

Atlantic High School



2017-18 Schoolwide Improvement Plan

Atlantic High School

2455 W ATLANTIC AVE, Delray Beach, FL 33445

<https://ahs.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	76%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	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 Palm Beach County School Board on 11/8/2017.

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Atlantic High School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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

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

Atlantic Community High School implements the Pillars of Effective Instruction, which leads our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

Atlantic Community 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.

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.

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.

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.

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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Early warning system used by Atlantic to monitor attendance, tardies, course failures consists of data monitoring through SIS, and Principal Dashboard during administration meetings and guidance updates on a bimonthly basis.

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	12	28	26	18	84	
One or more suspensions	0	0	0	0	0	0	0	0	0	90	103	77	67	337	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	191	179	179	133	682	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	237	259	242	144	882	

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	169	167	155	93	584

c. 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. Community in Schools liason assists with supporting students and progress monitoring 9-12.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

For the 2017-2018 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;
- 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.

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.

Atlantic High School builds and sustains partnerships with our community by reaching out to the individual citizens and organizations through attendance at a variety of 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, our Twitter account, and campus and attend our events. Many of these individuals choose to provide funding, time, and other resources to support the school and student achievement.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Dellegrotti, Tara	Principal
Youngman, David	Assistant Principal
Slydell, Robert	Assistant Principal
Acosta, Carlos	Teacher, Career/Technical
Bruce, Kelly	School Counselor
Chee-A-Tow, Susan	Instructional Coach
Dixon, Marc	Assistant Principal
Maxwell, Tricia	Administrative Support
Mitchell, Adria	Administrative Support
Mose, Tammy	Instructional Coach
Rodney, Jean-Claude	Assistant Principal
Rodriguez, Susan	Administrative Support
Williams, Chelsea	Assistant Principal
Bezio, Matthew	Assistant Principal

b. Duties

1. 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.

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.

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 PLCs. We instill an appreciation for multicultural diversity through student campaigns, structured lessons, and implementation of SwPBS

programs.

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 development opportunities.

Title 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 various programs, and also through special activities with our exceptional student education program.

Other

Required Instruction Listed in 1003.42(2) F. S., as applicable to appropriate grade levels.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Angela Perez	Parent
Tammy Mose-Cooper	Teacher
Tara Dellegrotti	Principal
Aundrea Perez	Student
Leah Grossman	Business/Community
Lori Jackson	Parent
Michel Oberto	Education Support Employee
Stacey DeLoye	Parent
William Durgin	Teacher
Linda Morris	Business/Community
Cheryl Moffett	Parent
Ysolene Trench	Parent
Frantz Jean Baptiste	Parent
Jack Foley	Parent
Antonio Womack	Business/Community
Roberta Bocian	Parent
Tyler Goverman	Business/Community
Patrick Abbondandolo	Teacher
Randy Kurtz	Parent
Renee Grant	Teacher
Errol King	Education Support Employee

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

For the 2017-18 SIP, Atlantic High's SAC discussed the SIP and submission deadlines during the first SAC meeting on August 29th. Due to the October 6h deadline for SIP submission, the meeting schedule was modified and a meeting was held on September 26th to comply with the deadline.

b. Development of this school improvement plan

The SAC met prior to the October deadline for the 2017-18 SIP submission. During the August/ September meetings, the SAC reviewed Florida Sunshine Laws and the Bylaws. The SAC evaluated the 2017-18 SIP in the September meeting 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 develop the SIP. Administration provided guidance and input pertinent information vital to the success of the plan and district alignment. 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.

c. 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.

2. 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, SAC voted to authorize funds support Atlantic High's support our tutorial programs: Saturday Sizzler, FSA after school tutoring program, however funds were utilized from alternate sources.

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.

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 on recruitment efforts in order to reach compliance in this area.

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
Dellegrotti, Tara	Principal
Slydell, Robert	Assistant Principal
Mose, Tammy	Instructional Coach
Maxwell, Tricia	Teacher, K-12
Bezio, Matthew	Assistant Principal

b. Duties

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

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.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

2. 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.

3. 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.

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.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the 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. By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

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.

Atlantic Community High School uses baseline data from 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 Standards Assessment (FSA), 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, FSA and diagnostics. Science teachers use data from Performance Matters 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 Professional Learning Communities processes and department meeting curriculum planning. By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

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: 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

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 success of this strategy is determined by the FSA and EOC scores of students who consistently attended the enrichment 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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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.

