



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Atlantic Coast High School

9735 R G SKINNER PKWY

Jacksonville, FL 32256

904-538-5120

www.duvalschools.org/achs

School Demographics

School Type
High School

Title I
No

Free and Reduced Lunch Rate
29%

Alternative/ESE Center
No

Charter School
No

Minority Rate
54%

School Grades History

2013-14
PENDING

2012-13
A

2011-12
B

2010-11
C

2009-10

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

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

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

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

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

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

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 Coast High School

Principal

Debra Lynch

School Advisory Council chair

Shelley Grant

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

Name	Title
Debra W. Lynch, Principal	Katy Ramsey, Assistant Principal
Angela Smiley, Assistant Principal	Sam Zakaria, Assistant Principal
Mary Brown, School Counselor	Victoria Felix, School Counselor
Elena Kirkendall, School Counselor	Anne Lane, School Counselor
Shelli Rogers, ESE Coordinator	Ben Rowan, CSS Site Coordinator
Blake Cline, Activities Director	Kelly Blount, Athletic Director
Tangelar Thomas, Mathematics Coach	Sara Henry, Reading Coach
Jeffrey Samples, Dean of Discipline	Andrew Miller, Testing Coordinator

District-Level Information

District

Duval

Superintendent

Dr. Nikolai P Vitti

Date of school board approval of SIP

1/7/2014

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 SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Involvement of the SAC in the development of the SIP

The SAC provides input for the school. The input is incorporated into the School Improvement Plan when it is possible. The SAC also contributes to the problem solving process by working to identify potential problems, and then offer valuable input on ways to address the identified problem.

Activities of the SAC for the upcoming school year

The SAC will meet monthly to review and update when needed for items including but not limited to the budget, School Improvement Plan, and general school achievement and discipline data. A Midyear Stakeholders' Review will be held in January in conjunction with the January SAC meeting.

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

The use of school improvement funds is reviewed by a subcommittee and recommended to the entire committee for full funding, partial funding, or no funding of the request, which is made in writing by the teacher or staff member requesting funding. Their request must include the way in which the funding will directly support the School Improvement Plan.

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

In Compliance

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

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

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Debra Lynch		
Principal	Years as Administrator: 13	Years at Current School: 5
Credentials	BA in Political Science M.A. in Education with Ed. Leadership Certified in Mathematics (6-12); Ed Leadership (All Levels); School Principal (All Levels)	
Performance Record	2011-2012 Atlantic Coast High School: Grade B 2010-2011 Atlantic Coast High School, No Seniors, Grade based on FCAT only: School Grade C 2009-2010 Preparing to open Atlantic Coast High School in August No Students 2008-2009 Stanton College Preparatory School: Grade A 2007-2008 Stanton College Preparatory School: Grade A 2006-2007 Stanton College Preparatory School: Grade A 2005-2006 Stanton College Preparatory School: Grade A 2004-2005 Stanton College Preparatory School: Grade A Made AYP all except one year	

Katy Ramsey		
Asst Principal	Years as Administrator: 5	Years at Current School: 4
Credentials	BA in English M.A. in Ed Leadership Certified in English (9 - 12) Ed Leadership (All Levels)	
Performance Record	2012-2013 Atlantic Coast High School: Grade B 2011-2012 Atlantic Coast High School, No Seniors, Grade based on FCAT only: School Grade C 2009 2010 (Reading Coach) Arlington Middle School: Grade C 2008-2009 (AP)Arlington Middle School: Grade C Did not make AYP either year	

Angela Smiley		
Asst Principal	Years as Administrator: 4	Years at Current School: 4
Credentials	BA in Criminal Justice and Communications MEd in Counseling Education Certification in Ed. Leadership and Guidance & Counseling (Pre-K-12)	
Performance Record	2011-2012 Atlantic Coast High School: Grade B 2010-2011 Atlantic Coast High School, No Seniors, Grade based on FCAT only: School Grade C 2007-2010 (Guidance Counselor) First Coast High School: Grades D,F, Pending 2003-2006 (Counselor) James Weldon Johnson Middle School: Grades A, A, A 2000-2003 (Counselor) Ed White High School: Grades C, D, D	

