

Volusia County Schools

# Atlantic High School



## 2022-23 Schoolwide Improvement Plan

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# Atlantic High School

1250 REED CANAL RD, Port Orange, FL 32129

<http://www.atlanticsharks.com/>

## Demographics

**Principal: Jason Watson**

Start Date for this Principal: 8/2/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School PK, 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	97%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: C (51%) 2018-19: B (56%) 2017-18: B (55%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	SIG Cohort 3
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Volusia 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](http://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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## Atlantic High School

1250 REED CANAL RD, Port Orange, FL 32129

<http://www.atlanticsharks.com/>

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	No	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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<https://www.floridacims.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

At Atlantic High School, personal responsibility is an essential component of our curriculum. In order to emphasize and teach personal responsibility, we believe that teachers, students, and parents must clearly understand the role each must play in helping every one of our students to achieve academic success.

#### Provide the school's vision statement.

At Atlantic High School, every person is treated with dignity and respect. We welcome and encourage students, families, staff and community to learn together. Our students develop their unique talents to graduate with the greatest treasure—enthusiasm for lifelong learning as responsible, creative citizens.

### School Leadership Team

#### Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Watson, Jason	Principal	
Alves, Dawn	Assistant Principal	
Doster, Julian	Assistant Principal	
Culver, Tracia	Assistant Principal	
Casey, Kelli	Instructional Coach	
Sparger, Kimberly	Instructional Coach	
Gariepy, Darlene	Dean	
Cone, Mallory	Assistant Principal	
Wilson, Scott	Graduation Coach	
Linton, Jenifer	Teacher, ESE	
Jackson, Tonya	School Counselor	

### Demographic Information

#### Principal start date

Tuesday 8/2/2022, Jason Watson

**Number of teachers with a 2022 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.*

**Number of teachers with a 2022 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.*

**Total number of teacher positions allocated to the school**

84

**Total number of students enrolled at the school**

1,227

**Identify the number of instructional staff who left the school during the 2021-22 school year.**

17

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

22

## Demographic Data

### Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	326	300	259	312	1197	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	78	86	82	206	452	
One or more suspensions	0	0	0	0	0	0	0	0	0	90	62	42	27	221	
Course failure in ELA	0	0	0	0	0	0	0	0	0	86	72	52	31	241	
Course failure in Math	0	0	0	0	0	0	0	0	0	29	38	42	21	130	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	130	98	64	71	363	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	83	53	33	40	209	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	68	43	2	2	115	

Using the table above, complete the table below with the number of students by current grade level who have 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	124	108	83	93	408	

Using current year data, complete the table below with the number of students identified as being "retained.":

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	19	26	8	24	77	
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	7	6	19	37	



**Date this data was collected or last updated**

Thursday 8/4/2022

**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	363	304	319	265	1251	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	68	53	54	52	227	
One or more suspensions	0	0	0	0	0	0	0	0	0	2	1	0	0	3	
Course failure in ELA	0	0	0	0	0	0	0	0	0	46	47	43	31	167	
Course failure in Math	0	0	0	0	0	0	0	0	0	40	37	27	20	124	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	116	85	82	55	338	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	96	58	46	25	225	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	77	63	0	0	140	

**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	39	63	51	231	384

**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	10	25	21	90	146	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	16	13	47	76	

**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	363	304	319	265	1251
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	68	53	54	52	227
One or more suspensions	0	0	0	0	0	0	0	0	0	2	1	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	46	47	43	31	167
Course failure in Math	0	0	0	0	0	0	0	0	0	40	37	27	20	124
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	116	85	82	55	338
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	96	58	46	25	225
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	77	63	0	0	140

#### 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	39	63	51	231	384

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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	10	25	21	90	146
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	16	13	47	76

## Part II: Needs Assessment/Analysis

### School Data Review

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	46%	46%	51%				50%	52%	56%
ELA Learning Gains	47%						51%	49%	51%
ELA Lowest 25th Percentile	35%						48%	37%	42%
Math Achievement	27%	33%	38%				48%	48%	51%
Math Learning Gains	35%						50%	49%	48%
Math Lowest 25th Percentile	42%						50%	38%	45%
Science Achievement	65%	30%	40%				81%	76%	68%
Social Studies Achievement	66%	40%	48%				62%	69%	73%

