lesson plans from instructional staff within and outside the regular school day.

G1.B2.S2 Our tutoring sessions will be implemented to provided differentiated instruction and assist students with passing the required state and EOC assessments. 4

🔍 S207804

Strategy Rationale

Majority of students on every academic level need some form of remediation or enrichment.

Action Step 1 5

Provide after school and Saturday tutorials

Person Responsible

Robert Slydell

Schedule

Monthly, from 10/5/2015 to 3/31/2016

Evidence of Completion

Schedules, lesson plans, student attendance sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Administrators will promote student attendance and collect data of weekly attendance.

Person Responsible

Robert Slydell

Schedule

Monthly, from 10/5/2015 to 3/31/2016

Evidence of Completion

Analyzed attendance (summary information); annotated lesson plans indicating review of content & strategies; perhaps add debriefing notes from meeting with lead tutor/tutorial administrator.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Administration will review assessment data for students who attended tutorials

Person Responsible

Robert Slydell

Schedule

Annually, from 10/5/2015 to 3/31/2016

Evidence of Completion

Student attendance sheets, lesson plans, and reports from our data processor

G1.B3 Teachers and parents are unfamiliar with the new Florida standards. 2

🔑 B196083

G1.B3.S1 We want to ensure that all teachers are familiar with the new Florida standards and are well equipped to implement or assist with the implementation school-wide. 4

🔑 S207805

Strategy Rationale

All teachers need to become familiar with the new standards in order to ensure that their instruction is aligned to what the students need to know and be able to do.

Action Step 1 5

We will have small Learning Team meetings that will be conducted with all teachers on campus

Person Responsible

Robert Slydell

Schedule

Weekly, from 9/1/2015 to 6/2/2016

Evidence of Completion

LTM Agendas/notes, attendance sheets, student products (if necessary)

Action Step 2 5

Academic coaches will assist in facilitating LTMs, conduct PD, attend teacher planning meetings, and support teachers in implementing strategies/lessons developed.

Person Responsible

Tara Dellegrotti

Schedule

Daily, from 8/11/2015 to 6/2/2016

Evidence of Completion

Coach's log or schedule; LTM agendas, sign-ins, minutes; sample lessons; PD sign-ins, agendas, handouts

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Administrators will observe LTMs, review LTM documentation, and montior coach's documentation to ensure fidelity.

Person Responsible

Robert Slydell

Schedule

Monthly, from 8/25/2015 to 6/9/2016

Evidence of Completion

Agendas, Sign-ins, Notes from Leadership team meetings at which LTMs & Coaching programs are discussed.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Administration will review assessment data for students who attended tutorials.

Person Responsible

Kia Allen

Schedule

Monthly, from 10/5/2015 to 6/9/2016

Evidence of Completion

Student attendance sheets, lesson plans, and reports from the Data Processor.

G1.B3.S2 The school will build parent capacity through consistent communication (print and online) and parent trainings. 4

Strategy Rationale

Our parents need to be informed of the new Florida standards and the various meetings and or trainings that will take place.

Action Step 1 5

School will ensure parents receive communication regarding the new Florida standards via newsletters and other print or online materials and coordinate with staff to provide relevant parent trainings.

Person Responsible

Robert Slydell

Schedule

Monthly, from 10/1/2015 to 6/9/2016

Evidence of Completion

Copies of the written communication, agendas, sign-ins, handouts, evaluations from parent trainings.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Parent communication and trainings will be observed and documentation reviewed.

Person Responsible

Tara Dellegrotti

Schedule

Monthly, from 10/1/2015 to 6/9/2016

Evidence of Completion

Written feedback given to staff conducting parent trainings.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Feedback will be requested from parents

Person Responsible

Tara Dellegrotti

Schedule

Monthly, from 10/1/2015 to 6/9/2016

Evidence of Completion

Parent responses will be collected via various surveys requesting parental involvement feedback.

