Atlantic High School

2019-20 Schoolwide Improvement Plan

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Atlantic High School

2455 W ATLANTIC AVE, Delray Beach, FL 33445

https://ahs.palmbeachschools.org

Demographics

Principal: Sandra Edwards

Start Date for this Principal: 8/13/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: B (57%) 2016-17: B (56%) 2015-16: B (55%) 2014-15: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	B	B	B

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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. 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	Job Duties and Responsibilities
Dellegrotti, Tara	Principal	Monitor the execution of the SIP of students and teachers in reading through data analysis, classroom visits, and Professional Learning Communities (PLCs).
Youngman, David	Assistant Principal	Monitor the execution of the SIP of students and teachers in the IB program and science content area through data analysis, classroom visits, and Professional Learning Communities (PLCs).
Slydell, Robert	Assistant Principal	Monitor the execution of the SIP of students and teachers in the ESE program through data analysis,School Based Team (SBT), classroom visits, and Professional Learning Communities (PLCs).
Acosta, Carlos	Teacher, Career/ Technical	Execution of the SIP with students and teachers in the Career Academy Program through data analysis, classroom visits, working with students, and Professional Learning Communities (PLCs).
Bruce, Kelly	School Counselor	Execution of the SIP with students in the IB program through data analysis, guidance and counseling.
Dixon, Marc	Assistant Principal	Monitor the execution of the SIP of students and teachers in the ESE program through data analysis, classroom visits, Department/District meetings, and Professional Learning Communities (PLCs).
Maxwell, Tricia	Administrative Support	Monitor the execution of the SIP of students and teachers in the ELL program through data analysis, classroom visits, and Professional Learning Communities (PLCs).
Mitchell, Adria	Administrative Support	Execution of the SIP with students in the ESE program through data analysis, SBT, small group instruction, and Professional Learning Communities (PLCs).
Mose, Tammy	Instructional Coach	Monitor the execution of the SIP with students and teachers in reading, ELA and mathematics through data analysis, testing, and Professional Learning Communities (PLCs).
Rodriguez, Susan	Administrative Support	Monitor the execution of the SIP of students and teachers in the ESE program through data analysis, classroom visits, Department/District meetings, and Professional Learning Communities (PLCs).
Williams, Chelsea	Assistant Principal	Monitor the execution of the SIP of students and teachers in ELA in grades 11 and 12 through data analysis, classroom visits, and Professional Learning Communities (PLCs).

Name	Title	Job Duties and Responsibilities
Wallace, Marcy	Instructional Coach	Monitor the execution of the SIP in all areas through PLCs, data analysis, classroom visits, tutorials, and professional development.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	603	552	610	639	2404
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	43	38	68	106	255
One or more suspensions	0	0	0	0	0	0	0	0	0	96	98	81	53	328
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	212	173	150	104	639
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	182	215	216	64	677

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	164	149	148	85	546

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	8	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	2	4	6	13

FTE units allocated to school (total number of teacher units)
147

Date this data was collected or last updated
Tuesday 8/13/2019

Prior Year - As Reported

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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 with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							Grade Level							
Students with two or more indicators	0	0	0	0	0	0	0	0	0	135	190	152	86	563

Prior Year - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							Grade Level							
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 with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							Grade Level							
Students with two or more indicators	0	0	0	0	0	0	0	0	0	135	190	152	86	563

