



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Atlantic High School

2455 W ATLANTIC AVE

Delray Beach, FL 33445

561-243-1500

[www.edline.net/pages/atlantic\\_high\\_school](http://www.edline.net/pages/atlantic_high_school)

## School Demographics

**School Type**  
High School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
68%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
76%

## School Grades History

**2013-14**  
A

**2012-13**  
A

**2011-12**  
A

**2010-11**  
A

## SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Atlantic High School

##### Principal

Dr. Anthony Lockhart

##### School Advisory Council chair

Randy Kurtz

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dr. Anthony Lockhart	Principal
Kia Allen	Assistant Principal
Marc Dixon	Assistant Principal
Ruthe Francis	Assistant Principal
Earlean McLemore-Golphin	Assistant Principal
Jean Claude-Rodney	Assistant Principal
Allison Castellano	Assistant Principal
David Youngman	Assistant Principal
Susan Rodriguez	ESE Coordinator
Patricia Maxwell	ELL Coordinator
James Rodriguez	Jr ROTC Instructor
Tammy Mose-Cooper	Reading Coach
Susan Chee-A-Tow	Math Coach
Adria Mitchell	SBT Coordinator

#### District-Level Information

##### District

Palm Beach

##### Superintendent

Mr. E. Wayne Gent

##### Date of school board approval of SIP

11/19/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal, teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Randy Kurtz (parent) is the chairperson, Earlean Golphin (Assistant Principal) is the co-chairperson, Michelle Quigley (parent) is the secretary, and Jamie Bergida (parent) is the assistant secretary.

### **Involvement of the SAC in the development of the SIP**

School-based members of SAC were instrumental to the development of the SIP. The administrator who also serves as the SAC co-chairperson provided guidance and input pertinent information essential to the plan. All members of SAC were given the opportunity to review a draft of the plan and provide input prior to the final approval.

### **Activities of the SAC for the upcoming school year**

The primary role of the School Advisory Council (SAC) is to collaborate with school personnel to maintain, monitor, and evaluate progress in meeting the objectives of the School Improvement Plan. SAC will concentrate on activities that will enhance our student achievement through the use of professional development for teachers and administrators. SAC funds will also be used to provide student incentives. SAC will be involved in the evaluation of the SIP throughout the school year.

### **Projected use of school improvement funds, including the amount allocated to each project**

The SAC approved a \$2000 donation to AVID to help sustain the needs of the students in the program. Additional funds may be requested to concentrate on activities that will enhance our student achievement through the use of professional development for teachers and administrators. Funds will also be used to provide student incentives.

### **Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

Not In Compliance

### **If not in compliance, describe the measures being taken to comply with SAC requirements**

Special Note: Teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school are constantly being encouraged to join and participate on our SAC.

### **Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Administrators**

#### **# of administrators**

9

#### **# receiving effective rating or higher**

(not entered because basis is < 10)

#### **Administrator Information:**

**Dr. Anthony Lockhart**

Principal

Years as Administrator: 10

Years at Current School: 2

**Credentials**

Master of Guidance And Counseling, (Pre-Kindergarten - Grade 12)

Doctorate, Educational Leadership Professional certificate all levels,  
Reading (Endorsed)

**Performance Record**

Principal at Atlantic High School in 2012-2013: Grade Pending  
Reading Mastery: 60%, Reading Gains: 71%, Reading Lowest 25%: 64%, Math Mastery: 76%, Math Gains: 70%, Writing Mastery: 84%, Science Mastery: 68%, AMO Reading Total Mastery: 60%, White: 86%, Black: 39%, Hispanic: 74%, Asian: 97%, ED: 44%, ELL: 8%, SWD: 28%

AMO Math Total Mastery: 76%, White: 91%, Black: 62%, Hispanic: 87%, Asian: 98%, ED: 67%, ELL: 54%, SWD: 42%.

Principal at Atlantic High School in 2011-2012: Grade A.

Reading Mastery: 55%, Reading Gains: 66%, Reading Lowest 25%: 66%, Math Mastery: 59%, Math Gains: 44%, Math Lowest 25%, Writing Mastery: 92%, Science Mastery: 0%, AMO Reading Total Mastery: 55%, White: 85%, Black: 30%, Hispanic: 69%, Asian: 94%, American Indian/Alaskan Native: 50%, ED: 38%, ELL: 2%, SWD: 21%, AMO Math Total Mastery: 59%, White: 83%, Black: 46%, Hispanic: 74%, Asian: 94%, ED: 49%, ELL: 28%, SWD: 38%.

Principal at Bear Lakes Middle Grade in 2010-2011: Grade B  
Reading Mastery: 53%, Reading Gains: 60%, Reading Lowest 25%: 70%, Math Mastery: 55%, Math Gains: 68%, Writing Mastery: 92%, Science Mastery: 30%, AMO Reading Black: 44%, ED: 47%, SWD: 24%

AMO Math Black: 46%, ED: 50%, ELL: 54%, SWD: 25%.



**Dr. Kia Allen**

Asst Principal

Years as Administrator: 4

Years at Current School: 8

**Credentials**

B.S. Biomedical Science, USF  
 MS Ed. Management & Administration, Nova Southeastern.  
 Certified/Biology  
 (6-12) Administration

**Performance Record**

Assistant Principal at Atlantic High School in 2012-2013: Grade Pending  
 Reading Mastery: 60%, Reading Gains: 71%, Reading Lowest 25%: 64%, Math Mastery: 76%, Math Gains: 70%, Writing Mastery: 84%, Science Mastery: 68%, AMO Reading Total Mastery: 60%, White: 86%, Black: 39%, Hispanic: 74%, Asian: 97%, ED: 44%, ELL: 8%, SWD: 28%  
 AMO Math Total Mastery: 76%, White: 91%, Black: 62%, Hispanic: 87%, Asian: 98%, ED: 67%, ELL: 54%, SWD: 42%.  
 Assistant Principal at Atlantic High School in 2011-2012: Grade A.  
 Reading Mastery: 55%, Reading Gains: 66%, Reading Lowest 25%: 66%, Math Mastery: 59%, Math Gains: 44%, Math Lowest 25%: 66%, Writing Mastery: 92%, Science Mastery: 0%, AMO Reading Total Mastery: 55%, White: 85%, Black: 30%, Hispanic: 69%, Asian: 94%, American Indian/Alaskan Native: 50%, ED: 38%, ELL: 2%, SWD: 21%, AMO Math Total Mastery: 59%, White: 83%, Black: 46%, Hispanic: 74%, Asian: 94%, ED: 49%, ELL: 28%, SWD: 38%.  
 Assistant Principal at Atlantic High School in 2010-2011: Grade A.  
 Reading Mastery: 53%, Reading Gains: 53%, Reading Lowest 43%: Math Mastery: 72%, Math Gains: 74%, Math Lowest 25%: 71%, Writing Mastery: 87%, Science Mastery: 47%, AMO Reading Total Mastery: 48%, White: 75%, Black: 26%, ED: 31%, AMO Math Total Mastery: 65%, White: 91%, Black: 47%, ED: 51%

**Marc Dixon**

Asst Principal

Years as Administrator: 4

Years at Current School: 5

**Credentials**

B.A. History FAMU, M. Ed. Educational Leadership, FAU/Social Studies 5-9, Ed Leadership certification, Reading Endorsement

**Performance Record**

Assistant Principal at Atlantic High School in 2012-2013: Grade Pending

Reading Mastery: 60%, Reading Gains: 71%, Reading Lowest 25%: 64%, Math Mastery: 76%, Math Gains: 70%, Writing Mastery: 84%, Science Mastery: 68%, AMO Reading Total Mastery: 60%, White: 86%, Black: 39%, Hispanic: 74%, Asian: 97%, ED: 44%, ELL: 8%, SWD: 28%

AMO Math Total Mastery: 76%, White: 91%, Black: 62%, Hispanic: 87%, Asian: 98%, ED: 67%, ELL: 54%, SWD: 42%.