**Grade Level Data Review - State Assessments**

**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

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
2022					
2019	78%	72%	6%	67%	11%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	59%	63%	-4%	70%	-11%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	42%	54%	-12%	61%	-19%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	49%	55%	-6%	57%	-8%

## Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	24	35	31	11	33	44	33	30		76	37
ELL	25	52	50	7	33		58				
ASN	46	54									
BLK	35	48	44	16	30	28	42	40		93	39
HSP	37	40	31	19	31		57	80		90	58
MUL	68	54		30	37		69			100	86
WHT	50	46	30	34	38	61	75	75		90	60
FRL	40	45	34	24	34	42	57	60		92	49
2021 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 2019-20	C & C Accel 2019-20
SWD	21	33	27	16	30	32	42	47		82	27
ELL	23	45		23	30						
BLK	25	35	26	11	29	35	46	38		89	26
HSP	42	50		13	11		59	31		97	26
MUL	41	45		30	33		64	50		91	30
WHT	58	52	44	32	27	26	76	65		85	53
FRL	38	42	36	21	27	33	60	48		85	33
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	16	41	45	27	45	50	48	37		79	9
ELL		50									
ASN										100	55
BLK	36	50	47	31	48	39	67	45		81	18
HSP	42	36	21	43	38		63	52		67	58
MUL	53	58		47	45		73			69	27
WHT	56	54	52	56	51	59	87	73		86	45
FRL	42	48	50	43	51	53	75	56		80	35

## ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
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	50

ESSA Federal Index	
Total Points Earned for the Federal Index	561
Total Components for the Federal Index	11
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	39
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	50
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	42
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	49
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	63

Multiracial Students	
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 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	56
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	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

SWD continue to be an area of need at 35% overall achievement level. LQ gains for SWD in math was up 12% and 4% for ELA. ELA had minor drop in achievement and LQ, Math experienced an increase in overall achievement, LQ and LG. ELL students is new new subgroup for us to focus on with 39% overall proficiency.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA achievement is an area identified for improvement with only 46% of students achieving proficiency - 45% proficiency for 9th grade and 46% proficiency for 10th grade. Our 10th grade performance was down 4% from last year.

Math achievement is an also an area identified for improvement with only 27% of students achieving proficiency - 28% proficiency for Algebra students and 26% proficiency for geometry. Our math performance was a 3% improvement from last year, but still clearly in need of further growth.

Our SWD achievement and ELL achievement are areas identified as needing improvement as well with our SWD scoring an overall proficiency rate of 35% - a slight decrease from last year. Our ELL student performance was at 39% proficiency. The target is to be above a 40%, so both are targeted for

improvement.

The final area identified for improvement is our College & Career Acceleration. Last year's achievement level was 56%, which was an all time high for our school but still well below the district and state averages - and an area of focus for us this year.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

ESE staffing, ELA staffing, strategic scheduling for CCA opportunities. Additional supports and monitoring for our ELL population. We have made strategic changes in staffing as well as a focus on guidance case management to support scheduling for CCA opportunities, updated intensive reading placements, and strategic planning for foundations math course to support students earning the concordant scores for graduation.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Overall math achievement was an increase of 3% from the previous year with 27% of students achieving proficiency - 28% proficiency for Algebra students and 26% proficiency for geometry. We also experienced an 8% increase gains in learning gains for math and an 8% increase in lower quartile performance for math.

In social studies, we experienced an 11 point increase achievement and a 15 point increase in our College and Career Acceleration performance - the highest in school history.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

Changes in staffing to pair strong teachers and ESE support staff in tested subject areas. Common planning was considered to provide time for weekly collaborative planning. Weekly PLC work included the use of student data; either district data or classroom-based, to inform instructional practice. The implementation of strategic coaching cycles helped in areas where there was identified need. Targeted remediation in math with the use of stations played a role in improvement as well.