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.

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 the 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.

2. 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

3. 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.

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.

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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we deliver effective and relevant instruction to meet the needs of all students then we will increase high school graduation rate.

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. If we deliver effective and relevant instruction to meet the needs of all students then we will increase high school graduation rate. **1a**

 G094980

Targets Supported **1b**

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	97.0
4-Year Grad Rate (Standard Diploma)	94.0
Algebra I EOC Pass Rate	55.0
FSA ELA Achievement	65.0

Targeted Barriers to Achieving the Goal **3**

- Consistent application of standards-based instruction & high expectations of ALL students

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Instructional Coaches
- Administration
- Teacher/Student Mentoring Programs
- Academy themes in 9th & 10th grades
- Community In Schools
- After school & Saturday tutoring
- Push-in Pull-out Support for Lowest 25%

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

Progress monitoring of all students

Person Responsible

Tara Dellegrotti

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Data from FSQs, USAs, FSA, Industry Certifications Diagnostics, EOCs, AP/AICE, and common assessments created through PLCs will be reviewed at monthly Admin meetings.

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

 = Problem Solving Step  S123456 = Quick Key

G1. If we deliver effective and relevant instruction to meet the needs of all students then we will increase high school graduation rate. 1

 G094980

G1.B2 Consistent application of standards-based instruction & high expectations of ALL students 2

 B255633

G1.B2.S1 School -wide Professional Development on Pillars of Instruction. 4

 S270161

Strategy Rationale

To provide teachers with strategies to increase the consistency with application of rigorous standards based instruction and communicate high expectations for all students

Action Step 1 5

Yearlong ongoing professional development on the Pillars of Instruction during faculty meetings.

Person Responsible

Matthew Bezio

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Meeting agendas. teacher follow up, reflection activities

Action Step 2 5

Peer coaching model will be implemented where teachers will have the opportunity to observe and collaborate and increasing strategies that align to the Pillars of Instruction.

Person Responsible

Tara Dellegrotti

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Action Step 3 5

Administration will participate in professional development to collaborate and align our instruction focus during observations and participating in quarterly instructional rounds that focus on look-fors relating to the Pillars of Instruction.

Person Responsible

Tara Dellegrotti

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Instructional rounds logs, admin meetings agendas

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

Administration will conduct data chats & observation of pillar infusion

Person Responsible

Tara Dellegrotti

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

EDW reports, Lesson plans, FSQ/USA reports, walkthroughs, iObservation reports

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Administration will pull I-Observation reports

Person Responsible

Tara Dellegrotti


Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

The increase of elements that are associated with pillars of effective instruction.

G1.B2.S2 PLC focus on standard based instruction. 4

 S270162

Strategy Rationale

To provide teachers with the knowledge and understanding of their standards and how to create high expectations for all students as related to the standards.

Action Step 1 5

On-going professional development through faculty and department meetings, and through PLCs unpacking standards. [copy]

Person Responsible

Matthew Bezio

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC agendas. teacher follow up, reflection activities

Action Step 2 5

Teachers will collaborate with the support of administration on best practices for incorporating rigor and high expectations to the intent of the standards in PLCS after unpacking standards.

Person Responsible

Matthew Bezio

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC agendas, student work evidence, lesson plan, observations

Action Step 3 5

Teachers will analyze assignments and student work to ensure that they align to the rigor of the standards.

Person Responsible

Chelsea Williams

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC agendas, student work, lesson plans

Action Step 4 5

Teachers will analyze and collaborate on student data from FSQs, USAs, diagnostics, common assessments etc. to ensure all standards have been taught and learned effectively.

Person Responsible

Matthew Bezio

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Data reports from UNify, EDW, teacher analysis forms, PLC agendas

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

PLC meetings will be monitored by administration.

Person Responsible

Tara Dellegrotti

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC agendas, student evidence, and data chats.