Assistant Principal at Atlantic High School in 2011-2012: Grade A.

Reading Mastery: 55%, Reading Gains: 66%, Reading Lowest 25%: 66%, Math Mastery: 59%, Math Gains: 44%, Math Lowest 25%: 66%, Writing Mastery: 92%, Science Mastery: 0%, AMO Reading Total Mastery: 55%, White: 85%, Black: 30%, Hispanic: 69%, Asian: 94%, American Indian/Alaskan Native: 50%, ED: 38%, ELL: 2%, SWD: 21%, AMO Math Total Mastery: 59%, White: 83%, Black: 46%, Hispanic: 74%, Asian: 94%, ED: 49%, ELL: 28%, SWD: 38%.

Assistant Principal at Atlantic High School in 2010-2011: Grade A.

Reading Mastery: 53%, Reading Gains: 53%, Reading Lowest 43%: Math Mastery: 72%, Math Gains: 74%, Math Lowest 25%: 71%, Writing Mastery: 87%, Science Mastery: 47%, AMO Reading Total Mastery: 48%, White: 75%, Black: 26%, ED: 31%, AMO Math Total Mastery: 65%, White: 91%, Black: 47%, ED: 51%

**Ruthe Francis**

Asst Principal

Years as Administrator: 5

Years at Current School: 2

**Credentials**

BA- Psychology, Master of Science Counseling Psychology,  
 Certification- Educational Leadership, State of Florida Reading  
 (Endorsed)

**Performance Record**

Assistant Principal at Atlantic High School in 2012-2013: Grade Pending  
 Reading Mastery: 60%, Reading Gains: 71%, Reading Lowest 25%: 64%, Math Mastery: 76%, Math Gains: 70%, Writing Mastery: 84%, Science Mastery: 68%, AMO Reading Total Mastery: 60%, White: 86%, Black: 39%, Hispanic: 74%, Asian: 97%, ED: 44%, ELL: 8%, SWD: 28%  
 AMO Math Total Mastery: 76%, White: 91%, Black: 62%, Hispanic: 87%, Asian: 98%, ED: 67%, ELL: 54%, SWD: 42%.  
 Assistant Principal at Atlantic High School in 2011-2012: Grade A.  
 Reading Mastery: 55%, Reading Gains: 66%, Reading Lowest 25%: 66%, Math Mastery: 59%, Math Gains: 44%, Math Lowest 25%: 66%, Writing Mastery: 92%, Science Mastery: 0%, AMO Reading Total Mastery: 55%, White: 85%, Black: 30%, Hispanic: 69%, Asian: 94%, American Indian/Alaskan Native: 50%, ED: 38%, ELL: 2%, SWD: 21%, AMO Math Total Mastery: 59%, White: 83%, Black: 46%, Hispanic: 74%, Asian: 94%, ED: 49%, ELL: 28%, SWD: 38%.  
 Assistant Principal at Bear Lakes Middle in 2010-2011: Grade B.  
 Reading Mastery: 53%, Reading Gains: 60%, Reading Lowest 25%: 70%: Math Mastery: 55%, Math Gains: 68%, Math Lowest 25%: 69%, Writing Mastery: 92%, Science Mastery: 30%, AMO Reading Black: 44%, ED: 47%, SWD: 24%, AMO Math Black: 46%, ED: 50%, SWD: 25%

**Jean-Claude Rodney**

Asst Principal

Years as Administrator: 5

Years at Current School: 15

**Credentials**

B.E.M.E. Mechanical Engineering City College of New York, M.S.  
Math Education Nova Southeastern University/  
Math (6-12) Ed Leadership certification

**Performance Record**

Assistant Principal at Atlantic High School in 2012-2013: Grade Pending  
Reading Mastery: 60%, Reading Gains: 71%, Reading Lowest 25%: 64%, Math Mastery: 76%, Math Gains: 70%, Writing Mastery: 84%, Science Mastery: 68%, AMO Reading Total Mastery: 60%, White: 86%, Black: 39%, Hispanic: 74%, Asian: 97%, ED: 44%, ELL: 8%, SWD: 28%  
AMO Math Total Mastery: 76%, White: 91%, Black: 62%, Hispanic: 87%, Asian: 98%, ED: 67%, ELL: 54%, SWD: 42%.  
Assistant Principal at Atlantic High School in 2011-2012: Grade A.  
Reading Mastery: 55%, Reading Gains: 66%, Reading Lowest 25%: 66%, Math Mastery: 59%, Math Gains: 44%, Math Lowest 25%: 66%, Writing Mastery: 92%, Science Mastery: 0%, AMO Reading Total Mastery: 55%, White: 85%, Black: 30%, Hispanic: 69%, Asian: 94%, American Indian/Alaskan Native: 50%, ED: 38%, ELL: 2%, SWD: 21%, AMO Math Total Mastery: 59%, White: 83%, Black: 46%, Hispanic: 74%, Asian: 94%, ED: 49%, ELL: 28%, SWD: 38%.  
Assistant Principal at Atlantic High School in 2010-2011: Grade A.  
Reading Mastery: 53%, Reading Gains: 53%, Reading Lowest 43%: Math Mastery: 72%, Math Gains: 74%, Math Lowest 25%: 71%, Writing Mastery: 87%, Science Mastery: 47%, AMO Reading Total Mastery: 48%, White: 75%, Black: 26%, ED: 31%, AMO Math Total Mastery: 65%, White: 91%, Black: 47%, ED: 51%

**Earlean McLemore-Golphin**

Asst Principal

Years as Administrator: 1

Years at Current School: 1

**Credentials**

Professional Educator's: BS- Elementary Education, Bethune-Cookman University; M. Education - Education Administration, Grand Canyon University, ESOL Endorsement, Reading Endorsement

**Performance Record**

Assistant Principal at Atlantic High School in 2012-2013: Grade Pending

Reading Mastery: 60%, Reading Gains: 71%, Reading Lowest 25%: 64%, Math Mastery: 76%, Math Gains: 70%, Writing Mastery: 84%, Science Mastery: 68%, AMO Reading Total Mastery: 60%, White: 86%, Black: 39%, Hispanic: 74%, Asian: 97%, ED: 44%, ELL: 8%, SWD: 28%

AMO Math Total Mastery: 76%, White: 91%, Black: 62%, Hispanic: 87%, Asian: 98%, ED: 67%, ELL: 54%, SWD: 42%.