Osama Zakaria		
Asst Principal	Years as Administrator: 3	Years at Current School: 3
Credentials	B.A. Political Science minor area of study Religious Studies M.S. Educational Leadership 6-12 Social Science Ed Leadership all levels School Principal all levels Professional Crisis Management	
Performance Record	2012-2013, Atlantic Coast High School: school grade B 2011-2012, Atlantic Coast High School: school grade C Paxon School for Advanced Studies 2005-2011 school grade A	

Instructional Coaches

of instructional coaches
2

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Sara Henry		
Full-time / School-based	Years as Coach: 4	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	B.S. in English Education from FSU, M.Ed. in Special Education from Vanderbilt University. Certified in ELA 6-12, ESE K-12, Reading Endorsed, Media Specialist, and K-6.	
Performance Record	Last year in classroom (2007), 80% of students passed FCAT Reading Retake or earned a concordant score. At Mandarin HS (2008 - 2009), contributed to growth in BQ and school earning bonus points for >50% retakers passing FCAT. At Raines HS (2009-2013), worked to keep writing scores above 80% each year, and provided content-area reading support as a coach.	

Tangelar Thomas		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Mathematics	
Credentials	Associates of Arts Degree in General Education with a concentration on Computers, Bachelors of Science Degree in Health Science with a minor in Adult Studies, Alternative Certification, 2009, Certified in Mathematics 5-9, CET Trained	
Performance Record	I Participated on the School Leadership Team as Team Lead and MRSH Technology Chair. Planned and implemented trainings necessary for teacher's professional development. School received 14,000 technology grant under my leadership as Technology Chair. I have had continuous student success rate on the Algebra 1 EOC at Twin Lakes Middle School, 80 percent success rate during the 2012/13 school year, 90 percent success during the 2010/11 school year. And, District recognizable gains on the FCAT Math during 2009/10 school year.	

Classroom Teachers

of classroom teachers

102

receiving effective rating or higher

92, 90%

Highly Qualified Teachers

88%

certified in-field

90, 88%

ESOL endorsed

27, 26%

reading endorsed

9, 9%

with advanced degrees

33, 32%

National Board Certified

3, 3%

first-year teachers

5, 5%

with 1-5 years of experience

39, 38%

with 6-14 years of experience

40, 39%

with 15 or more years of experience

18, 18%

Education Paraprofessionals**# of paraprofessionals**

27

Highly Qualified

27, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

2

receiving effective rating or higher

(not entered because basis is < 10)

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

1. All teachers participating in the Mentor Induction of Novice Teachers program or those new to ACHS are assigned mentors.
2. ACHS is built to support Small Learning Communities for all freshmen and the AP/Honors Acceleration Program. Teachers in each community share a 90 minute planning period once weekly, which helps facilitate collaboration between inexperienced and experienced teachers.
3. Teachers meet within Professional Learning Communities biweekly during Early Dismissal Days providing another opportunity for less experienced teacher to collaborate with experienced teachers.
4. ACHS hosts student interns from surrounding universities to work with our CET trained faculty members.
5. New teachers are placed in the district's designed to support and retain new teachers.
6. Most new teachers are traveling from room to room. An existing dining area was converted to a traveling teacher workroom to provide a comfortable working area and help build working relationships among the teachers

7. The school's leadership actively encourages more teachers to become CET trained in order to increase the number of mentors available in each subject area.

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

Novice teachers are paired with experienced teachers. The rationale for pairing is evident on different scales. When possible the pairing is determined by subject area. Department pairings then locational pairings may be assigned based on the availability of mentor teachers. Planned Mentoring Activities include monthly meetings with PDF and biweekly collaboration with mentor teachers.

