

The School District of Palm Beach County

Atlantic High School



2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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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<https://ahs.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	77%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	86%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	B	B

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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, position title, and job duties/responsibilities 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).
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).
Wallace, Marcy	Instructional Coach	Monitor the execution of the SIP in all areas through PLCs, data analysis, classroom visits, tutorials, and professional development.

Demographic Information

Principal start date

Wednesday 8/13/2014, Sandra Edwards

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

18

Total number of teacher positions allocated to the school

150

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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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 .	

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	509	530	518	547	2104
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	23	15	22	25	85
One or more suspensions	0	0	0	0	0	0	0	0	0	0	70	59	58	67	254
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	25	85	130	65	305
Course failure in Math	0	0	0	0	0	0	0	0	0	0	28	128	129	127	412
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	94	105	0	0	199
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	129	110	0	0	239
FY20 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	0	188	251	0	0	439
FY20 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	0	64	184	130	0	378
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	107	140	132	153	532

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	11	11	
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	1	2	12	16	

Date this data was collected or last updated

Wednesday 7/29/2020

Prior Year - As Reported

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	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	0	43	38	68	106	255
One or more suspensions	0	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	0	212	173	150	104	639
Level 1 on statewide assessment	0	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	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	8	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	2	4	13

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
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	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
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	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	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	

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	
	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	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

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
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
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%	1
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0
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%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	0
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%	0
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%	0

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 in FY19, we scored the lowest in the lowest 25% in ELA along with the 9th grade diagnostics for Level 1 & 2's. There was growth with our ELL students in low 25% by 8% points within learning gains to achievements. Our SWD students did drop 5% in FY19. Our Math diagnostics in FY20 showed a concern within our 10th and 11th grade students. One of the contributing factors was the lack of differentiated instruction across all grade levels and content areas. There was also a lack of participation in PLC's which 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. In FY19, our SWD students dropped by 9% and our ELL students dropped 13%. Several factors contributed to this which included a lack of certified teachers in that core content area. Another issue was the attendance and participation of the students. With the current teaching situation and CoVID, we are very concerned there was a bigger achievement gap created with these subgroups. Prior to March, 2020 our Algebra diagnostics proficiency was at 40% which was 9% lower than the district. Our students lack the basic foundations in math to help them succeed in math even after the interventions that were put in place including giving them a double math block of math or giving them an extra year in learning their basic algebra skills in Liberal Mathematics.

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 school and state data by 13% in FY19. Math learning gains also had a large gap of 12% in FY19. We didn't have a Math Coach to help teachers grow as

professionals or work with smaller groups of students on weaknesses. We also contribute the gap to the lack of certified teachers in this area in 2019.

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

Science achievement had the most gain by 2% in FY19. Our school utilized tutorials during the day to help students in the need of additional help along with district support during common planning time. After the winter diagnostics, our school provided more time with district support to assist our teachers with identifying areas of strengths and weaknesses during the PLC's. Teachers used targeted tutorials in small groups to help students who were close to passing learn the necessary standards to earn a proficient score on the assessment.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

When looking at EWS data, two potential areas of concern are the number of students with course failures in ELA and Math especially at 10th and 11th grade along with the number of students performing at a Level 1 on state and local assessments. Our school will monitor the course failures in these particular course subjects because they are a big indicator on student achievement on the ELA and Algebra/Geometry EOC's. In FY 20, teachers will send out 2-3 progress reports each nine weeks along with sending any potential names to their guidance counselor and assistant principal. This nine weeks, many students chose to be virtual due to COVID so any student not participating in class remotely or not showing up to class their names will be sent using a process so other support staff can contact the parents to get them involved.

Our Single School Coordinator along with the test coordinator are monitoring all of the local assessments that are being given to all students in grades 9-11 including (PBPA, fall diagnostics, FSQ's, and USA's). The leadership team is doing their best to assist the teacher in getting all students to take these assessments serious and to do their best on them.