Reading Coach at Bear Lakes Middle in 2011-2012: Grade C  
Reading Mastery: 37%, Reading Gains: 65%, Reading Lowest 25%: 74%, Math Mastery: 36%, Math Gains: 64%, Math Lowest 25%: 74%, Writing Mastery: 74%, Science Mastery: 27%, AMO Reading Total Mastery: 37%, White: 56%, Black: 34%, Hispanic: 45%, Asian: 67%, ED: 36%, ELL: 5%, SWD: 24%, AMO Math Total Mastery: 36%, White: 48%, Black: 34%, Hispanic: 40%, Asian: 100%, ED: 35%, ELL: 33%, SWD: 19%.

Reading Coach at Bear Lakes Middle in 2010-2011: Grade B  
Reading Mastery: 53%, Reading Gains: 60%, Reading Lowest 25%: 70%, Math Mastery: 55%, Math Gains: 68%, Math Lowest 25%: 69%, Writing Mastery: 92%, Science Mastery: 30%, AMO Reading Total Mastery: 47%, Black: 44%, ED: 47%, SWD: 24%, AMO Math Total Mastery: 50%, Black: 46%, ED: 50%, SWD: 25%.

**Allison Castellano**

Asst Principal

Years as Administrator: 2

Years at Current School: 3

**Credentials**

B.A. Mathematics- Florida Atlantic University Certified 6-12 mathematics, 5-9 mathematics, and a masters degree in educational leadership-FAU

**Performance Record**

Assistant Principal at Atlantic High School in 2012-2013: Grade Pending  
 Reading Mastery: 60%, Reading Gains: 71%, Reading Lowest 25%: 64%, Math Mastery: 76%, Math Gains: 70%, Writing Mastery: 84%, Science Mastery: 68%, AMO Reading Total Mastery: 60%, White: 86%, Black: 39%, Hispanic: 74%, Asian: 97%, ED: 44%, ELL: 8%, SWD: 28%  
 AMO Math Total Mastery: 76%, White: 91%, Black: 62%, Hispanic: 87%, Asian: 98%, ED: 67%, ELL: 54%, SWD: 42%.  
 Assistant Principal at Atlantic High School in 2011-2012: Grade A.  
 Reading Mastery: 55%, Reading Gains: 66%, Reading Lowest 25%: 66%, Math Mastery: 59%, Math Gains: 44%, Math Lowest 25%, Writing Mastery: 92%, Science Mastery: 0%, AMO Reading Total Mastery: 55%, White: 85%, Black: 30%, Hispanic: 69%, Asian: 94%, American Indian/Alaskan Native: 50%, ED: 38%, ELL: 2%, SWD: 21%, AMO Math Total Mastery: 59%, White: 83%, Black: 46%, Hispanic: 74%, Asian: 94%, ED: 49%, ELL: 28%, SWD: 38%.

**David Youngman**

Asst Principal

Years as Administrator: 7

Years at Current School: 23

**Credentials**

B.S. Biology / Chemistry, St John Fisher, M.S. Science Education, Florida Institute of Technology  
 Certified Biology 6-12, Chemistry 6-12, Educational Leadership, Gifted K-12, Middle Grades

**Performance Record**

Assistant Principal at Atlantic High School in 2012-2013: Grade Pending  
 Reading Mastery: 60%, Reading Gains: 71%, Reading Lowest 25%: 64%, Math Mastery: 76%, Math Gains: 70%, Writing Mastery: 84%, Science Mastery: 68%, AMO Reading Total Mastery: 60%, White: 86%, Black: 39%, Hispanic: 74%, Asian: 97%, ED: 44%, ELL: 8%, SWD: 28%  
 AMO Math Total Mastery: 76%, White: 91%, Black: 62%, Hispanic: 87%, Asian: 98%, ED: 67%, ELL: 54%, SWD: 42%.  
 Assistant Principal at Atlantic High School in 2011-2012: Grade A.  
 Reading Mastery: 55%, Reading Gains: 66%, Reading Lowest 25%: 66%, Math Mastery: 59%, Math Gains: 44%, Math Lowest 25%: 66%, Writing Mastery: 92%, Science Mastery: 0%, AMO Reading Total Mastery: 55%, White: 85%, Black: 30%, Hispanic: 69%, Asian: 94%, American Indian/Alaskan Native: 50%, ED: 38%, ELL: 2%, SWD: 21%, AMO Math Total Mastery: 59%, White: 83%, Black: 46%, Hispanic: 74%, Asian: 94%, ED: 49%, ELL: 28%, SWD: 38%.  
 Assistant Principal at Atlantic High School in 2010-2011: Grade A.  
 Reading Mastery: 53%, Reading Gains: 53%, Reading Lowest 25%: 43%, Math Mastery: 72%, Math Gains: 74%, Math Lowest 25%: 71%, Writing Mastery: 87%, Science Mastery: 47%, AMO Reading Total Mastery: 48%, White: 75%, Black: 26%, ED: 31%, AMO Math Total Mastery: 65%, White: 91%, Black: 47%, ED: 51%

**Mary Powers**

Asst Principal

Years as Administrator: 2

Years at Current School: 2

**Credentials**

B.S. Intermediate Education, Sacred Heart College, MS Hunter College ESE, Specialist FAU Educational Leadership/Adult Education  
 Certified: Elementary, ESE, ESOL Endorsed, Educational Leadership

**Performance Record**

Assistant Principal at Atlantic High School in 2012-2013: Grade Pending  
 Reading Mastery: 60%, Reading Gains: 71%, Reading Lowest 25%: 64%, Math Mastery: 76%, Math Gains: 70%, Writing Mastery: 84%, Science Mastery: 68%, AMO Reading Total Mastery: 60%, White: 86%, Black: 39%, Hispanic: 74%, Asian: 97%, ED: 44%, ELL: 8%, SWD: 28%  
 AMO Math Total Mastery: 76%, White: 91%, Black: 62%, Hispanic: 87%, Asian: 98%, ED: 67%, ELL: 54%, SWD: 42%.  
 Assistant Principal at Atlantic High School in 2011-2012: Grade A.  
 Reading Mastery: 55%, Reading Gains: 66%, Reading Lowest 25%: 66%, Math Mastery: 59%, Math Gains: 44%, Math Lowest 25%, Writing Mastery: 92%, Science Mastery: 0%, AMO Reading Total Mastery: 55%, White: 85%, Black: 30%, Hispanic: 69%, Asian: 94%, American Indian/Alaskan Native: 50%, ED: 38%, ELL: 2%, SWD: 21%, AMO Math Total Mastery: 59%, White: 83%, Black: 46%, Hispanic: 74%, Asian: 94%, ED: 49%, ELL: 28%, SWD: 38%.