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

The MTSS Leadership Team meets monthly to discuss the plan for implementation of MTSS at ACHS. This year ACHS begins its fourth year of operation, so the basic plan will be expanded and updated based on the data collected during our first three years. The team members attend training provided by the district, with some members attending Foundations Training as well in order to coordinate the functions of the two teams. Both teams work with department coordinators to provide training and suggest strategies to all teachers through their Professional Learning Communities, which meet biweekly on Early Dismissal days. MTSS strategies are also discussed in 9th grade Small Learning Communities during common planning periods. Administrators monitor MTSS through class observations and meeting with the PLC's.

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

Katy Ramsey- co chair of Foundations team
 Angela Smiley- co chair of Foundations team, School Improvement Plan lead team member
 Osama Zakaria- co chair of Foundations team, School Improvement Plan Coordinator
 Sara Henry- reading coach, School Improvement Plan lead team member
 Tangelar Thomas- math coach, School Improvement Plan lead team member

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

The Foundations teams meets monthly to monitor data related to MTSS. Reports from the Foundations team are shared monthly with the school leadership team. SIP is a living document which is reviewed/ updated at Administrative Leadership Meetings and Instructional Leadership Meetings, as well as during the Midyear Stakeholders Report, given to the community in conjunction with the January SAC meeting.

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

Data is gathered from a variety of assessments including unique and common teacher assessments as well as standardized assessments including CGA, DAR, Iowa MRT, FCAT, PSAT, and PERT. Individual student data is gathered from Pearson (a web-based tool used to gather and summarize data) and Genesis (district Student Information Management System). Additional nonacademic data including data gathered from behavioral referrals and attendance records, which are analyzed by the Instructional Leadership Team are also analyzed and discussed with the Foundations Team. Pearson Training for all teachers will be ongoing and will include training in use of MyProfile (another tool for analyzing data specific to each teacher's students).

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

Identify and explain what MTSS is and how the process works to the staff during early release. Promote the problem solving process through school norms which are posted throughout the campus. Monthly meetings with a focus of problem solving, and the analysis of school wide data. Identify chair and co chairs to ensure fidelity. Provide training opportunities for teachers who would like to become team members of the Foundations team.

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: Extended Day for All Students

Minutes added to school year: 10,000

Atlantic Coast will provide students access to a supervised safe room and after school activity bus. During this time teachers will provide tutoring and other help as needed for students. Peer tutoring is provided by National Honor Society students on a weekly basis.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Data is collected through student sign in sheets for the safe room. Teachers also record attendance for after school tutoring. Teachers may then cross reference student tutoring hours with their assessments in the course to identify correlations.

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

Name	Title
Debra Lynch	Principal
Katy Ramsey	Assistant Principal
Nicole Gilbert	Department Coordinator E.L.A.
Sara Henry	Reading Coach
Richard Schrule	Reading Teacher
Kim Small	Reading Teacher
Kimberly Morrison	Reading Teacher
Sandra Hooper	Reading Teacher
Joseph Frencl	Department Coordinator Math
Kimberly Curran	Department Coordinator Social Science
Shelli Rogers	E.S.E. Coordinator
Anne Lane	Department Coordinator Guidance

How the school-based LLT functions

The Literacy Leadership Team meets monthly to discuss the implementation of reading strategies across the curriculum. The discussion includes the planning of professional development around literacy. The team is responsible for training all teachers through their PLCs and SLCs. Implementation is monitored by the administration through classroom observation. The PDF, includes discussion of effective strategies to enhance literacy with all teachers in the MINT program.

Major initiatives of the LLT

The major initiative of the LLT for this school year is the integration of reading strategies throughout the curriculum. All teachers are to teach reading strategies imbedded within the curriculum of their classes. Administrators will also monitor during PLC meetings during Early Dismissal days.

Every Teacher Contributes to Reading Instruction

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

The MTSS/RtI and Literacy Leadership Teams will work together this year to develop a recourse guide with reading strategies to implement in every subject area to assist teachers. Professional development focused on literacy will be offered throughout the year during selected faculty meetings and MINT teacher trainings. In addition, teaching reading strategies across the curriculum in content specific areas is an expectation for all teachers and will be reflected in their evaluation.

