Atlantic High School

2018-19 Schoolwide Improvement Plan

Table of Contents

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Atlantic High School

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2455 W ATLANTIC AVE, Delray Beach, FL 33445

https://ahs.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	75%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	A*

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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
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

Duties

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

Members of our leadership team operate in two ways: as a group handling the variety of issues involved in operating a school and as a strategic group managing longer term issues of academic achievement
and continuous improvement. The members serve as instructional leaders by meeting regularly to

share
information, coordinate efforts across departments, and make the decisions needed to keep the school running effectively. In this capacity, the leadership team typically focuses on necessary strategic decisions that will develop all students intellectually, socially, ethically and physically.

Early Warning Systems

Year 2017-18

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	37	43	42	73	195
One or more suspensions	0	0	0	0	0	0	0	0	0	86	97	85	43	311
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	194	217	211	130	752
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	160	224	178	90	652

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	135	190	152	86	563

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	2	0	3	0	5
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	2	59	63	68	68	260

Date this data was collected

Friday 8/17/2018

Year 2016-17 - As Reported

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	169	167	155	93	584

Year 2016-17 - Updated

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

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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	169	167	155	93	584

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Biology proficiency decreased by 6%. Algebra I proficiency decreased by 6% as well.
The 10th grade cohort who took both assessments did not perform well. No this has not been a trend over time.

Which data component showed the greatest decline from prior year?

Both Biology and Algebra I showed the biggest decline from the prior year. Grade 10 black male students level one ELA increased by 6%. Grade 9 white female subgroup increased by 10% in level ones.

Which data component had the biggest gap when compared to the state average?

Algebra I showed the biggest gap by being 25% below the state average.

Which data component showed the most improvement? Is this a trend?

Geometry had the greatest improvement in proficiency with an increase of 20%. Reading ELA out performed the state by 3% in 9th grade.
This has not been a trend throughout prior years. Grade 9 black female subgroup increased proficiency by 10%. Grade 9 Hispanic females decreased level ones by 15%.

Describe the actions or changes that led to the improvement in this area.

Personnel changes
More focused PLCs with some district support
Teachers attended trainings within the district
Pullout support for students in Geometry
Use of technology resources (i.e. Khan Academy, Pearson)

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	59%	57%	56%	60%	56%	52%
ELA Learning Gains	52%	53%	53%	52%	51%	46%
ELA Lowest 25th Percentile	36%	46%	44%	36%	42%	38%
Math Achievement	50%	54%	51%	45%	45%	43%
Math Learning Gains	45%	47%	48%	37%	40%	39%
Math Lowest 25th Percentile	46%	43%	45%	30%	37%	38%
Science Achievement	62%	72%	67%	68%	70%	65%
Social Studies Achievement	68%	73%	71%	64%	70%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	37 (12)	43 (28)	42 (26)	73 (18)	195 (84)
One or more suspensions	86 (90)	97 (103)	85 (77)	43 (67)	311 (337)
Course failure in ELA or Math	194 (191)	217 (179)	211 (179)	130 (133)	752 (682)
Level 1 on statewide assessment	160 (237)	224 (259)	178 (242)	90 (144)	652 (882)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	56%	56%	0%	53%	3%
	2017	53%	54%	-1%	52%	1%
Same Grade Comparison		3%				
Cohort Comparison						
10	2018	53%	55%	-2%	53%	0%
	2017	51%	51%	0%	50%	1%
Same Grade Comparison		2%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	56%	67%	-11%	65%	-9%
2017	63%	66%	-3%	63%	0%
Compare		-7%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	65%	68%	-3%	68%	-3%
2017	64%	68%	-4%	67%	-3%
Compare		1%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	37%	62%	-25%	62%	-25%
2017	43%	59%	-16%	60%	-17%
Compare		-6%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	49%	57%	-8%	56%	-7%
2017	29%	55%	-26%	53%	-24%
Compare		20%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20	33	32	27	53	56	33	33		77	23
ELL	13	32	29	32	60		29	14		81	39
ASN	90	63		89	54		100	93		97	94
BLK	44	47	37	40	45	48	47	56		88	40
HSP	59	46	19	51	36	27	72	66		93	88
MUL	85	63		71	50		80	100		93	57
WHT	88	67		76	46		85	93		97	90
FRL	48	48	36	42	45	47	51	59		89	48

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	17	29	27	13	33	43	36	33		91	33
ELL	12	30	30	21	46	48	32	14		61	34
ASN	88	71		79	69		93	92		100	97
BLK	40	43	34	32	38	38	54	52		86	43
HSP	60	49	39	45	35	31	68	79		96	72
MUL	88	63		78	52		100	85		94	73
WHT	85	63		72	59	44	91	93		99	85
FRL	43	43	34	34	39	38	57	56		90	47