**What strategies will need to be implemented in order to accelerate learning?**

cross-curricular literacy, differentiation to meet student needs, active learning/engagement strategies, school-wide AVID strategies, incentivizing/tracking student success on CCA opportunities, PBIS program

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional learning will center around AVID/WICOR strategies with the first PL focused specifically on cross-curricular reading strategies to support student literacy across all content areas. Additional professional learning will include a school-based book study on students engagement & motivation, PBIS to support & incentivize student academic performance, PBIS for CTE teachers, and PLC/data driven instruction.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Academic coaching cycles will be implemented to support the improvement of instructional practice. We will continue setting up opportunities for peer observation/classroom to increase instructional practice on

campus and allow for collegial conversations & team building. Professional learning plan has been developed in response to school data. The addition of a graduation assurance coach will also provide an extra level of support for students.

### **Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:



**#1. Instructional Practice specifically relating to ELA****Area of Focus**

**Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed.

As a result of our Needs Assessment and Analysis it revealed that our ELA Proficiency was at 46% which was below the state average. Our ELA Learning Gains were 47% and the Lowest Quartile performed at 35%. Our SLT has decided to focus on increasing the overall number of students meeting with proficiency ELA. Further analysis revealed that students with disabilities; an ESSA targeted group, only performed at 24%, well below the district and state averages. A four year data trend in ELA achievement has shown a gradual decrease from 50% four years ago to 46% currently.

**Measurable**

**Outcome:** State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Overall ELA achievement will increase by 5% to 51%.

Professional learning plan will be implemented to provide teacher training on supportive strategies to increase literacy, campus-wide. Teachers will implement supportive literacy practices for students into their weekly lesson plans and document those supports in their weekly lesson planning sheets. Targeted coaching cycles will be established for any teachers demonstrating need. PLC meetings in core academic areas with a focus on data-driven literacy support will be implemented weekly. As a result of implementation of these strategies, our ELA achievement will increase overall proficiency by 5% to 51%

**Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome.

Quarterly admin/coaching data stock takes/SIP reviews will be conducted to look closely at ongoing data to identify students of concern that are failing to make adequate progress, teachers in need of coaching cycles, and areas where we can continue to grow in support of our literacy goal.

Lesson plans will be submitted at the end of each quarter to VSET evaluators to ensure implementation and documentation of support strategies for literacy.

Walk throughs will also be conducted weekly by coaches and admin to collect data on implementation of support strategies/PD in class and identify teachers in need of further classroom supports which will be addressed through coaching cycles.

Admin will attend weekly PLC meetings to ensure fidelity of planning and use of data to inform literacy practice. PLC minutes are submitted to teacher leaders every Friday.

**Person responsible for monitoring outcome:**

Jason Watson (jdwatson@volusia.k12.fl.us)

**Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus.

Standards-aligned instruction (Teacher Clarity)

**Rationale for Evidence-**

Teacher clarity has a .75 effect size according to John Hattie. Teacher Clarity is a research-based process for narrowing and focusing activities, cutting away aspects of

based

**Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

instruction that don't help learning by identifying the most critical parts of instruction: learning intentions, success criteria, and learning progressions. With an effect size of .75, Teacher Clarity can double the rate of student learning, according to Hattie. It supports the goal of creating Assessment-Capable Learners who are three times more likely to achieve in school resulting in improved attendance, engagement, retention, progress, and success for all learners.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Atlantic will engage teachers in a professional learning plan based on school data and our SIP goal

**Person Responsible** Dawn Alves (dmalves@volusia.k12.fl.us)

Quarterly, school will assign high-impact ELA standard across all content areas; provide support strategies

**Person Responsible** Kelli Casey (kscasey@volusia.k12.fl.us)

School will provide student progress monitoring lists to all teachers including lower quartile students, and level 1s & 2s.

**Person Responsible** Tracia Culver (teculver@volusia.k12.fl.us)

ELA/Reading teachers will implement a schedule for ELA data chats and student self-monitoring of progress

**Person Responsible** Kelli Casey (kscasey@volusia.k12.fl.us)

Teachers will engage in structured PLCs and use TEAMS to collaborate with their PLC and access PLC framework/resources. PLC work will include monitoring of SWD data and documentation of support in PLC minutes/lesson plans.