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

Our school has an Informational Technology Career Academy which offers two pathways: Digital Media and Web Design. Both academies integrate several subjects and offer insight for the students into future careers. In the future, we would like to facilitate communication between our students and those in the local industry. In addition to the academies, a wide variety of electives are offered which relate

academics to real life application. All Advanced Placement Exams require students to solve application problems, which students learn to solve in all core academic courses.

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

Each student meets with their guidance counselor each spring to discuss and complete a course selection sheet, which allows them to pick up to 8 electives in the order they prefer. Student requests drive the development of the master schedule. Due to the assignment of students to counselors based on their last names, the same counselor works with the student in 9th through 12th grades. Students also create an epep on Facts. org to assist with long range planning.

Strategies for improving student readiness for the public postsecondary level

Data from pre-graduation indicators are discussed at Administrative Team Meetings as well as Instructional Team Meetings. Each administrator is assigned an area to consistently examine the data available and to report changes each week. The SLS dual enrollment course is offered and prepares students for the PERT test, which is an indicator of college readiness. To ensure that all students are enrolled in the most rigorous course of study based on their ability, data from AP Potential, FCAT, PSAT, SAT, and ACT scores as well as the student's academic history are reviewed before course selection and again before actual scheduling. All eligible students are encourage to enroll in advanced level and AP courses. Our AP/Honors Academy requires a student to complete at least 9 AP courses before graduation. Post-graduation indicators are also monitored through Senior Surveys, Graduation Rate, and tracking our graduates

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	59%	52%	No	63%
American Indian				
Asian	70%	63%	No	73%
Black/African American	47%	32%	No	52%
Hispanic	58%	51%	No	62%
White	68%	70%	Yes	72%
English language learners	29%	24%	No	36%
Students with disabilities	43%	39%	No	48%
Economically disadvantaged	50%	35%	No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	501	55%	60%
Students scoring at or above Achievement Level 4	261	28%	34%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	18	36%	39%
Students scoring at or above Level 7	17	34%	37%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)			
Students in lowest 25% making learning gains (FCAT 2.0)	138	65%	68%

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)	26	38%	39%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		10%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		10%

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.	213	40%	44%

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	328	68%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	14	58%	61%

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	48%	60%	Yes	53%
American Indian				
Asian	79%	77%	No	81%
Black/African American	39%	40%	Yes	45%
Hispanic	29%	73%	Yes	36%
White	59%	71%	Yes	63%
English language learners	75%	73%	No	78%
Students with disabilities	59%	53%	No	63%
Economically disadvantaged	46%	49%	Yes	51%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	23	34%	37%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		15%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	<i>[data excluded for privacy reasons]</i>		18%
Students in lowest 25% making learning gains (EOC)	111	62%	64%

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.	207	50%	52%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	61	21%	26%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		6%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	136	33%	38%
Students scoring at or above Achievement Level 4	16	4%	9%

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>		49%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		38%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	198	42%	46%
Students scoring at or above Achievement Level 4	57	12%	16%

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	175	35%	40%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	1580	75%	50%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		100%	100%
Students taking one or more advanced placement exams for STEM-related courses	233	15%	17%
CTE-STEM program concentrators	2		2
Students taking CTE-STEM industry certification exams	40	40%	80%
Passing rate (%) for students who take CTE-STEM industry certification exams		100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	471	22%	25%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	471	100%	100%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	40	9%	12%
Passing rate (%) for students who take CTE industry certification exams		100%	100%
CTE program concentrators	2	2%	2%
CTE teachers holding appropriate industry certifications	3	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	23	1%	0%
Students in ninth grade with one or more absences within the first 20 days	33	1%	1%
Students in ninth grade who fail two or more courses in any subject	76	14%	13%
Students with grade point average less than 2.0	337	16%	15%
Students who fail to progress on-time to tenth grade	57	10%	8%
Students who receive two or more behavior referrals	405	19%	17%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	67	3%	2%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	32	0%	0%
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)	373	87%	90%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	37	64%	65%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	11	41%	45%

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

Now entering the fourth year since opening in 2010, the school would like to increase parental involvement. The targets are created through a multi tier approach. In open house parents are informed about different ways to participate and become involved at Atlantic Coast.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
900 parents for open house	800	89%	100%
Increase volunteer hours by 100 hours	45	45%	100%
Increase S.A.C. membership by 5 positions	8	62%	100%