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	To ensure progress towards student achievement within Biology, Algebra 1, & ELA instruction to support improved proficiency.
Rationale	Biology showed a 6% decline in proficiency from previous school year. Algebra 1 showed a 6% decline in proficiency from previous school year. Although 9th grade ELA proficiency improved, we want to improve our lowest 25% learning gains.
Intended Outcome	Improve Biology proficiency by at least 6% to be on target with the Strategic Plan by 2021. Improve Algebra 1 proficiency by at least 6% to be on target with the Strategic Plan by 2021. Improve ELA lowest 25% learning gains by at least 6% to be on target with the Strategic Plan by 2021.
Point Person	Chelsea Williams (chelsea.l.williams@palmbeachschools.org)

Action Step	
Description	Students will use Study Island and Khan Academy to build content knowledge across the content areas. Students will attend pullouts, boot camps, after school and Saturday tutorial program provided by faculty members certified in each area. Teachers will attend support sessions provided by district, administration and instructional leaders in all three areas. SWPBS incentives will be utilized to increase motivation with students taking these assessments. AVID WICOR strategies will be utilized by trained staff members and professional development will be offered by the AVID site team to assist teachers in implementing these best practices. Biology students will learn about our Green School Initiative as a part of the hands on practice needed to master the concepts of biology. Our school operates as a single school culture. The single school culture includes PLCs where teachers will analyze data and collaborate on the delivery of rigorous standards based instruction to meet the needs of the diverse learners. Our students participate in activities and studies including but not limited to art history, music history and contributions of ethnic groups. We offer the opportunity for students to learn about the contributions of African Americans through the course of African American studies. Through reading and ELA courses students are provided a broad exposure to the histories of music, art, and a variety of cultural figures including but not limited to contributions made by black, African-Americans, Latinos, men, and women of all different ethnic decent.
Person Responsible	Tammy Mose (tammy.mose@palmbeachschools.org)

Plan to Monitor Effectiveness	
Description	Administration will monitor instruction and student performance in classrooms and on formative assessments given by both teacher and district provided. Administration will conduct data chats & observations of pillars of instruction. Literacy Coach & Math Coach will provide updates on data from student assessments with administration throughout the school year. Teachers will plan instruction using question types from Biology, Algebra 1, and ELA reporting categories.

Person Responsible Tara Dellegrotti (tara.dellegrotti@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

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

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.

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.

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.
Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on ….
Instruction will also be infused as applicable to appropriate grade levels including but not limited to:
(a) History of the Holocaust
(b) History of African and African Americans
(c) Women's Contribution
(d) Sacrifices of Veterans, and the value of Medal of Honor recipients

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.

Ttile III
Title III funds are used to pay for an additional Community Language Facilitator.

Violence Prevention Programs
Atlantic Community High School will implement a Single School Culture approach and promote appreciation of multicultural diversity through planned activities.

Nutrition Program
Atlantic Community High School provides more nutritious meals and food choices for our students and

staff in our redesigned cafeteria.

Adult Education
Atlantic Community High School's Adult Education program provides a variety of programs designed to meet the needs of the community including, GED Preparation, Credit Recovery, Architectural Drafting, and high quality facilities for lease.

Career and Technical Education
A period is allocated for Carlos Acosta to plan and coordinate the career academies.

Job Training
Atlantic Community High School offers job training through 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.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Atlantic Community High School has a comprehensive and developmental guidance department that is designed to serve all students and prepare them for productive citizenship. Our guidance services are based on the national standards of the American School Counseling Association, Florida Department of Education's School Counseling and Guidance Framework, and other research-based strategies. We provide services and assistance within the following three domains: academic, career, and social personal. Services provided in thes three areas help to foster student achievement and success. Additionally, we provide services and information through Academic Domain, the District's Homework Hotline, tutoring, SAL-P, weekly progress reports, Edline,CHOICE Programs, Adult Education Credit Lab,FLVS, PBVS, Advanced Placement classes, Dual Enrollment, National Honor Society, and Student Success Skills.

In the Career Domain, we provide assistance and information regarding CHOICE Programs, financial aid assistance, Choice programs, college fairs, and JROTC.

In the Personal/Social Domain, we provide services and information regarding character education, athletic/extracurricular activities (clubs), group counseling, conflict resolution and peer mediation, and Brown/Red Ribbon Week activities.

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

Part V: Budget

Total:	**$4,463.00**