**Person Responsible** Dawn Alves (dmalves@volusia.k12.fl.us)

Administration and academic coaches will provide PLC support and follow up

**Person Responsible** Jason Watson (jdwatson@volusia.k12.fl.us)

Teachers will implement knowledge and skills learned from professional learning - WICOR/AVID strategies as well as ESE support strategies.

**Person Responsible** Jason Watson (jdwatson@volusia.k12.fl.us)

Administration and academic coaches will monitor the implementation of skills from PL, provide feedback and follow up coaching.

**Person Responsible** Jason Watson (jdwatson@volusia.k12.fl.us)

Student surveys will be implemented each semester to collect feedback from students on the quality of instruction

**Person Responsible** Kelli Casey (kscasey@volusia.k12.fl.us)

Faculty will utilize the PST process as needed for students severely struggling with attendance, behavior, or academics.

**Person Responsible** Darlene Gariepy (dlgariiep@volusia.k12.fl.us)

Teachers will promote a culture of reading on campus by creating text-rich environments and appealing to student interests.

**Person Responsible** Kelli Casey (kscasey@volusia.k12.fl.us)

**#2. Instructional Practice specifically relating to Math****Area of Focus**

**Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed.

As a result of our Needs Assessment and Analysis it revealed that our Math Proficiency was at 27%. Our Math Learning Gains were 35% and the Lowest Quartile performed at 42%. We did experience significant gains in all three areas: achievement, LQ and LG. Our SLT has decided to focus on increasing the overall number of students meeting with proficiency in Math. Further analysis revealed that students with disabilities; an ESSA targeted group, only performed at 11%, well below the district and state averages.

**Measurable****Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Professional learning plan will be implemented to provide teacher training on supportive strategies to increase literacy, campus-wide. Teachers will implement supportive literacy practices for students into their weekly lesson plans and document those supports in their weekly lesson planning sheets. Targeted coaching cycles will be established for any teachers demonstrating need. PLC meetings in core academic areas with a focus on data-driven support will be implemented weekly. As a result of implementation of these strategies, our Math ELA achievement will increase overall proficiency by from 27% to 41%

**Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome.

Quarterly admin/coaching data stock takes/SIP reviews will be conducted to look closely at ongoing data to identify students of concern that are failing to make adequate progress, teachers in need of coaching cycles, and areas where we can continue to grow in support of our math goal. Lesson plans will be submitted at the end of each quarter to VSET evaluators to ensure implementation and documentation of support strategies for math specifically. Walk throughs will also be conducted weekly by coaches and admin to collect data on implementation of support strategies/PD in class and identify teachers in need of further classroom supports which will be addressed through coaching cycles. Admin will attend weekly PLC meetings to ensure fidelity of planning and use of data to inform literacy practice. PLC minutes are submitted to teacher leaders every Friday.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based**

**Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Standards-aligned instruction (Teacher Clarity)

**Rationale for Evidence-**

Teacher clarity has a .75 effect size according to John Hattie. Teacher Clarity is a research-based process for narrowing and focusing activities, cutting away aspects of

based

**Strategy:**

**Explain the rationale for selecting this specific strategy.**

**Describe the resources/ criteria used for selecting this strategy.**

instruction that don't help learning by identifying the most critical parts of instruction: learning intentions, success criteria, and learning progressions. With an effect size of .75, Teacher Clarity can double the rate of student learning, according to Hattie. It supports the goal of creating Assessment-Capable Learners who are three times more likely to achieve in school resulting in improved attendance, engagement, retention, progress, and success for all learners.

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Atlantic will engage teachers in a professional learning plan based on school data and our SIP goal

**Person Responsible** Dawn Alves (dmalves@volusia.k12.fl.us)

School will provide student progress monitoring lists to all teachers including lower quartile students, and level 1s & 2s.

**Person Responsible** Tracia Culver (teculver@volusia.k12.fl.us)

Teachers will engage in structured PLCs to collaborate with their PLC and access PLC framework/ resources. PLC work will include monitoring of SWD data and documentation of support in PLC minutes/ lesson plans.