**Instructional Coaches****# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:**



**Tammy Mose-Cooper**

Full-time / School-based

Years as Coach: 6

Years at Current School: 8

**Areas**

Reading/Literacy

**Credentials**

B.S. Elementary Education

M.S. Reading K-12

Middle School Math 5-9

**Performance Record**

Reading Coach at Atlantic High School in 2012-2013: Grade Pending

Reading Mastery: 60%, Reading Gains: 71%, Reading Lowest 25%: 64%, Math Mastery: 76%, Math Gains: 70%, Writing Mastery: 84%, Science Mastery: 68%, AMO Reading Total Mastery: 60%, White: 86%, Black: 39%, Hispanic: 74%, Asian: 97%, ED: 44%, ELL: 8%, SWD: 28%

AMO Math Total Mastery: 76%, White: 91%, Black: 62%, Hispanic: 87%, Asian: 98%, ED: 67%, ELL: 54%, SWD: 42%.

Reading Coach at Atlantic High School in 2011-2012: Grade A. Reading Mastery: 55%, Reading Gains: 66%, Reading Lowest 25%: 66%, Math Mastery: 59%, Math Gains: 44%, Math Lowest 25%: 58%, Writing Mastery: 92%, Science Mastery: 0%, AMO Reading Total Mastery: 55%, White: 85%, Black: 30%, Hispanic: 69%, Asian: 94%, American Indian/Alaskan Native: 50%, ED: 38%, ELL: 2%, SWD: 21%, AMO Math Total Mastery: 59%, White: 83%, Black: 46%, Hispanic: 74%, Asian: 94%, ED: 49%, ELL: 28%, SWD: 38%.

Reading Coach at Atlantic High School in 2010-2011: Grade A Reading Mastery: 53%, Reading Gains: 53%, Reading Lowest 25%: 43%, Math Mastery: 72%, Math Gains: 74%, Math Lowest 25%: 71%, Writing Mastery: 87%, Science Mastery: 47%, AMO Reading Total Mastery: 48%, White: 75%, Black: 26%, ED: 31%, AMO Math Total Mastery: 65%, White: 91%, Black: 47%, ED: 51%.

**Susan Chee-A-Tow**

Part-time / School-based

Years as Coach: 3

Years at Current School: 5

**Areas**

Mathematics

**Credentials**B.S. Computer Science  
B.A. Mathematics**Performance Record**

Math Coach at Atlantic High School in 2012-2013: Grade Pending  
 Reading Mastery: 60%, Reading Gains: 71%, Reading Lowest 25%: 64%, Math Mastery: 76%, Math Gains: 70%, Writing Mastery: 84%, Science Mastery: 68%, AMO Reading Total Mastery: 60%, White: 86%, Black: 39%, Hispanic: 74%, Asian: 97%, ED: 44%, ELL: 8%, SWD: 28%  
 AMO Math Total Mastery: 76%, White: 91%, Black: 62%, Hispanic: 87%, Asian: 98%, ED: 67%, ELL: 54%, SWD: 42%.  
 Math Coach at Atlantic High School in 2011-2012: Grade A.  
 Reading Mastery: 55%, Reading Gains: 66%, Reading Lowest 25%: 66%, Math Mastery: 59%, Math Gains: 44%, Math Lowest 25%: 58%, Writing Mastery: 92%, Science Mastery: 0%, AMO Reading Total Mastery: 55%, White: 85%, Black: 30%, Hispanic: 69%, Asian: 94%, American Indian/Alaskan Native: 50%, ED: 38%, ELL: 2%, SWD: 21%, AMO Math Total Mastery: 59%, White: 83%, Black: 46%, Hispanic: 74%, Asian: 94%, ED: 49%, ELL: 28%, SWD: 38%.  
 Math Coach at Atlantic High School in 2010-2011: Grade A  
 Reading Mastery: 53%, Reading Gains: 53%, Reading Lowest 25%: 43%, Math Mastery: 72%, Math Gains: 74%, Math Lowest 25%: 71%, Writing Mastery: 87%, Science Mastery: 47%, AMO Reading Total Mastery: 48%, White: 75%, Black: 26%, ED: 31%, AMO Math Total Mastery: 65%, White: 91%, Black: 47%, ED: 51%.

**Classroom Teachers****# of classroom teachers**

122

**# receiving effective rating or higher**

122, 100%

**# Highly Qualified Teachers**

97%

**# certified in-field**

118, 97%

**# ESOL endorsed**

28, 23%

**# reading endorsed**

40, 33%

**# with advanced degrees**

42, 34%

**# National Board Certified**

7, 6%

**# first-year teachers**

7, 6%

**# with 1-5 years of experience**

29, 24%

**# with 6-14 years of experience**

44, 36%

**# with 15 or more years of experience**

42, 34%

**Education Paraprofessionals****# of paraprofessionals**

5

**# Highly Qualified**

0, 0%

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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. The Assistant Principals are responsible for implementing these on-going strategies.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the 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 to engage in collaborative conversation and planning.

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

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.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

The members of the Atlantic Community High School school-based RtI Leadership Team are Adria Mitchell, Marc Dixon, Earlean Golphin, Ruthe Francis, Giovanni Glover, Carismene Albert-Theus, Alberto Zeno, Patricia Brinkley, Leslie Kecskes, Susan Rodriguez, Tricia Maxwell, Nurse Brenda Galie, and Carol Klein, .

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Stake holders contributed to the development and continue to monitor implementation of the SIP. Members of team will consistently meet to discuss FCAT and EOC scores and the progress of the lowest 25%, "subgroups", instructional strategies, and services. The RtI Leadership Team is actively involved in both the formation and implementation of the School Improvement Plan. Both academic and behavioral concerns are addressed in the SIP and strategies are employed to meet the needs of students.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Baseline Data: Florida Comprehensive Assessment Test (FCAT), Curriculum based measurement, 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.

Midyear Data: Palm Beach County Winter Diagnostics and curriculum based measurement.

End of year data: Florida Comprehensive Assessment Test (FCAT), End of Course Exams (EOC) and AP/ACT/SAT/AICE scores.

Reading: The EDW data management system is used to summarize data at each tier for reading. Sources of data are FCAT, SRI, Diagnostics, DAR, Read On, Wilson Reading, and fluency probes.

Mathematics: The EDW data management system is used to summarize data at each tier for mathematics. Sources of data are FCAT, SRI, and diagnostics.

Science: The data source and the data management system used to summarize data at each tier for Science is the Gizmos program.

Writing: The EDW mangement system is used to summarize data at each tier for Writing. Sources of data are the Palm Beach Writes and Florida Writes assessments. Behavior: TERMS/EDW (In school/out of school suspension), anger management, mentoring, behavior contracts

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Our plan to support understanding of MTSS and build capacity in data-based problem solving for staff is present pertinent information to teachers during department meetings, academy meetings, and LTM days. Parents will be able to get an understanding of the MTSS through planned parental involvement meetings and during parent-teacher conferences.

## Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 17,320

After School Tutoring

### Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

### How is data collected and analyzed to determine the effectiveness of this strategy?

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

### Who is responsible for monitoring implementation of this strategy?

Administrators

**Strategy:** Summer Program

**Minutes added to school year:** 1,920

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

### Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

### How is data collected and analyzed to determine the effectiveness of this strategy?

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

### Who is responsible for monitoring implementation of this strategy?

Administrators

**Strategy: Weekend Program****Minutes added to school year: 2,730**

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

**Strategy Purpose(s)**

""

**How is data collected and analyzed to determine the effectiveness of this strategy?**

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

**Who is responsible for monitoring implementation of this strategy?**

Administrators

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Dr Anthony Lockhart	Principal
Ruthe Francis	Assistant Principal
Earlean Golphin	Assistant Principal
Allison Castellano	Assistant Principal
Tammy Mose-Cooper	Reading Coach/Dept. Chair
Susan Chee-A-Tow	Math Coach/Dept. Chair
Nickoletta Loulis	AVID Teacher
Heather Rose	English Teacher/Dept. Chair
Susan Rodriguez	ESE Coordinator
Jackie Boileu	IB Teacher/Coordinator
Tricia Maxwell	ELL Coordinator

**How the school-based LLT functions**

The LLT will meet at least once a month to discuss reading data and the progress of our initiatives. Additionally, the team reviews universal screening data, diagnostic data, and progress monitoring data, identifies students who are meeting/exceeding benchmarks or who are at risk for not meeting benchmarks and need additional academic and/or behavioral support, develop research-based intervention plans which address the students' needs, and identify problems, develop plans, implement plans and assess progress toward goals.

Also, the team is responsible for identifying appropriate professional development and resources, collaborating, problem solving, sharing effective practices, evaluating implementation, making decisions, and practicing new processes and skills.

**Major initiatives of the LLT**

Ensuring that teachers are well-versed with Common Core implementation, professional development for Text Dependent Questions, and implementation of AVID strategies. The LLT plans to continue to build stamina and endurance through independent reading through the use of classroom libraries and to establish a reading culture across our school campus; to build teacher capacity; to focus on individual student data and work with teachers on effective small group differentiated instruction based on student needs.

### **Every Teacher Contributes to Reading Instruction**

#### **How the school ensures every teacher contributes to the reading improvement of every student**

To ensure that teaching reading strategies is the responsibility of every teacher, the reading coach provides reading professional development at our LTM's (late start meetings) once a month. Each teacher focuses on a daily primary and secondary benchmark each nine weeks through our FCIM calendar. Also, each teacher focuses a reading benchmark for their secondary benchmark with support from the reading coach. Additionally, each teacher is encouraged to use PROJECT CRISS and/or AVID methodologies in their instruction to promote critical thinking and reading skills. Finally, the reading coach is available to meet with any teacher about incorporating research-based reading strategies into their lessons.

### **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

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 and 3rd in the State 2 years ago. 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 "Certipoint" 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 IB TV Production class to allow the students to make connections with what they are learning and the success of their future endeavors.

#### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

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, 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, ePEP, financial aid assistance, FCATS.org, Choice programs, college fairs, and JROTC.

In the Personal/Social Domain, we provide services and information regarding character education, 211, SWAT, SADD, FACE-IT, athletic/extracurricular activities (clubs), group counseling, conflict resolution and peer mediation, Safe Schools Ambassadors, peer counselors, and Brown/Red Ribbon Week activities.

### **Strategies for improving student readiness for the public postsecondary level**

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.



## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	61%	60%	No	65%
American Indian				
Asian	97%	97%	Yes	97%
Black/African American	42%	39%	No	48%
Hispanic	68%	74%	Yes	71%
White	85%	86%	Yes	87%
English language learners	22%	8%	No	30%
Students with disabilities	32%	28%	No	39%
Economically disadvantaged	47%	44%	No	52%

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	240	15%	20%
Students scoring at or above Achievement Level 4	431	27%	30%

### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		55%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		55%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	725	71%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	155	64%	67%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	93	44%	47%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	43	20%	22%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	23	11%	13%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	288	56%	53%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	437	82%	90%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

**Area 3: Mathematics****High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	35%	76%	Yes	42%
American Indian				
Asian	95%	98%	Yes	95%
Black/African American	33%	62%	Yes	39%
Hispanic	36%	87%	Yes	42%
White	43%	91%	Yes	48%
English language learners	29%	54%	Yes	36%
Students with disabilities	33%	42%	Yes	40%
Economically disadvantaged	33%	67%	Yes	40%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		35%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		70%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	133	44%	50%
Students in lowest 25% making learning gains (EOC)	70	58%	65%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	272	53%	55%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	218	46%	50%
Students scoring at or above Achievement Level 4	54	11%	15%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	139	41%	45%
Students scoring at or above Achievement Level 4	106	31%	35%

**Area 4: Science****High School Science****Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		55%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		55%

**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	197	34%	40%
Students scoring at or above Achievement Level 4	181	32%	35%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		15
Participation in STEM-related experiences provided for students	235	30%	35%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	323	16%	20%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		99%	100%
Students taking one or more advanced placement exams for STEM-related courses	323	16%	35%
CTE-STEM program concentrators	62		62
Students taking CTE-STEM industry certification exams	323	16%	35%
Passing rate (%) for students who take CTE-STEM industry certification exams		65%	70%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	932	47%	48%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	823	81%	83%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		6%	20%
Students taking CTE industry certification exams	27	100%	100%
Passing rate (%) for students who take CTE industry certification exams		100%	100%
CTE program concentrators	62	6%	20%
CTE teachers holding appropriate industry certifications	5	100%	100%

## Area 8: Early Warning Systems

### High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	11	0%	0%
Students in ninth grade with one or more absences within the first 20 days	77	15%	10%
Students in ninth grade who fail two or more courses in any subject	50	9%	5%
Students with grade point average less than 2.0	149	7%	5%
Students who fail to progress on-time to tenth grade	18	3%	1%
Students who receive two or more behavior referrals	327	16%	11%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	212	10%	5%

### Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	30	1%	1%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	407	81%	85%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	81	67%	75%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	429	84%	80%

## Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Parental involvement targets for the school

For the 2013-2014 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.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents will get involved with the design, implementation, and evaluation of school-wide programs.	145	8%	15%
Parents will increase attendance at SAC meetings and Title I events.	305	15%	20%

**Area 10: Additional Targets****Additional targets for the school**

Atlantic High 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

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Atlantic High School teachers will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)	127	100%	100%

## Goals Summary

- G1.** Percentage of students attending tutoring and extended learning opportunities in the areas of math, reading, writing, and science will increase by 20%.
- G2.** To increase the percentage of students who participate in college and career preparation activities/events by 10% during the 2013-2014 school year.
- G3.** To increase parental involvement at all school sponsored events and meetings by 15%.
- G4.** 100% of teachers will receive professional development on integrating Item Specs into daily lessons.
- G5.** 100% of teachers will utilize available technology tools to enhance student learning styles and to obtain immediate feedback on assessments.
- G6.** 100% of teachers will continue training with differentiated instruction through follow-ups on Professional Development Days.
- G7.** By June 2014, 100% of content area teachers will increase their knowledge of how to help their students answer higher complexity questions.
- G8.** By June 2014, at least 65% of students will score at or above Level 3 (as measured by FCAT 2.0).

