

Duval County Public Schools

Atlantic Coast High School



2016-17 Schoolwide Improvement Plan

Atlantic Coast High School

9735 R G SKINNER PKWY, Jacksonville, FL 32256

www.duvalschools.org/achs

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	32%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	A	A

**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 11/1/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Atlantic Coast High School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

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

Atlantic Coast has a very strong PBIS 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 students 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 the two security

guards who have been part of the team for years have strong communication skills with students, allowing a more preventative than reactive approach. 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.

c. 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.

d. 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. We have two counselors new to high school and ACHS this year. Due to our team approach to counseling, they have quickly acclimated to the new environment and are quickly learning the rigorous demands on a high school counselor. 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.

3. Early Warning Systems

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

a. 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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	5	4	0	3	12
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	15	41	58	8	122
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	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	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	12	22	39	23	96

c. 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

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Now entering the seventh 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. The school's webmaster keeps information current on our site, which is easy to navigate and contains all pertinent information.

2. 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 and the newly opened Church of 11:22, 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 third 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Lynch, Debra	Principal
Holsey-Smiley, Angela	Assistant Principal
Henry, Sara	Instructional Coach
Blount, Kelly	Teacher, K-12
Cline, Blake	Teacher, K-12
Lane, Anne	School Counselor
Rogers, Shelli	Teacher, ESE
Bejelis, Shawna	Other
	Assistant Principal
Moses, Timothy	Dean
Bradford, Emily	Teacher, ESE

b. Duties

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

Inger Pride - Chair of PBIS Team, oversees Restorative Justice and coordinates ISSP
 Angela Smiley- Curriculum Manager
 Michael Smith - ESOL, Dual Enrollment, and AP/Honors Academy Coordinator
 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
 Emily Bradford - CSS site coordinator, School Improvement Team member
 Timothy Moses, dean of discipline, School Improvement Team member

2. 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 three instructional positions. SIF funds will be used as requested to support the School Improvement Plan.

2. School Advisory Council (SAC)

a. Membership

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

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
Alisa Scheuer	Business/Community
Laurie McDonald	Teacher
Kimberly Aselton	Teacher
Ryan Whalen	Teacher
Bela Desai	Parent
Stephanie Vega	Student
Christine League	Parent
Pretena Cobbs	Parent
Angelica Bencomo	Business/Community
Pilar Sanchez	Parent
Clarene Brown	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC initially reviewed the draft of the plan on August 16, 2016 and provided input to include in the plan. The plan will be reviewed at the September 20th meeting. The progress made on the plan will be reviewed at the mid-year stakeholders' meeting in January, 2017. A final review will be held along with the spring budget presentation in April, 2017. We will discuss which initiatives should be carried over to the SIP for this year.

b. 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.

c. Preparation of the school's annual budget and plan

The initial fall budget for 2016-2017 was presented to SAC on August 16, 2016 for their review and input. Staff allocation was explained regarding the placement of personnel. Final budget will be shared with SAC as soon .

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

1. 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.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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. In addition, the district produces Monday Morning Messages which provide standards-based foci for each core class. These messages are forwarded to all teachers as soon as the principal receives them, as well as to administrators who use the tool for monitoring and accountability. 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. The new IIT professional development cycle provides structure and commonality in instructional focus for administrators and lead teachers through a face-to-face session and virtual sessions for all faculty during designated Early Dismissal sessions.

b. Instructional Strategies

1. 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.

2. 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)

- Enrichment

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.

Strategy: Summer Program

Minutes added to school year: 1,200

Summer Algebra I Boot Camp is held to prepare students for the summer EOC Retake. Teacher is paid through tutoring funds

Strategy Rationale

Students need to be reminded of important standards and strategies for solving EOC problems immediately before the EOC administration

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Smith, Michael, smithm6@duvalschools.org

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

Student EOC results comparing scores of those who attended Boot Camp to the scores of those who did not.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

1. 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 is in the third year of an Externship Program, 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.