**Person Responsible** Dawn Alves (dmalves@volusia.k12.fl.us)

Teachers will use data to create remediation plans through PLC with the use of spiraling assessments, station remediation's, and small groups.

**Person Responsible** Klmberty Sparger (kcsparge@volusia.k12.fl.us)

Administration and academic coaches will provide PLC support and follow up

**Person Responsible** Jason Watson (jdwatson@volusia.k12.fl.us)

Teachers will implement knowledge and skills learned from professional learning - WICOR/AVID strategies as well as ESE support strategies.

**Person Responsible** Dawn Alves (dmalves@volusia.k12.fl.us)

Student surveys will be implemented each semester to collect feedback from students on the quality of instruction

**Person Responsible** Klmberty Sparger (kcsparge@volusia.k12.fl.us)

Faculty will utilize the PST process as needed for students severely struggling with attendance, behavior, or academics.

**Person Responsible** Darlene Gariepy (dlgariep@volusia.k12.fl.us)

**#3. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus****Description and****Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

As a result of our Needs Assessment and Analysis it revealed that our students with disabilities are performing disproportionately lower than their non disabled peers in all areas of the school report card. The overall proficiency rate for our SWD is 35%. Of considerable concern is the performance in ELA - only 24% of students meeting with proficiency and Math - only 11% of students meeting with proficiency. Additionally, the graduation rate for our students with disabilities is 16% lower than our school rate of 92%.

**Measurable****Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Professional learning plan will be implemented to provide teacher training on supportive strategies to increase literacy & support of ESE students, campus-wide. Teachers will implement supportive practices for students into their weekly lesson plans and document those supports in their weekly lesson planning sheets. Targeted coaching cycles will be established for any teachers demonstrating need. PLC meetings in core academic areas with a focus on ESE support will be implemented weekly. Strategic case management by ESE staff will occur weekly. As a result of implementation of these strategies, our SWD achievement will increase overall proficiency by 6% to a 41% proficiency rate

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.**

Quarterly admin/coaching data stock takes/SIP reviews will be conducted to look closely at ongoing data to identify students of concern that are failing to make adequate progress, teachers in need of coaching cycles, and areas where we can continue to grow in support of our ESE students.

Lesson plans will be submitted at the end of each quarter to VSET evaluators to ensure implementation and documentation of support strategies for SWD.

Walk throughs will also be conducted weekly by coaches and admin to collect data on implementation of support strategies/PD in class and identify teachers in need of further classroom supports which will be addressed through coaching cycles.

Admin will attend weekly PLC meetings to ensure fidelity of planning and accommodations implementation into weekly plans. PLC minutes are submitted to teacher leaders every Friday.

**Person responsible for monitoring outcome:**

Mallory Cone (mlcone@volusia.k12.fl.us)

**Evidence-based**

**Strategy:**

**Describe the evidence-based strategy being**

Response to Intervention as a part of MTSS

**implemented  
for this Area  
of Focus.**

**Rationale for  
Evidence-  
based**

**Strategy:**

**Explain the  
rationale for  
selecting this  
specific  
strategy.**

**Describe the  
resources/  
criteria used  
for selecting  
this strategy.**

Response to Intervention has a 1.29 effect size according to John Hattie. Response to Intervention (RTI) is a multi-tier approach to the identification and support of students with learning, behavior and attendance concerns. The RTI process begins with high-quality instruction and screening of all in the classroom. Struggling learners are provided with interventions and supports at increasing levels of intensity to accelerate their rate of learning.

### **Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Case management for SWD to include data chats & graduation progress monitoring

**Person  
Responsible** Mallory Cone (mlcone@volusia.k12.fl.us)

ESE teachers to include self-advocacy in weekly instruction

**Person  
Responsible** Mallory Cone (mlcone@volusia.k12.fl.us)

PLC work will include monitoring of SWD data and documentation of support in PLC minutes & teacher lesson plans.