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

Our highest priority would be ELA achievement in the lowest 25%. Then it would be followed by the mathematics learning gains. We also want to focus on the SWD and ELL Achievement in ELA and Mathematics. We want to ensure less course failures in ELA and Mathematics. ELA achievement in the lowest 25% due to the FY19 29% learning gains shows that we have much improvement to make in this area.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	Increase high school graduation rate (Strategic Plan LTO 3) by increasing achievement in all students including ELL and SWD in the areas of ELA and Mathematics. This area of focus will impact student learning by allowing additional instructional strategies that will be used to engage our various subgroups within our school not achieving success. ELA and Mathematics are two areas where there is a bigger achievement gap for many of our student populations.
Measurable Outcome:	Our lowest 25% in ELA & Mathematics will improve by at least 10 percentage points. We will improve ELA from 29% to at least 39% and Mathematics from 35% to 45%.
Person responsible for monitoring outcome:	Tara Dellegrotti (tara.dellegrotti@palmbeachschools.org)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Data folders (digital or paper) for all students including SWD and ELL students. 2. Provide yearlong support for all students including SWD and ELL identified in the lowest 25% by our intervention specialist along with all classroom teachers. 3. Standard-based lessons will be developed during the PLC's. Departments will develop standards-based bellringers to be utilized with students. 4. Math, ELA, Reading, Biology, and US History teachers will collaborate through PLC's. 5. In-school/after school tutorials (virtual and/or in-person) to support closing the achievement gaps. 6. FSQ/USA assessments will be administered and monitored for student progress routinely. 7. Adaptive Technology in ELA, Math, Biology classroom will be utilized to assist students along with ACHIEVE 3000 for ELL students. 8. Utilize AVID strategies to provide rigorous, engaging instruction to students. All content area teachers will use vocabulary academic strategies to increase language acquisition for all students.
Rationale for Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Students will have data portfolios (digital or paper) to help monitor their own progress. 2. Support personnel will push into classrooms(google meets or in-person) to support students based upon data and teacher recommendations. 3. Standard-based bellringers will be used to offer additional practice on tested standards. Standard-based lessons will be used daily to meet the needs of our diverse learners. 4. Teachers will meet bimonthly with Ms. Wallace, SSCC, and department specific administrator to utilize PLC's to focus on data analysis and research-based practices to increase student achievement. 5. Based upon the results of FSQ/USA assessments, tutorial groups will be used during the day and/or after school (virtual and/or in-person) to receive additional support. 6. To assist, reteach, enrich and assess students. 7. Teachers will use IXL, Study Island, Algebra Nation, and ACHIEVE 3000 (ELL students) 8.. AVID strategies will provide best practices and improve language academic skills.

Action Steps to Implement

1. Ensure teachers are utilizing the data portfolios in each classroom. Each teacher will analyze data from classroom and other sources and put in these data folders which can be virtual or paper. The teachers will utilize data chats with their students on a routine basis (at least every month) in which the administration will monitor that this process is happening.

Person Responsible Chelsea Williams (chelsea.l.williams@palmbeachschools.org)

2. Support personnel and those assigned to supporting our students will review and analyze data based upon classroom performance, assessment data, and other data points. The support personnel will push into classrooms (google meets or in-person) to support these students based upon data and teacher recommendations. The administration will match the teachers to the students and will be monitored by walkthroughs by the administration.

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

3. During the PLC's with the School Culture Coordinator, teachers will create standard-based bellringers that will be utilized to offer additional practice on tested standards. All teachers will create standard-based lessons daily to ensure that they are meeting the needs of the diverse learners in their classes. Single School Culture Coordinator is providing opportunities for teachers to share best practices and assists teachers with analyzing data for all of their classes to increase student achievement.

Person Responsible Marcy Wallace (marcy.wallace@palmbeachschools.org)

4 Ensuring the attendance of teachers to appropriate meetings (PLC, Department, faculty, etc) by the administration where professional development opportunities will be offered both virtually and/or face-to-face to ensure teachers have the necessary tools to be successful in both virtual learning and in the classroom. Teachers will be able to share best practices during these meeting times.

Person Responsible Marcy Wallace (marcy.wallace@palmbeachschools.org)

5 Tutorials are ongoing and targeted students are chosen by data specific to the content. Fall diagnostics, FSQ, USA, PBPA, and other data points from adaptive technology will be utilized to identify the appropriate subgroups to target either virtually or face-to-face to ensure student achievement. Tutorials will begin determined by administration and will be ongoing throughout that specified time period. Teachers will be chosen based upon their availability to assist with these targeted tutorials.

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

6 FSQ/USA assessments will be administered and monitored for student progress routinely. Each tested subject area will be required to administer these district assessments according to the scope and sequence set by the district in Blender. The administration and leadership team will monitor that they are being completed and will analyze the results in their weekly meetings as they are completed.