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	56%	57%	56%	56%	55%	53%
ELA Learning Gains	46%	51%	51%	50%	50%	49%
ELA Lowest 25th Percentile	29%	43%	42%	33%	45%	41%
Math Achievement	41%	54%	51%	45%	48%	49%
Math Learning Gains	36%	45%	48%	44%	44%	44%
Math Lowest 25th Percentile	35%	43%	45%	38%	38%	39%
Science Achievement	64%	73%	68%	68%	71%	65%
Social Studies Achievement	64%	74%	73%	67%	70%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	603 (0)	552 (0)	610 (0)	639 (0)	2404 (0)
Attendance below 90 percent	43 (37)	38 (43)	68 (42)	106 (73)	255 (195)
One or more suspensions	96 (86)	98 (97)	81 (85)	53 (43)	328 (311)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	**10**	**11**	**12**	
Course failure in ELA or Math	212 (194)	173 (217)	150 (211)	104 (130)	639 (752)
Level 1 on statewide assessment	182 (160)	215 (224)	216 (178)	64 (90)	677 (652)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	55%	56%	-1%	55%	0%
	2018	56%	56%	0%	53%	3%
Same Grade Comparison		-1%				
Cohort Comparison						
10	2019	50%	54%	-4%	53%	-3%
	2018	53%	55%	-2%	53%	0%
Same Grade Comparison		-3%				
Cohort Comparison		-6%				

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
2019	59%	69%	-10%	67%	-8%
2018	56%	67%	-11%	65%	-9%
Compare		3%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	60%	69%	-9%	70%	-10%
2018	65%	68%	-3%	68%	-3%
Compare		-5%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	33%	64%	-31%	61%	-28%
2018	37%	62%	-25%	62%	-25%
Compare		-4%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	42%	60%	-18%	57%	-15%
2018	49%	57%	-8%	56%	-7%
Compare		-7%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	15	24	19	18	25	30	41	46		87	9
ELL	24	38	32	29	35	35	29	20		98	21
ASN	90	60		73	29		93	91		100	88
BLK	41	41	28	34	36	35	51	52		94	42
HSP	64	53	30	52	33		74	69		95	69
MUL	73	40		44	46		94	75		95	74
WHT	86	55		70	37		94	94		100	81
FRL	46	42	29	37	36	35	56	51		94	45
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

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
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	566
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	78
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	68
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	77
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

When looking at our subgroup data across the board the area that we scored the lowest in was lowest 25% in ELA. However, when looking at our ELL students we see there have been growth ranging from 3% to 11% within learning gains to achievements. While our ELL students did make gains our SWD dropped 5%. One of the contributing factors was the lack of differentiating instruction and the communication across content areas of Reading and ELA. The lack of participation in PLCs and lack of ability to enforce participation hindered teacher and student growth.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math achievement across the board declined. Our SWD dropped 9% and our ELL students dropped 13%. One of the major factors contributing to this was the lack of certified teachers in that core content area. The other issue was attendance issues of the students.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA lowest 25% had the largest gap between the school and the state data of 13%.Math learning gains also had a large gap of 12%. A large contributing factor was not having a math coach to help teach students and teachers. The lack of certified teachers in Math also was a big reason for the drop in data.

Which data component showed the most improvement? What new actions did your school take in this area?

Science achievement had the most gain at 2%. Our school utilized tutorials during the day to help students in need of additional help. After the winter diagnostic, our school provided teachers with district support to assist them in identifying areas of strengths and weaknesses.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

When looking at EWS data, two potential areas of concern are the number of students with course failures in ELA and Math and the number of students performing at a level 1 on state assessments.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA Achievement in low 25%
2. Math learning gains
3. SWD achievement in ELA & Math
4. ELL Achievement in ELA & Math
5. Increase data analysis and make instructional adjustments

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase HS graduation rate by increasing achievement in all students including ELL and SWD in the areas of ELA and math.
Rationale	When looking at our subgroup data across the board the area that we scored the lowest in was lowest 25% in ELA. However, when looking at our ELL students we see there have been growth ranging from 3% to 11% within learning gains to achievements. While our ELL students did make gains our SWD dropped 5%. One of the contributing factors was the lack of differentiating instruction and the communication across content areas of Reading and ELA. The lack of participation in PLCs and lack of ability to enforce participation hindered teacher and student growth.