**Person  
Responsible** Mallory Cone (mlcone@volusia.k12.fl.us)

ESE teachers will provide core teachers with printed copy of ESE accommodations for each student quarterly

**Person  
Responsible** Mallory Cone (mlcone@volusia.k12.fl.us)

Teachers will implement ALL ESE accommodations outlined in IEP; request support for areas of concern

**Person  
Responsible** Mallory Cone (mlcone@volusia.k12.fl.us)

Teachers will review rosters weekly to ensure accurate identification of ESE students in class; request accommodations when new students enters class

**Person  
Responsible** Mallory Cone (mlcone@volusia.k12.fl.us)

Teachers will email case manager for additional supports when needed

**Person  
Responsible** Mallory Cone (mlcone@volusia.k12.fl.us)



**#4. Instructional Practice specifically relating to Graduation****Area of Focus  
Description  
and Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

As a result of our Needs Assessment and Analysis it revealed that our students are achieving at 56% with College ad Career Acceleration, well below the district and state averages.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Acceleration spreadsheet will be provided to and utilized by guidance when scheduling students. Acceleration will be an agenda item at bi-weekly guidance meetings. CTE PLC meetings will occur monthly to goal set for subject areas on industry certification achievement. 9-11th grade students will be identified in the fall for PERT testing and dual enrollment opportunities. Additional courses and opportunities will be added to our prprogram of studies to increase acceleration opportunities. As a result of these steps, we will increase our College ad Career Acceleration rate by 19% to 75.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

Quarterly admin/coaching data stock takes/SIP reviews will be conducted to look closely at ongoing acceleration data to identify students of concern, teachers in need of coaching cycles, and areas where we can continue to grow in support of our acceleration goals.  
Lesson plans will be submitted at the end of each quarter to VSET evaluators to ensure implementation and documentation of strategies for industry certification achievement. Walk throughs will also be conducted weekly by coaches and admin to collect data on implementation of beats practices/standards alignment in industry certification & AP courses and identify teachers in need of further classroom supports which will be addressed through coaching cycles.  
CTE facilitator will meet monthly with CTE team to ensure fidelity of planning and use of data to inform practice. Admin will meet quarterly with AP team to review AP classroom data and identify areas of concern.

**Person responsible for monitoring outcome:**

Tracia Culver (teculver@volusia.k12.fl.us)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Standards-aligned instruction (Teacher Clarity)



**Rationale for Evidence-based**

**Strategy:**  
**Explain the rationale for selecting this specific strategy.**  
**Describe the resources/ criteria used for selecting this strategy.**

Teacher clarity has a .75 effect size according to John Hattie. Teacher Clarity is a research-based process for narrowing and focusing activities, cutting away aspects of instruction that don't help learning by identifying the most critical parts of instruction: learning intentions, success criteria, and learning progressions. With an effect size of .75, Teacher Clarity can double the rate of student learning, according to Hattie. It supports the goal of creating Assessment-Capable Learners who are three times more likely to achieve in school resulting in improved attendance, engagement, retention, progress, and success for all learners.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Strategic Scheduling beginning in 9th grade for acceleration opportunities - AP or Business Ownership with opportunity to earn ESB industry certification.

**Person Responsible** Tracia Culver (teculver@volusia.k12.fl.us)

Close guidance case management to ensure pupil progression plan includes courses that will earn acceleration for ALL students

**Person Responsible** Tonya Jackson (tnjackso@volusia.k12.fl.us)

BI-monthly Guidance PLC to include CCA scheduling/earning updates

**Person Responsible** Tonya Jackson (tnjackso@volusia.k12.fl.us)

Use of college & Career Readiness Coach to promote opportunities to students & support students with dual enrollment registrations

**Person Responsible** Dawn Alves (dmalves@volusia.k12.fl.us)

PERT testing with guidance and admin on site to counsel and hand schedule for DE opportunities.

**Person Responsible** Dawn Alves (dmalves@volusia.k12.fl.us)

Goal setting and incentives for CTE teachers & classes to earn industry certifications.

**Person Responsible** Dawn Alves (dmalves@volusia.k12.fl.us)

Multiple opportunities for industry certification testing through the school year

**Person Responsible** Dawn Alves (dmalves@volusia.k12.fl.us)

**#5. ESSA Subgroup specifically relating to English Language Learners****Area of Focus****Description and****Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

As a result of our Needs Assessment and Analysis it revealed that our ELL students are performing disproportionately lower than their peers in all areas of the school report card. The overall proficiency rate for our ELL is 39%.