## Goals Detail

**G1.** Percentage of students attending tutoring and extended learning opportunities in the areas of math, reading, writing, and science will increase by 20%.

### Targets Supported

- Writing
- Algebra 1 EOC
- Geometry EOC
- Science - Biology 1 EOC

### Resources Available to Support the Goal

- Pay for Tutoring Personnel

### Targeted Barriers to Achieving the Goal

- Scheduling the needed tutorial sessions

### Plan to Monitor Progress Toward the Goal

Tutorial Coordinator and teachers will monitor student progress in an effort to adjust plans for continuous improvement.

**Person or Persons Responsible**

Tutorial Coordinator, tutorial teachers, and administrators

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Progress monitoring sheet

**G2.** To increase the percentage of students who participate in college and career preparation activities/ events by 10% during the 2013-2014 school year.

**Targets Supported****Resources Available to Support the Goal**

- College and Career Coach

**Targeted Barriers to Achieving the Goal**

- Lack of resources and funds for college and pose secondary careers.

### Plan to Monitor Progress Toward the Goal

Increase in number of students enrolling in college

**Person or Persons Responsible**

Administration and Guidance

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Study sign in sheets

**G3.** To increase parental involvement at all school sponsored events and meetings by 15%.

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- Supplies (postage stamps) for written communication announcing Title I events and parental involvement meetings.

**Targeted Barriers to Achieving the Goal**

- Accessing parents to disperse information effectively



### Plan to Monitor Progress Toward the Goal

Increasing parental involvement

**Person or Persons Responsible**

All Instructors, Family Advocate/Parent Involvement, Representative and Administrator

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Sign-in Sheets, Website visitor counts, and surveys

### G4. 100% of teachers will receive professional development on integrating Item Specs into daily lessons.

**Targets Supported**

- Science
- Science - High School
- Science - Biology 1 EOC

**Resources Available to Support the Goal**

- Item Specifications and supplementary workbooks to provide practice problems.

**Targeted Barriers to Achieving the Goal**

- Lack of the needed time to cover all tested benchmarks.

### Plan to Monitor Progress Toward the Goal

Student achievement will increase

**Person or Persons Responsible**

Teachers and Administrators

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Data from common assessments

**G5.** 100% of teachers will utilize available technology tools to enhance student learning styles and to obtain immediate feedback on assessments.

**Targets Supported**

- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

**Resources Available to Support the Goal**

- Math Coach Technology tools (computers, clickers, etc.).

**Targeted Barriers to Achieving the Goal**

- Use of technology to enhance instruction and assessments is limited due to a lack of resources.

**Plan to Monitor Progress Toward the Goal**

Progress monitoring through Learning Team Meetings, Classroom Walkthroughs, Data from diagnostic testing and common assessments

**Person or Persons Responsible**

Teachers and Administrators

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Assessment results

**G6.** 100% of teachers will continue training with differentiated instruction through follow-ups on Professional Development Days.

**Targets Supported**

- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

**Resources Available to Support the Goal**

- Math Coach and District personnel

**Targeted Barriers to Achieving the Goal**

- Varied background of the students

## Plan to Monitor Progress Toward the Goal

Continued professional development

### Person or Persons Responsible

Administration will monitor that teachers are utilizing strategies learned to meet the learning needs of the students.

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Learning Team Meetings in order to review data to drive decision making.

**G7.** By June 2014, 100% of content area teachers will increase their knowledge of how to help their students answer higher complexity questions.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - High School
- Science - Biology 1 EOC

### Resources Available to Support the Goal

- AVID and Common Core strategies

### Targeted Barriers to Achieving the Goal

- Professional development and resources are needed to address the reading deficiencies of the students in the areas of decoding, text efficiency, fluency, and endurance reading longer passages.

## Plan to Monitor Progress Toward the Goal

Assistant Principals will check lesson plans to ensure a variety of instructional strategies are being used to meet the learning styles of students.

### Person or Persons Responsible

Reading Coach, Intensive Reading teachers, content area classroom teachers, and Assistant Principals

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Progress will be measured through diagnostic testing and progress checks in Reading.

**G8.** By June 2014, at least 65% of students will score at or above Level 3 (as measured by FCAT 2.0).

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

**Resources Available to Support the Goal**

- Reading Coach

**Targeted Barriers to Achieving the Goal**

- Additional professional development, resources, and personnel are needed to address the critical reading skills necessary for the students to be successful on the higher complexity questions on FCAT 2.0 reading test.

**Plan to Monitor Progress Toward the Goal**

Classroom teacher Assistant Principal, AVID site team, MYP coordinator

**Person or Persons Responsible**

Assistant Principals will monitor implementation through classroom walkthroughs. Assistant Principal will monitor computer lab usage. Reading Coach will monitor student progress in Reading Plus.

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Effectiveness will be determined through diagnostic tests and other FCAT-like classroom assessments. Data will also be analyzed from Reading Plus database.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Percentage of students attending tutoring and extended learning opportunities in the areas of math, reading, writing, and science will increase by 20%.

#### **G1.B1** Scheduling the needed tutorial sessions

**G1.B1.S1** Tutoring sessions will be provided to help students pass the required state and EOC assessments

#### **Action Step 1**

Tutoring program will be organized by preparing curriculum and hiring personnel.

##### **Person or Persons Responsible**

Administrator and Tutorial Coordinator

##### **Target Dates or Schedule**

After school hours, Monday through Thursday

##### **Evidence of Completion**

Tutoring schedule and lesson plans

#### **Action Step 2**

Provide supplies for tutorial and classroom use.

##### **Person or Persons Responsible**

Tutors and Classroom Teachers

##### **Target Dates or Schedule**

Ongoing

##### **Evidence of Completion**

Packing slips and teacher confirmation of receipt of items

### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

Administrators will review evidence of completion submitted and make observations during tutorial sessions

#### **Person or Persons Responsible**

Administrators and Tutorial Coordinator

#### **Target Dates or Schedule**

Ongoing, Monday through Thursday

#### **Evidence of Completion**

Student attendance sheets

### **Plan to Monitor Effectiveness of G1.B1.S1**

Student classroom and state assessment results will be collected to determine program effectiveness

#### **Person or Persons Responsible**

Instructional coaches and Administrators

#### **Target Dates or Schedule**

Assignment/assessment data will be collected on a weekly basis. (Ongoing)

#### **Evidence of Completion**

A report that details students progress will be created. Students and teachers will also complete a progress monitoring sheet.

**G2.** To increase the percentage of students who participate in college and career preparation activities/events by 10% during the 2013-2014 school year.