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	Members of the SwPBS team will attend the required professional development sessions. The team will also meet on a regular basis to plan activities for the students and incorporate professional sessions for the teachers. Lastly, the team will implement the plan, provide on-going support, and monitor the implementation of the program.	Slydell, Robert	9/2/2015	Professional development summaries, agendas, and pertinent documents from SwPBS activities.	6/8/2016 monthly
G1.B2.S1.A1	Our resource teachers will push in and pull out small groups of students.	Slydell, Robert	8/24/2015	Resource teacher's schedules, lesson plans, and student attendance sheets	6/9/2016 daily
G1.B2.S2.A1	Provide after school and Saturday tutorials	Slydell, Robert	10/5/2015	Schedules, lesson plans, student attendance sheets	3/31/2016 monthly
G1.B3.S1.A1	We will have small Learning Team meetings that will be conducted with all teachers on campus	Slydell, Robert	9/1/2015	LTM Agendas/notes, attendance sheets, student products (if necessary)	6/2/2016 weekly
G1.B3.S2.A1	School will ensure parents receive communication regarding the new Florida standards via newsletters and other print or online materials and coordinate with staff to provide relevant parent trainings.	Slydell, Robert	10/1/2015	Copies of the written communication, agendas, sign-ins, handouts, evaluations from parent trainings.	6/9/2016 monthly
G1.B2.S1.A2	Additional reading teacher teacher will allow for smaller class size for targeted student assistance.	Slydell, Robert	8/24/2015	Schedules, lesson plans, student attendance sheets, class rosters.	6/9/2016 daily
G1.B3.S1.A2	Academic coaches will assist in facilitating LTMs, conduct PD, attend teacher planning meetings, and support teachers in implementing strategies/lessons developed.	Dellegrotti, Tara	8/11/2015	Coach's log or schedule; LTM agendas, sign-ins, minutes; sample lessons; PD sign-ins, agendas, handouts	6/2/2016 daily
G1.MA1	Our data related to discipline and behavior incidents will be reviewed.	Slydell, Robert	9/1/2015	EDW and other resources will be analyzed.	6/9/2016 every-6-weeks
G1.MA2	Our tutorial coordinator, administration, literacy/math coaches, and teachers will monitor student progression in an	Slydell, Robert	9/28/2015	Progress monitoring sheets along with any other data created.	5/30/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	effort to adjust plans for continuous improvement.				
G1.B1.S1.MA1	Administration will look for samples of student completed projects and evidence that SwPBS is being discussed i nthe classroom.		8/25/2015	Lesson plans and student samples	6/9/2016 monthly
G1.B1.S1.MA1	Lesson plans and student evidence will be examined to monitor implementation.	Slydell, Robert	8/24/2015	Lesson plans and student samples	6/9/2016 monthly
G1.B2.S1.MA1	Administration will check to see that differentiated instruction is evident within/outside the classrooms.	Slydell, Robert	10/5/2015	Administration will collect samples of lesson plans from instructional staff within and outside the regular school day.	6/3/2016 monthly
G1.B3.S1.MA1	Administration will review assessment data for students who attended tutorials.	Allen, Kia	10/5/2015	Student attendance sheets, lesson plans, and reports from the Data Processor.	6/9/2016 monthly
G1.B3.S1.MA1	Administrators will observe LTMs, review LTM documentation, and montior coach's documentation to ensure fidelity.	Slydell, Robert	8/25/2015	Agendas, Sign-ins, Notes from Leadership team meetings at which LTMs & Coaching programs are discussed.	6/9/2016 monthly
G1.B2.S2.MA1	Administration will review assessment data for students who attended tutorials	Slydell, Robert	10/5/2015	Student attendance sheets, lesson plans, and reports from our data processor	3/31/2016 annually
G1.B2.S2.MA1	Administrators will promote student attendance and collect data of weekly attendance.	Slydell, Robert	10/5/2015	Analyzed attendance (summary information); annotated lesson plans indicating review of content & strategies; perhaps add debriefing notes from meeting with lead tutor/ tutorial administrator.	3/31/2016 monthly
G1.B3.S2.MA1	Feedback will be requested from parents	Dellegrotti, Tara	10/1/2015	Parent responses will be collected via various surveys requesting parental involvement feedback.	6/9/2016 monthly
G1.B3.S2.MA1	Parent communication and trainings will be observed and documentation reviewed.	Dellegrotti, Tara	10/1/2015	Written feedback given to staff conducting parent trainings.	6/9/2016 monthly

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.

G1. If we develop students who are able to form effective relationships among peers and adults while simultaneously making improvements within their Mathematics and Reading Literacy skills, that incorporates technology and innovative skills, then we will have prepared them for long-term success, and our targets will be met.