State the measurable outcome the school plans to achieve	Lowest 25% in ELA & Mathematics will improve by at least 10 percentage points
Person responsible for monitoring outcome	Tara Dellegrotti (tara.dellegrotti@palmbeachschools.org)
Evidence-based Strategy	1. Data folders for all students including SWD and ELLs. 2. Provide immediate/yearlong support for all students including SWD and ELLs identified in the lowest 25% by our intervention specialist along with all classroom teachers. 3. Standard-based bellringers will be provided to all ELA teachers to be utilized within their classrooms. 4. Achieve3000 (ELL accountable students) 5. Math, Reading and ELA teachers will collaborate through PLCs/department meetings. FSQ/USA assessments will be administered to monitor progress of students monthly. 6. In-school/after school tutorials to support closing achievement gaps. 7. Adaptive technology with in Math/ELA classrooms to assist students. Math will use IXL/ Math Nation with fidelity. Reading/ELA teachers will utilize Reading Plus/NoRedInk/IXL to assist and assess students. 8. Utilize AVID strategies to assist teachers in providing rigorous, engaging instruction to students. 9. All content areas will use vocabulary strategies to increase language acquisition for all students including our ELL & SWD students.
Rationale for Evidence-based Strategy	1. Students will have data portfolios to help progress monitor their student achievement. 2. Support personnel will push into classrooms to support students in need based on data analysis and teacher recommendations. 3.Standard- based bell ringers will be used to give students additional practice in tested standards. 4. Unique standards-based lessons to meet the needs of diverse learners. 5. Teachers will meet bimonthly with Ms. Wallace, SSCC and department specific administrator to have PLCs that will focus on data analysis and research based best practices to increase student achievement and continuously monitor progress. 6. Based on data analysis of FSQ/USA assessments, students will be placed in tutorial groups(during the day and/or after school) to receive additional instruction. 7. Assist, reteach, enrich and assess students.

8. AVID strategies provide best practices.
9. Improving vocabulary skills will improve reading comprehension.

Action Step	
Description	1. Ensure teachers are utilizing the data folders in each classroom. 2. Monitoring the fidelity of technology programs among ELA, Reading, and Math departments. 3. Single School Culture Coordinator is providing standards-based bellringers for teachers 4. Ensuring the attendance of teachers to appropriate meetings (PLC, Department) 5. Tutorials are ongoing and targeted students are chosen by data specific to the content.
Person Responsible	Chelsea Williams (chelsea.l.williams@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

In alignment with the District's Strategic Plan and with the goal to increase the academic instruction of all students-Students are immersed in rigorous tasks encompassing the full intent of Florida State Standards including the content required by Florida State Statute 1003.42 continuing to develop a Single School Culture of excellence in Academics, Behavior, and climate with an appreciation of multicultural diversity in alignment to S.B. policy 2.09 with a focus on the instruction of the
*History of the Holocaust,
*History of African Americans,
*Study of the contributions of Hispanics and Women to the US, and
*Sacrifices of Veterans in serving our country.
Within our school, teachers will articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS guidelines of Social Emotional Learning, showcased by our Morning Meetings; students practice being responsible, respectful, and ready to learn. Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures for a single school culture of excellence. .

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 Schoolwide Improvement Plan 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.

The school will work with PTSA, SAC, Healthier Delray and the City of Delray to communicate the needs of our students and support educational initiatives for our families. Resources from organizations will combine with the school's resources to provide the maximum help available.

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.

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 strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

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 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 is available daily during lunches.

Title II
Professional development (PD) opportunities are provided by Title II funds. We also receive funds for AVID support, Advanced Placement training and support, and IB/AICE/AP (PD).

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

Violence Prevention Programs
We implement a Single School Culture approach and promote appreciation of multicultural diversity through planned activities.

Nutrition Program
We provide nutritious meals and food choices for our students and staff in our cafeteria.

Adult Education
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
We offer 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 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.

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 these three areas help to foster student achievement and success. Additionally, we provide services and information through Academic Domain, the District's Homework Hotline, tutoring, weekly progress reports, SIS,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.

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

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, AICE (Cambridge), 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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	**Areas of Focus: Increase HS graduation rate by increasing achievement in all students including ELL and SWD in the areas of ELA and math.**				**$8,216.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1382	519-Technology-Related Supplies	0862 - Atlantic High School	School Improvement Funds		$8,216.00

	Notes: IXL computer software will be purchased
Total:	**$8,216.00**