2. 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.

3. 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

4. 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 monthly in order to achieve Post Secondary Readiness status as well as to meet graduation requirements through concordant scores. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** To improve culture and climate in EVERY classroom, through fostering positive, supporting relationships between students, teachers, and administrators.

- G2.** To ensure a focus on rigorous instruction for all students across the curriculum

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. To improve culture and climate in EVERY classroom, through fostering positive, supporting relationships between students, teachers, and administrators. 1a

G086546

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	1154.0
School Climate Survey - Student	3.9
FSA ELA Achievement	55.0

Targeted Barriers to Achieving the Goal 3

- Ultimately fostering a positive culture and climate should result in improved academic achievement, particularly on the 10th grade reading FSA. ACHS had an 8% point drop in 2015-2016, so our goal is a lofty 11% point gain for 2016-2017.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Adult members of the leadership team and faculty members, Restorative Justice Program
- WAVES program for students needing additional adult mentor and support
- Quarterly reading strategy being used in all classes across the curriculum, highlighted and modeled at faculty meetings and early release PLC sessions

Plan to Monitor Progress Toward G1. 8

Discipline data from focus and antidotal data from the dean's and AP's offices

Person Responsible

Michael Smith

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Drop in number of class 1 and 2.01 referrals

G2. To ensure a focus on rigorous instruction for all students across the curriculum 1a

G086547

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	55.0
Algebra I EOC Pass Rate	45.0
U.S. History EOC Pass	75.0

Targeted Barriers to Achieving the Goal 3

- Increase of 5% to meet Alg I goal, requires effective common planning with two new teachers and new AP

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading Coach
- 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

Plan to Monitor Progress Toward G2. 8

Analyze data generated from district and teacher-made assessments mirroring FSA standards and benchmarks and adjust instruction as needed as part of the common planning agenda

Person Responsible

Michael Smith

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson Planning information and Common Planning documentation.

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. To improve culture and climate in EVERY classroom, through fostering positive, supporting relationships between students, teachers, and administrators. **1**

 G086546

G1.B3 Ultimately fostering a positive culture and climate should result in improved academic achievement, particularly on the 10th grade reading FSA. ACHS had an 8% point drop in 2015-2016, so our goal is a lofty 11% point gain for 2016-2017. **2**

 B229998

G1.B3.S1 Strategies for fostering a positive culture will be discussed (facilitated by the assigned administrator) at every Common Planning session; particularly in the 9th/10th ELA PLC and with the reading teachers led by the reading coach **4**

 S242656

Strategy Rationale

Specific strategic tools need to be provided, particularly to the many new teacher we have this year.

Action Step 1 **5**

At Admin Meetings discuss specific strategies to be shared at Common Planning sessions during the next week

Person Responsible

Debra Lynch

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Improvement in assessments mirroring FSA, along with improvement in Domain 2 (Environment)

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

Results of assessments predicting FSA success will be monitored by ILT weekly

Person Responsible

Debra Lynch

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

District and teacher made assessments will measure student achievement toward mastery of the standards and benchmarks tested

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

Results of assessments predicting FSA success will be monitored by ILT weekly

Person Responsible

Debra Lynch


Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

AP will observe common planning sessions and ED PLC work and facilitate when necessary

G2. To ensure a focus on rigorous instruction for all students across the curriculum **1**

 G086547

G2.B3 Increase of 5% to meet Alg I goal, requires effective common planning with two new teachers and new AP **2**

 B230001

G2.B3.S2 Utilize resources from preparation sites such as Math XL and Algebra Nation **4**

 S242661

Strategy Rationale

Students need to earn a passing score on the FSA Alg I EOC or a concordant score in order to graduate

Action Step 1 **5**

Computer carts will be readily available to the Algebra 1 and 1A teachers to support success on the Alg I EOC