G1.B1 Lack of effective resources to help curb the desired behaviors.

G1.B1.S1 We will implement school-wide behavioral strategies and programs.

PD Opportunity 1

Members of the SwPBS team will attend the required professional development sessions. The team will also meet on a regular basis to plan activities for the students and incorporate professional sessions for the teachers. Lastly, the team will implement the plan, provide on-going support, and monitor the implementation of the program.

Facilitator

Administration/SwPBS Team

Participants

School Staff

Schedule

Monthly, from 9/2/2015 to 6/8/2016

G1.B3 Teachers and parents are unfamiliar with the new Florida standards.

G1.B3.S1 We want to ensure that all teachers are familiar with the new Florida standards and are well equipped to implement or assist with the implementation school-wide.

PD Opportunity 1

We will have small Learning Team meetings that will be conducted with all teachers on campus

Facilitator

Coaches/Administration

Participants

All teachers

Schedule

Weekly, from 9/1/2015 to 6/2/2016

PD Opportunity 2

Academic coaches will assist in facilitating LTMs, conduct PD, attend teacher planning meetings, and support teachers in implementing strategies/lessons developed.

Facilitator

Coaches

Participants

All teachers

Schedule

Daily, from 8/11/2015 to 6/2/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Members of the SwPBS team will attend the required professional development sessions. The team will also meet on a regular basis to plan activities for the students and incorporate professional sessions for the teachers. Lastly, the team will implement the plan, provide on-going support, and monitor the implementation of the program.				$0.00
2	**G1.B2.S1.A1**	**Our resource teachers will push in and pull out small groups of students.**				**$109,480.51**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0862 - Atlantic High School	Title I Part A	0.5	$35,945.40
			Notes: Salary and benefits for .5 Math resource teacher - Chee A Tow			
			0862 - Atlantic High School	Title I Part A	0.5	$35,945.40
			Notes: Salary and benefits for .5 Reading resource teacher			
			0862 - Atlantic High School	Title I Part A		$2,764.00
			Notes: Student supplies/resource supplies such as paper, pens, ink, sticky notes, chart paper, supplemental curriculum materials, texts, novels			
			0862 - Atlantic High School	Title I Part A	1.0	$34,825.71
			Notes: Salary and benefits for 1.0 Reading resource teacher			
3	**G1.B2.S1.A2**	**Additional reading teacher teacher will allow for smaller class size for targeted student assistance.**				**$66,243.85**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0862 - Atlantic High School	Title I Part A	1.0	$65,008.45
			Notes: 1.0 Reading Teacher - Salary and benefits - Magelinski.			
			0862 - Atlantic High School	Title I Part A		$1,235.40
			Notes: Sub for Title I funded reading teacher			
4	**G1.B2.S2.A1**	**Provide after school and Saturday tutorials**				**$34,117.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0862 - Atlantic High School	Title I Part A		$31,117.00
			Notes: Salary and benefits for HQ tutors			
			0862 - Atlantic High School	Title I Part A		$3,000.00
			Notes: Tutorial supplies such as loose leaf paper, pencils, pens, notebooks, curricular materials (ACT, SAT books), highlighters, expo markers			

Budget Data

5	G1.B3.S1.A1	We will have small Learning Team meetings that will be conducted with all teachers on campus				$0.00
6	G1.B3.S1.A2	Academic coaches will assist in facilitating LTMs, conduct PD, attend teacher planning meetings, and support teachers in implementing strategies/lessons developed.				$71,890.80
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0862 - Atlantic High School	Title I Part A	0.5	$35,945.40
			Notes: 0.5 Reading Coach - Salary & Benefits - Mose Cooper			
			0862 - Atlantic High School	Title I Part A	0.5	$35,945.40
			Notes: 0.5 Math Coach - Salary & Benefits - Chee A Tow			
7	G1.B3.S2.A1	School will ensure parents receive communication regarding the new Florida standards via newsletters and other print or online materials and coordinate with staff to provide relevant parent trainings.				$2,193.18
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0862 - Atlantic High School	Title I Part A		$2,193.18
			Notes: Supplies for parent communication & trainings such as paper, ink, folders, post-its, chart paper, chart markers, highlighters, pens, pencils, refreshments.			
					Total:	$283,925.34