Person Responsible Marcy Wallace (marcy.wallace@palmbeachschools.org)

7 Monitoring the fidelity of technology programs among ELA, Reading, Math, & Biology classrooms will assist students in learning the necessary standards tested on their state assessment. ELA and Reading will use IXL and Reading Plus, Math will use IXL, Biology will use Study Island. Administration will monitor the fidelity of the usage of these programs on a biweekly basis.

Person Responsible Chelsea Williams (chelsea.l.williams@palmbeachschools.org)

8 AVID strategies will provide best practices and improve language academic skills. The AVID Site Team along with the AVID elective teacher will share AVID strategies with teachers to assist them in using interactive and engaging strategies to help improve reading comprehension and language academic skills especially among our targeted ELL and SWD subgroups. Administration will monitor the use of AVID strategies by observation in walkthroughs or in their lesson plan books when they are collected routinely by them.

Person Responsible Robert Slydell (robert.slydell@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Another area of concern based upon our needs assessment is the number of course failures in ELA and Math courses. Our school offers academic tutoring after school Monday - Thursday for both courses. Our National Honor Society & Math Club offers peer tutoring on certain days of the week that students can take advantage of. We send progress reports out during Week 3 and 6 out to parents and students using our SIS grading system. Grade level assistant principals will monitor grades from their teachers when teachers turn in their lesson plan books along with SIS. If needed, they will have a conference with the students & teachers to see if there is any additional support needed for their students to be successful.

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.

Atlantic High School is a safe and welcoming comprehensive high school. We respect the diversity that exists across our campus. We have many clubs and activities that we participate in to assist all of our multicultural students feel welcomed and accepted. These clubs include our WE the People club which includes all students including our LGBTQ students and anyone that would like to join. We have our Best Buddies program that matches up our special needs students with a regular student to create a relationship with them. They participate in many activities together throughout the school year. We have a Latinos in Action class where students were chosen to participate in. They were able to build the confidence of these students while working on their achievement gaps. They read to elementary school students during the school year to work with other students to empower them to reach their potential. Our AVID program works with several community organizations including NO PLACE FOR HATE which works with helping our students stand up for Bullying. They held many awareness activities during lunch time to help educate our youth on how bullying affects others and what we can do as youth to stop it. During the regular school day, ACHS offers several classes for students to take including African American studies and Holocaust. The teacher that teaches African American studies continuously does projects throughout the school year to help students showcase their background and culture to ensure they feel respected and valued. She shares what is going on with the rest of the school through social media and announcements. Both classes consistently educate their students by allowing guest speakers to come in and share their experiences and show them how they can have a voice and share their story.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

ACHS has a strong SWPBS program that supports our staff and students. Using a multi-tiered behavioral and educational approach, the students are provided ample opportunities to build upon their current knowledge and increase comprehension and understanding even further. ACHS provides a safe and inviting campus that has support and state officials watching over the campus. There is a schedule in place yearlong of staff that will provide additional support during class changes, before and after school, during lunches and duties extending beyond any further classroom instructional needs. The students are never left unattended and classrooms are not opened unless by a teacher or substitute there for the day or block. Administration can be seen prevelantly on site both during and in between classes interacting and speaking with the students. The principal has an open door policy and students are constantly seen requesting time with her to speak or to address any issues, concerns or even share news with her regarding their activities. There are many in school and after school activities that students can take advantage of and participate in to gain Eagle Bucks. Eagle Bucks are paper 'money' that is distributed around campus by admin and teachers and the students can spend their eagle bucks on a variety of incentives that were created. Attending during the day and after school tutoring, attending Saturday Sizzlers, participating in the Root Word of the Week program are just a few ways students can earn Eagle Bucks. We use incentive programs to encourage students and staff to be the best they can through our Chick Fil A Academy, Teacher of the Month, and Front of the Line Cafe passes which all prove to be successful. We have Latinos in Action program which empowers students to become productive citizens in our school and community along with increasing student achievement. We have an anti-bullying program through AVID called NO PLACE FOR HATE that works with various student groups on our campus to get the message across the entire campus. Our special needs students engage in a BEST BUDDIES program which pairs them with student mentors to accomplish regular life tasks. It teaches our regular students empathy and responsibility. Our school also engages in creating, establishing, and encouraging all eligible stakeholders to participate in a well-rounded extracurricular and athletic programs.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement				\$2,340.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

	5100	239-Other	0862 - Atlantic High School	School Improvement Funds		\$2,340.00
			<i>Notes: Classroom resources pending SAC approval</i>			
Total:						\$2,340.00