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

Administration will monitor PLCs

Person Responsible

Tara Dellegrotti













Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC agendas, PLC updates during instructional admin meetings

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M386167	Progress monitoring of all students	Dellegrotti, Tara	8/14/2017	Data from FSQs, USAs, FSA, Industry Certifications Diagnostics, EOCs, AP/ AICE, and common assessments created through PLCs will be reviewed at monthly Admin meetings.	6/1/2018 monthly
G1.B2.S1.MA1  M386163	Administration will pull I-Observation reports	Dellegrotti, Tara	8/14/2017	The increase of elements that are associated with pillars of effective instruction.	6/1/2018 monthly
G1.B2.S1.MA1  M386164	Administration will conduct data chats & observation of pillar infusion	Dellegrotti, Tara	8/14/2017	EDW reports, Lesson plans, FSQ/USA reports, walkthroughs, iObservation reports	6/1/2018 biweekly
G1.B2.S1.A1  A361496	Yearlong ongoing professional development on the Pillars of Instruction during faculty meetings.	Bezio, Matthew	8/14/2017	Meeting agendas. teacher follow up, reflection activities	6/1/2018 monthly
G1.B2.S1.A2  A361497	Peer coaching model will be implemented where teachers will have the opportunity to observe and...	Dellegrotti, Tara	8/14/2017		6/1/2018 monthly
G1.B2.S1.A3  A361498	Administration will participate in professional development to collaborate and align our...	Dellegrotti, Tara	8/14/2017	Instructional rounds logs, admin meetings agendas	6/1/2018 quarterly
G1.B2.S2.MA1  M386165	Administration will monitor PLCs	Dellegrotti, Tara	8/14/2017	PLC agendas, PLC updates during instructional admin meetings	6/1/2018 monthly
G1.B2.S2.MA1  M386166	PLC meetings will be monitored by administration.	Dellegrotti, Tara	8/14/2017	PLC agendas, student evidence, and data chats.	6/1/2018 quarterly
G1.B2.S2.A1  A361499	On-going professional development through faculty and department meetings, and through PLCs...	Bezio, Matthew	8/14/2017	PLC agendas. teacher follow up, reflection activities	6/1/2018 monthly
G1.B2.S2.A2  A361500	Teachers will collaborate with the support of administration on best practices for incorporating...	Bezio, Matthew	8/14/2017	PLC agendas, student work evidence, lesson plan, observations	6/1/2018 biweekly
G1.B2.S2.A3  A361501	Teachers will analyze assignments and student work to ensure that they align to the rigor of the...	Williams, Chelsea	8/14/2017	PLC agendas, student work, lesson plans	6/1/2018 biweekly
G1.B2.S2.A4  A361502	Teachers will analyze and collaborate on student data from FSQs,USAs, diagnostics, common...	Bezio, Matthew	8/14/2017	Data reports from UNify, EDW, teacher analysis forms, PLC agendas	6/1/2018 biweekly

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students then we will increase high school graduation rate.

G1.B2 Consistent application of standards-based instruction & high expectations of ALL students

G1.B2.S1 School -wide Professional Development on Pillars of Instruction.

PD Opportunity 1

Yearlong ongoing professional development on the Pillars of Instruction during faculty meetings.

Facilitator

Matthew Bezio, Victoria Brioc

Participants

Instructional Staff

Schedule

Monthly, from 8/14/2017 to 6/1/2018

PD Opportunity 2

Administration will participate in professional development to collaborate and align our instruction focus during observations and participating in quarterly instructional rounds that focus on look-fors relating to the Pillars of Instruction.

Facilitator

Victoria Brioc, Matthew Bezio, PD Department

Participants

All APs

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

G1.B2.S2 PLC focus on standard based instruction.

PD Opportunity 1

On-going professional development through faculty and department meetings, and through PLCs unpacking standards. [copy]

Facilitator

Matthew Bezio, Victoria Brioc, Tammy Mose-Cooper

Participants

Instructional Staff

Schedule

Monthly, from 8/14/2017 to 6/1/2018

PD Opportunity 2

Teachers will collaborate with the support of administration on best practices for incorporating rigor and high expectations to the intent of the standards in PLCS after unpacking standards.

Facilitator

Matthew Bezio, Victoria Brioc

Participants

Instructional Staff

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

PD Opportunity 3

Teachers will analyze assignments and student work to ensure that they align to the rigor of the standards.

Facilitator

Matthew Bezio, Victoria Brioc, Instructional leaders

Participants

Instructional staff

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

PD Opportunity 4

Teachers will analyze and collaborate on student data from FSQs, USAs, diagnostics, common assessments etc. to ensure all standards have been taught and learned effectively.

Facilitator

Matthew Bezio, Victoria Brioc, Instructional leaders

Participants

Instructional Staff

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

VI. Technical Assistance Items

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