Person Responsible

Michael Smith

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Progress within the online programs, class observations, common planning sessions

Plan to Monitor Fidelity of Implementation of G2.B3.S2 **6**

AP will observe common planning sessions and ED PLC work and facilitate when necessary

Person Responsible

Michael Smith

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Increased passing scores on the Alg I EOC this year for those enrolled in Alg I and next year for those currently enrolled in alg 1A

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

AP will observe common planning sessions and ED PLC work and facilitate when necessary

Person Responsible

Michael Smith









Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Increased passing scores on the Alg I EOC this year for those enrolled in Alg I and next year for those currently enrolled in alg 1A

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M324549	Discipline data from focus and antidotal data from the dean's and AP's offices	Smith, Michael	8/15/2016	Drop in number of class 1 and 2.01 referrals	6/2/2017 weekly
G2.MA1  M324558	Analyze data generated from district and teacher-made assessments mirroring FSA standards and...	Smith, Michael	8/15/2016	Lesson Planning information and Common Planning documentation.	6/2/2017 biweekly
G1.B3.S1.MA1  M324547	Results of assessments predicting FSA success will be monitored by ILT weekly	Lynch, Debra	8/15/2016	AP will observe common planning sessions and ED PLC work and facilitate when necessary	6/2/2017 weekly
G1.B3.S1.MA1  M324548	Results of assessments predicting FSA success will be monitored by ILT weekly	Lynch, Debra	8/15/2016	District and teacher made assessments will measure student achievement toward mastery of the standards and benchmarks tested	6/2/2017 weekly
G1.B3.S1.A1  A314039	At Admin Meetings discuss specific strategies to be shared at Common Planning sessions during the...	Lynch, Debra	8/15/2016	Improvement in assessments mirroring FSA, along with improvement in Domain 2 (Environment)	6/2/2017 weekly
G2.B3.S2.MA1  M324556	AP will observe common planning sessions and ED PLC work and facilitate when necessary	Smith, Michael	8/15/2016	Increased passing scores on the Alg I EOC this year for those enrolled in Alg I and next year for those currently enrolled in alg 1A	6/2/2017 weekly
G2.B3.S2.MA1  M324557	AP will observe common planning sessions and ED PLC work and facilitate when necessary	Smith, Michael	8/15/2016	Increased passing scores on the Alg I EOC this year for those enrolled in Alg I and next year for those currently enrolled in alg 1A	6/2/2017 weekly
G2.B3.S2.A1  A314043	Computer carts will be readily available to the Algebra 1 and 1A teachers to support success on the...	Smith, Michael	8/15/2016	Progress within the online programs, class observations, common planning sessions	6/2/2017 weekly

V. Professional Development Opportunities

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

G1. To improve culture and climate in EVERY classroom, through fostering positive, supporting relationships between students, teachers, and administrators.

G1.B3 Ultimately fostering a positive culture and climate should result in improved academic achievement, particularly on the 10th grade reading FSA. ACHS had an 8% point drop in 2015-2016, so our goal is a lofty 11% point gain for 2016-2017.

G1.B3.S1 Strategies for fostering a positive culture will be discussed (facilitated by the assigned administrator) at every Common Planning session; particularly in the 9th/10th ELA PLC and with the reading teachers led by the reading coach

PD Opportunity 1

At Admin Meetings discuss specific strategies to be shared at Common Planning sessions during the next week

Facilitator

Administrators, Department Coordinators, Professional Development Facilitator

Participants

All Faculty

Schedule

Weekly, from 8/15/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	At Admin Meetings discuss specific strategies to be shared at Common Planning sessions during the next week				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2681 - Atlantic Coast High School	School Improvement Funds		\$1,500.00
2	G2.B3.S2.A1	Computer carts will be readily available to the Algebra 1 and 1A teachers to support success on the Alg I EOC				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2681 - Atlantic Coast High School	School Improvement Funds		\$1,000.00
					Total:	\$2,500.00