**Measurable****Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Teachers will implement supportive literacy practices for ELL students into their weekly lesson plans and document those supports in their weekly lesson planning sheets. Targeted coaching cycles will be established for any teachers demonstrating need. Tutoring for ELL students for ACT will be provided. As a result of implementation of these strategies, our ELL students will increase overall proficiency by 5% to 44%.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Quarterly admin/coaching data stock takes/SIP reviews will be conducted to look closely at ongoing data to identify students of concern that are failing to make adequate progress, teachers in need of coaching cycles, and areas where we can continue to grow in support of our ELL population.

Lesson plans will be submitted at the end of each quarter to VSET evaluators to ensure implementation and documentation of support strategies for our ELL students.

Walk throughs will also be conducted weekly by coaches and admin to collect data on implementation of support strategies/PD in class and identify teachers in need of further classroom supports which will be addressed through coaching cycles.

Tutoring sign in sheets will be reviewed to ensure students are attending.

**Person responsible for monitoring outcome:**

Tracia Culver (teculver@volusia.k12.fl.us)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Response to Intervention as a part of MTSS

**Rationale for Evidence-based**

**Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Response to Intervention has a 1.29 effect size according to John Hattie.

Response to Intervention (RTI) is a multi-tier approach to the identification and support of students with learning, behavior and attendance concerns. The RTI process begins with high-quality instruction and screening of all in the classroom. Struggling learners are provided with interventions and supports at increasing levels of intensity to accelerate their rate of learning.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Case Management and weekly monitoring of progress for all ELL students

**Person Responsible** Mallory Cone (mlcone@volusia.k12.fl.us)

Communication of ELL support strategies and expectations to faculty during 1st week of school and again in new semester.

**Person Responsible** Mallory Cone (mlcone@volusia.k12.fl.us)

Reading support via DLA classes with ELL teacher

**Person Responsible** Dawn Alves (dmalves@volusia.k12.fl.us)

Early identification of ELL students that are struggling; support plans put into place by guidance counselor & monitored by ELL teacher

**Person Responsible** Tonya Jackson (tnjackso@volusia.k12.fl.us)

**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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

**Describe how the school addresses building a positive school culture and environment.**

Yearly school orientation, school-based freshman induction program, mentoring and student leadership are critical components in establishing and maintaining positive relationships between teachers, students and families on campus. Our family style freshman orientation is supported by student leaders and provide students an opportunity to tour the school, learn about campus life, receive volunteer training, learn about college and career readiness opportunities, and more. All freshman receive a specialized planner that includes graduation progress monitoring and goal setting - completed through ELA classes.

Seniors, at-risk juniors, and ESE students are paired with a mentor/case manager on our staff for additional supports. In addition, we have implemented several culture building initiatives on campus including "Traveling Trophies" to acknowledge high performing classes on DIAs, Shark Rewards Program to incentivize positive behaviors, New Teacher mentoring program for all faculty new to AHS, quarterly staff socials, department competitions, Academy Advisory Boards to cultivate stakeholder involvement, and weekly school-wide student trivia competitions to incentivize students on monthly awareness events (such as Black History, Women's history, etc.. Our well represented SAC committees meets monthly and decisions on financial support are made with school improvement and positive culture in mind.

**Identify the stakeholders and their role in promoting a positive school culture and environment.**

Our newly revitalized PTSA plays an active role in supporting our Shark Rewards/PBIS initiative on campus. In addition, our SGA (Student Government Association) will earn volunteer hours for an active role

in the weekly Shark Rewards Program. Stakeholders include our SAC committee who meet monthly to review school needs and allocate funds for classroom requests that support school improvement. We have an established teacher leadership team that meets once per month to discuss the work of the school, and develop strategies for continuous improvement of academic performance as well as school climate and culture. We have an academy and program advisory board consisting of parents, students, teachers and community members that meet at least 2 times per year to give input on the direction of our career academies and programs as well as provide support for school needs.