Goals Summary

- G1.** At least 60% of our grades 9 and 10 students taking the Reading FCAT 2.0 will score at or above proficiency level (3).
- G2.** Increase the level of parental involvement at Atlantic Coast.
- G3.** At least 75% of our grade 10 students will score at or above level 3.5 on the FCAT Writes assessment.
- G4.** At least 55% of students taking the Geometry E.O.C. will score at a level 3 or higher.
- G5.** At least 35% of the students taking the Algebra 1 E.O.C. will score at a level 3 or higher.
- G6.** Increase the use of after school tutoring, test-taking skills, and safety nets to improve student performance in science.

Goals Detail

G1. At least 60% of our grades 9 and 10 students taking the Reading FCAT 2.0 will score at or above proficiency level (3).

Targets Supported

Resources Available to Support the Goal

- New reading curriculum for each differentiated group of readers.
- Use of common planning for data analysis and planning of differentiated instruction for all students.
- Data tracking via testing coordinator.
- Test preparation materials for new or modified tests.

Targeted Barriers to Achieving the Goal

- Reading curriculum not released to school by district until well into school year.
- Students entering high school with vastly differing levels of preparation (from different middle schools, etc.).
- Kinks in data return systems delaying some placement for Enrichment classes.
- Few methods of effective, research-based test preparation for new tests.

Plan to Monitor Progress Toward the Goal

Include test-taking strategies and reading strategies across the curriculum, to support the learning of all students.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Progress Monitoring Systems in use in each core, content area class.

G2. Increase the level of parental involvement at Atlantic Coast.

Targets Supported

- All Areas
- Reading (FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - High School
- CTE
- Parental Involvement
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Automated call system, school website, front office staff to promote parental involvement, social media

Targeted Barriers to Achieving the Goal

- Parents may find it difficult to make time to visit the high school due to the demands of a work schedules.

Plan to Monitor Progress Toward the Goal

Develop a report to capture the number of volunteers on a quarterly basis.

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Report showing the number of volunteer hours, and activities selected.

G3. At least 75% of our grade 10 students will score at or above level 3.5 on the FCAT Writes assessment.

Targets Supported

- Writing

Resources Available to Support the Goal

- District- and school-based writing instruction trainings for teachers, common planning, and vocabulary instruction throughout the ELA department.

Targeted Barriers to Achieving the Goal

- Students are entering high school without the requisite skills in vocabulary and sentence structure to become high-school level writers.

Plan to Monitor Progress Toward the Goal

Use of common planning to incorporate best practices in vocabulary and sentence structure instruction.

Person or Persons Responsible

ELA teachers, Reading Coach, Admin team

Target Dates or Schedule:

Ongoing throughout the year.

Evidence of Completion:

District timed writes scores, common planning notes.

G4. At least 55% of students taking the Geometry E.O.C. will score at a level 3 or higher.

Targets Supported

- Geometry EOC
- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- Administrators, Math Coach, Departmental Coordinators, ESE Support and Para

Targeted Barriers to Achieving the Goal

- Student Attendance Concerns
- Student Behavior Issues
- Lack of Teacher Interventions and Accommodations

Plan to Monitor Progress Toward the Goal

CGA Quarterly Assessments, Teacher Assessments and Teacher Interventions

Person or Persons Responsible

Teachers, Coaches, Administrators

Target Dates or Schedule:

Weekly

Evidence of Completion:

CGA Results, Teacher Data Reflections and Teacher Documentation of Interventions

G5. At least 35% of the students taking the Algebra 1 E.O.C. will score at a level 3 or higher.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Administrators, Math Coach, Departmental Coordinators, ESE Support and Para professionals

Targeted Barriers to Achieving the Goal

- Student Attendance Concerns
- Student Behavioral Issues
- Lack of teacher interventions and accommodations

Plan to Monitor Progress Toward the Goal

CGA Quarterly Assessments, Teacher Assessments and Teacher Interventions

Person or Persons Responsible

Teacher, Coaches, Instructional Coaches and Administrators

Target Dates or Schedule:

Weekly

Evidence of Completion:

CGA Results, Teacher Data Reflections and Teacher Documentation of Interventions

G6. Increase the use of after school tutoring, test-taking skills, and safety nets to improve student performance in science.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- District support, Department Coordinator, Administrator who supervises science PLC.