**G2.B1** Lack of resources and funds for college and pose secondary careers.

**G2.B1.S1** Hire a College and Career Coach to educate students about attending college and securing funding for college

**Action Step 1**

Hire a College and Career Coach

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

August 2013

**Evidence of Completion**

Personnel joining faculty

**Plan to Monitor Fidelity of Implementation of G2.B1.S1**

College and Career Coach will schedule visits from various colleges

**Person or Persons Responsible**

College and Career Coach and Guidance Counselors

**Target Dates or Schedule**

September 2013 - May 2014

**Evidence of Completion**

Agendas and Sign In sheets from meetings

**Plan to Monitor Effectiveness of G2.B1.S1**

Increase in students attending college centered activities on campus

**Person or Persons Responsible**

Administration and Guidance

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Sign In sheets and number of submitted college applications

**G3.** To increase parental involvement at all school sponsored events and meetings by 15%.

**G3.B1** Accessing parents to disperse information effectively

**G3.B1.S1** Use automated phone dialer, Marquee, school website, on-campus signage, parent newsletter, mailing information, school announcements to contact parents

**Action Step 1**

Solicit parental involvement and attendance at school meetings and activities

**Person or Persons Responsible**

All stakeholders

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Sign-in Sheets, Website visitor counts, and surveys

**Plan to Monitor Fidelity of Implementation of G3.B1.S1**

Increased communication with parents

**Person or Persons Responsible**

Administrators and Title I Administrator

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Sign-in Sheets, Website visitor counts, and sign-in sheets

**Plan to Monitor Effectiveness of G3.B1.S1**

Attendance at events

**Person or Persons Responsible**

SAC and Administrators

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Sign-in Sheets, Website visitor counts, and surveys



**G4.** 100% of teachers will receive professional development on integrating Item Specs into daily lessons.

**G4.B1** Lack of the needed time to cover all tested benchmarks.

**G4.B1.S1** Teachers will receive professional development on integrating Item Specs into daily lessons. All teachers will receive a copy of the Biology Item Specs.

**Action Step 1**

Ensure that professional development is scheduled for teachers

**Person or Persons Responsible**

Instructional Leaders

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Feedback from professional development and classroom walkthrough observations of integration of Biology Item Specs.

**Facilitator:**

Instructional Leader/Science Personnel

**Participants:**

Teachers

**Action Step 2**

Ensure that teacher coverage is available for Title I teachers

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Professional Development Log

**Facilitator:**

Instructional Coaches and Administrators

**Participants:**

Teachers

### Plan to Monitor Fidelity of Implementation of G4.B1.S1

Implementation of Item Specifications in daily teaching

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson plans and walkthroughs

### Plan to Monitor Effectiveness of G4.B1.S1

Increase in assessment results

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Common Assessments

**G5.** 100% of teachers will utilize available technology tools to enhance student learning styles and to obtain immediate feedback on assessments.

**G5.B1** Use of technology to enhance instruction and assessments is limited due to a lack of resources.

**G5.B1.S1** Portable labs will be utilized when other labs are not available due to high demands.

**Action Step 1**

Teachers will secure available technology tools to enhance student learning styles and to obtain immediate feedback on assessments

**Person or Persons Responsible**

Math Teachers and Administrators

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Data reports from technology tools

### Plan to Monitor Fidelity of Implementation of G5.B1.S1

Utilization of technology tools

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Data reports shared during Learning Team Meetings

### Plan to Monitor Effectiveness of G5.B1.S1

Strategy will be monitored for effectiveness based on student achievement

**Person or Persons Responsible**

Teachers and Administrators

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Learning Team Meetings, Classroom Walkthroughs, Data from diagnostic testing and common assessments

**G6.** 100% of teachers will continue training with differentiated instruction through follow-ups on Professional Development Days.

**G6.B1** Varied background of the students

**G6.B1.S1** FCIM will be developed to provide remediation to students based on diagnostic results.

**Action Step 1**

Increase professional development in differentiated instruction

**Person or Persons Responsible**

Instructional Coaches and Administrators

**Target Dates or Schedule**

During LTM and Professional Development Days

**Evidence of Completion**

Professional Development Log and product evidence

**Facilitator:**

Instructional Coaches and District Personnel

**Participants:**

All teachers

**Plan to Monitor Fidelity of Implementation of G6.B1.S1**

Increased use differentiated instruction

**Person or Persons Responsible**

Teachers and Administrators

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Assessment results

## Plan to Monitor Effectiveness of G6.B1.S1

Utilization of differentiated instruction

### Person or Persons Responsible

Teachers and Administrators

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Lesson Plans and Classroom Walkthroughs

**G7.** By June 2014, 100% of content area teachers will increase their knowledge of how to help their students answer higher complexity questions.

**G7.B1** Professional development and resources are needed to address the reading deficiencies of the students in the areas of decoding, text efficiency, fluency, and endurance reading longer passages.

**G7.B1.S1** Infuse CRISS strategies/AVID strategies (graphic organizers to assist students in organizing information) in all content areas

### Action Step 1

Professional development will be provided during LTM, PDD, department meetings, and Academy meetings regarding CRISS and AVID strategies

### Person or Persons Responsible

Reading Coach and AVID Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Progress will be measured through observation of lesson plan books and classroom walkthroughs by assistant principals

### Facilitator:

Reading Coach and AVID site team

### Participants:

All teachers

### **Plan to Monitor Fidelity of Implementation of G7.B1.S1**

Infusion of CRISS and AVID Strategies

**Person or Persons Responsible**

Teachers and Administrators

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson plans will reflect the use of these AVID strategies and Common Core Standards.

### **Plan to Monitor Effectiveness of G7.B1.S1**

Implementation of strategies

**Person or Persons Responsible**

Teachers and Administrators

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson plans utilizing strategies taught during the professional development will be checked by administrators as well as through classroom walkthroughs.

**G8.** By June 2014, at least 65% of students will score at or above Level 3 (as measured by FCAT 2.0).

**G8.B1** Additional professional development, resources, and personnel are needed to address the critical reading skills necessary for the students to be successful on the higher complexity questions on FCAT 2.0 reading test.

**G8.B1.S1** Teachers will receive professional development in critical reading skills using AVID and Pre-AP strategies. Higher Level students will utilize Reading Plus program. Some classes will be scheduled into computer labs and others will complete at home.

### **Action Step 1**

Plan professional development activities

#### **Person or Persons Responsible**

Reading coach and PD Team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

PD Attendance Records

#### **Facilitator:**

Reading Coach, Teachers, and District Personnel

#### **Participants:**

All Reading, English, and Content Area Teachers

### **Plan to Monitor Fidelity of Implementation of G8.B1.S1**

Utilization of strategies in daily lessons

#### **Person or Persons Responsible**

Teachers and Administrators

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Lesson Plan and Classroom Walkthroughs

## **Plan to Monitor Effectiveness of G8.B1.S1**

Increase in student achievement

### **Person or Persons Responsible**

Teachers and Administrators

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Lesson Plans and Classroom Walkthroughs



## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our behavior matrix, and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We modify our Action Plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through student campaigns, structured lessons, and implementation of SwPBS programs.