Targeted Barriers to Achieving the Goal

- Poor attendance which may lead to classroom behavior issues.

Plan to Monitor Progress Toward the Goal

Review data presented through PLC to check for progress towards improving student performance.

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Weekly leadership meetings

Evidence of Completion:

Minutes from meeting

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. At least 60% of our grades 9 and 10 students taking the Reading FCAT 2.0 will score at or above proficiency level (3).

G1.B1 Reading curriculum not released to school by district until well into school year.

G1.B1.S1 Reading teachers and reading coach common plan to meet student needs using curriculum materials already on site.

Action Step 1

Weekly Common Planning for Reading Teachers with Reading Coach

Person or Persons Responsible

Reading teachers and reading coach.

Target Dates or Schedule

Weekly

Evidence of Completion

Common Planning Notes, Commonly Planned Lessons based on benchmarks and state-approved materials.

Facilitator:

Reading Coach

Participants:

Reading Department

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

Common Planning Notes

Person or Persons Responsible

Reading Coach, Administrator for Reading, Reading Teachers.

Target Dates or Schedule

Ongoing throughout year

Evidence of Completion

Common Planning Notes, Commonly Planned Lessons

Plan to Monitor Effectiveness of G1.B1.S1

Use of state-released mini-assessments

Person or Persons Responsible

Reading Coach and Reading Teachers, Leadership team members

Target Dates or Schedule

Ongoing

Evidence of Completion

Student scores on mini-assessments

G1.B1.S2 Use in-house data tracking systems based on teacher-created and Florida state-approved assessments.

Action Step 1

In-house data tracking systems

Person or Persons Responsible

Testing Coordinator, Administrators, Coaches.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Data management through Pearson and other tracking methods in-house.

Facilitator:

Academic Coaches

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Student scores via Pearson and in-house tracking systems.

Person or Persons Responsible

Administration team

Target Dates or Schedule

Ongoing

Evidence of Completion

Complete data set (?) via Pearson and in-house data tracking.

Plan to Monitor Effectiveness of G1.B1.S2

Pearson data sets, in-house data sets.

Person or Persons Responsible

Administration team

Target Dates or Schedule

Ongoing

Evidence of Completion

Pearson data sets, in-house data sets.

G1.B2 Students entering high school with vastly differing levels of preparation (from different middle schools, etc.).

G1.B2.S1 Dialogue with feeder schools (specifically, middle school coaches and teachers) to gather data about incoming classes.

Action Step 1

Dialogue with feeder middle schools about vertical articulation.

Person or Persons Responsible

English department coordinator, Reading Coach, Admin team.

Target Dates or Schedule

Ongoing throughout the year.

Evidence of Completion

Meeting notes, emails, agendas.

Action Step 2

Dialogue with feeder middle schools about vertical articulation.

Person or Persons Responsible

English department coordinator, Reading Coach, Admin team.

Target Dates or Schedule

Ongoing throughout the year.

Evidence of Completion

Meeting notes, emails, agendas.

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Dialogue with feeder schools to gather data about incoming classes and skill sets.

Person or Persons Responsible

English department coordinator, Reading Coach, and Admin team.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Meeting agendas, notes, emails.

Plan to Monitor Effectiveness of G1.B2.S1

Dialogue with feeder schools to gather data about incoming classes.

Person or Persons Responsible

Admin team

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting agendas and notes, emails.

G1.B4 Few methods of effective, research-based test preparation for new tests.

G1.B4.S1 Continue to teach to highest level of expectation for each benchmark, in each class, on each day.

Action Step 1

Continue to teach to highest level of expectation for each benchmark, in each class, on each day.