#### Title I, Part A

Atlantic Community High School has been awarded \$259,896.93 in Title I funds for the 2014 school year. These funds will be used to employ a Math Coach, a Reading Coach, a College and Career Coach, and Math Resource teacher, and a Math classroom teacher. Title I funds are also used to pay for tutorials, classroom supplies, professional development supplies, refreshments for parental involvement training, postage for parent mailings, and supplies for on-going professional development.

#### Title I, Part D

The Guidance Department conducts classroom chats and has daily chat sessions in the cafeteria during each lunch.

#### Title II

Professional development opportunities are provided by Title II funds.

#### 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 our OJT program, and special activities with our exceptional student education program.

#### Other

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

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G4.** 100% of teachers will receive professional development on integrating Item Specs into daily lessons.

**G4.B1** Lack of the needed time to cover all tested benchmarks.

**G4.B1.S1** Teachers will receive professional development on integrating Item Specs into daily lessons. All teachers will receive a copy of the Biology Item Specs.

### PD Opportunity 1

Ensure that professional development is scheduled for teachers

#### Facilitator

Instructional Leader/Science Personnel

#### Participants

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Feedback from professional development and classroom walkthrough observations of integration of Biology Item Specs.

### PD Opportunity 2

Ensure that teacher coverage is available for Title I teachers

#### Facilitator

Instructional Coaches and Administrators

#### Participants

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Professional Development Log

**G6.** 100% of teachers will continue training with differentiated instruction through follow-ups on Professional Development Days.

**G6.B1** Varied background of the students

**G6.B1.S1** FCIM will be developed to provide remediation to students based on diagnostic results.

**PD Opportunity 1**

Increase professional development in differentiated instruction

**Facilitator**

Instructional Coaches and District Personnel

**Participants**

All teachers

**Target Dates or Schedule**

During LTM and Professional Development Days

**Evidence of Completion**

Professional Development Log and product evidence

**G7.** By June 2014, 100% of content area teachers will increase their knowledge of how to help their students answer higher complexity questions.

**G7.B1** Professional development and resources are needed to address the reading deficiencies of the students in the areas of decoding, text efficiency, fluency, and endurance reading longer passages.

**G7.B1.S1** Infuse CRISS strategies/AVID strategies (graphic organizers to assist students in organizing information) in all content areas

### **PD Opportunity 1**

Professional development will be provided during LTM, PDD, department meetings, and Academy meetings regarding CRISS and AVID strategies

#### **Facilitator**

Reading Coach and AVID site team

#### **Participants**

All teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Progress will be measured through observation of lesson plan books and classroom walkthroughs by assistant principals

**G8.** By June 2014, at least 65% of students will score at or above Level 3 (as measured by FCAT 2.0).

**G8.B1** Additional professional development, resources, and personnel are needed to address the critical reading skills necessary for the students to be successful on the higher complexity questions on FCAT 2.0 reading test.

**G8.B1.S1** Teachers will receive professional development in critical reading skills using AVID and Pre-AP strategies. Higher Level students will utilize Reading Plus program. Some classes will be scheduled into computer labs and others will complete at home.

### **PD Opportunity 1**

Plan professional development activities

#### **Facilitator**

Reading Coach, Teachers, and District Personnel

#### **Participants**

All Reading, English, and Content Area Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

PD Attendance Records

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Percentage of students attending tutoring and extended learning opportunities in the areas of math, reading, writing, and science will increase by 20%.	\$22,482
G2.	To increase the percentage of students who participate in college and career preparation activities/ events by 10% during the 2013-2014 school year.	\$31,804
G3.	To increase parental involvement at all school sponsored events and meetings by 15%.	\$5,724
G4.	100% of teachers will receive professional development on integrating Item Specs into daily lessons.	\$1,636
G6.	100% of teachers will continue training with differentiated instruction through follow-ups on Professional Development Days.	\$198,248
Total		\$259,894

### Budget Summary by Funding Source and Resource Type

Funding Source	Other	Personnel	Total
Title I	\$18,131	\$241,763	\$259,894
Total	\$18,131	\$241,763	\$259,894

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** Percentage of students attending tutoring and extended learning opportunities in the areas of math, reading, writing, and science will increase by 20%.

#### **G1.B1** Scheduling the needed tutorial sessions

**G1.B1.S1** Tutoring sessions will be provided to help students pass the required state and EOC assessments

#### **Action Step 1**

Tutoring program will be organized by preparing curriculum and hiring personnel.

#### **Resource Type**

Personnel

#### **Resource**

Tutors (Certified Teachers)

#### **Funding Source**

Title I

#### **Amount Needed**

\$11,711

## Action Step 2

Provide supplies for tutorial and classroom use.

### Resource Type

Other

### Resource

Supplies for classroom and tutoring sessions (pens, pencils, paper, copy paper, chart paper, ink for EDW reports, markers, folders, etc.)

### Funding Source

Title I

### Amount Needed

\$10,771

**G2.** To increase the percentage of students who participate in college and career preparation activities/events by 10% during the 2013-2014 school year.

**G2.B1** Lack of resources and funds for college and pose secondary careers.

**G2.B1.S1** Hire a College and Career Coach to educate students about attending college and securing funding for college

## Action Step 1

Hire a College and Career Coach

### Resource Type

Personnel

### Resource

College and Career Coach who will assist students who take the necessary steps to ensure that students meet the requirements specified for gaining entrance into colleges. 0.5 Resource Teacher, College and Career Coach

### Funding Source

Title I

### Amount Needed

\$31,804

**G3.** To increase parental involvement at all school sponsored events and meetings by 15%.

**G3.B1** Accessing parents to disperse information effectively

**G3.B1.S1** Use automated phone dialer, Marquee, school website, on-campus signage, parent newsletter, mailing information, school announcements to contact parents

**Action Step 1**

Solicit parental involvement and attendance at school meetings and activities

**Resource Type**

Other

**Resource**

Supplies for Family Involvement (refreshments, brochures, copy paper, ink, folders, pens, SAT and ACT practice books, postage stamps)

**Funding Source**

Title I

**Amount Needed**

\$5,724

**G4.** 100% of teachers will receive professional development on integrating Item Specs into daily lessons.

**G4.B1** Lack of the needed time to cover all tested benchmarks.

**G4.B1.S1** Teachers will receive professional development on integrating Item Specs into daily lessons. All teachers will receive a copy of the Biology Item Specs.

**Action Step 2**

Ensure that teacher coverage is available for Title I teachers

**Resource Type**

Other

**Resource**

Substitutes

**Funding Source**

Title I

**Amount Needed**

\$1,636



**G6.** 100% of teachers will continue training with differentiated instruction through follow-ups on Professional Development Days.

**G6.B1** Varied background of the students

**G6.B1.S1** FCIM will be developed to provide remediation to students based on diagnostic results.

**Action Step 1**

Increase professional development in differentiated instruction

**Resource Type**

Personnel

**Resource**

Reading Coach, Tammy Mose-Cooper, \$63,341.00 0.5 Math Coach, Susan Chee-A-Tow, \$35,537.58 Resource Teachers: 0.5 Math Resource, \$31,804.50 Math Classroom, \$63,565.30

**Funding Source**

Title I

**Amount Needed**

\$198,248