Person or Persons Responsible

All teachers on campus

Target Dates or Schedule

Every day, ongoing throughout the year.

Evidence of Completion

Teacher lesson plans, student achievement on CGAs, CAST evaluations,

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Continue to teach to highest level of expectation for each benchmark, in each class, on each day.

Person or Persons Responsible

Admin team.

Target Dates or Schedule

Ongoing throughout the year.

Evidence of Completion

Admin observations, student performance on CGAs, CAST evaluations.

Plan to Monitor Effectiveness of G1.B4.S1

Continue to teach to highest level of expectation for each benchmark, in each class, on each day.

Person or Persons Responsible

All teachers on campus.

Target Dates or Schedule

Ongoing throughout the year.

Evidence of Completion

Teacher Lesson Plans, Admin evaluations, student achievement on CGAs and CAST evaluations.

G1.B4.S3 Include test-taking strategies and reading strategies across the curriculum, to support the learning of all students.

Action Step 1

Include test-taking strategies and reading strategies across the curriculum, to support the learning of all students.

Person or Persons Responsible

All core, content area teachers.

Target Dates or Schedule

Ongoing throughout the year.

Evidence of Completion

Teacher lesson plans.

Action Step 2

Include test-taking strategies and reading strategies across the curriculum, to support the learning of all students.

Person or Persons Responsible

All core, content area teachers.

Target Dates or Schedule

Ongoing throughout the year.

Evidence of Completion

Teacher lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B4.S3

Include test-taking strategies and reading strategies across the curriculum, to support the learning of all students.

Person or Persons Responsible

Teachers, Administration team

Target Dates or Schedule

Ongoing throughout the year.

Evidence of Completion

Lesson Plans, Teacher-created Progress Monitoring Systems.

Plan to Monitor Effectiveness of G1.B4.S3

Include test-taking strategies and reading strategies across the curriculum, to support the learning of all students.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing throughout the year.

Evidence of Completion

Student achievement scores, teachers' ongoing progress monitoring in classes.

G2. Increase the level of parental involvement at Atlantic Coast.

G2.B1 Parents may find it difficult to make time to visit the high school due to the demands of a work schedules.

G2.B1.S1 Provide opportunities to become involved at the school with more flexible hours of operation.

Action Step 1

Increase the opportunity for parents to visit or become involved at the school.

Person or Persons Responsible

Parents of Atlantic Coast student

Target Dates or Schedule

During normal hours of operation and after school

Evidence of Completion

Volunteer hours, visitation logs

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

Monitor the number of volunteer hours

Person or Persons Responsible

Administrators

Target Dates or Schedule

on going

Evidence of Completion

Volunteer hours forms, sign in logs

Plan to Monitor Effectiveness of G2.B1.S1

monitor the number of volunteers and visitors to the school

Person or Persons Responsible

Administrators

Target Dates or Schedule

weekly

Evidence of Completion

sign in sheets, visitor forms

G3. At least 75% of our grade 10 students will score at or above level 3.5 on the FCAT Writes assessment.

G3.B1 Students are entering high school without the requisite skills in vocabulary and sentence structure to become high-school level writers.

G3.B1.S1 Direct instruction in vocabulary in ELA and Reading classes.

Action Step 1

Direct instruction in vocabulary in ELA and Reading classes.

Person or Persons Responsible

ELA and Reading teachers, Reading Coach.

Target Dates or Schedule

Ongoing throughout the year.

Evidence of Completion

Teacher lesson plans, student work.

Facilitator:

Reading coach, DCPS District Literacy Specialist.

Participants:

ELA and Reading teachers.

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

Direct instruction in vocabulary in ELA and Reading classes.

Person or Persons Responsible

ELA and Reading Teachers, Reading Coach

Target Dates or Schedule

Ongoing throughout the year.

Evidence of Completion

Lesson Plans, common planning notes.

Plan to Monitor Effectiveness of G3.B1.S1

Direct instruction in vocabulary in ELA and Reading classes.

Person or Persons Responsible

ELA and Reading Teachers, Reading Coach, Admin team

Target Dates or Schedule

Ongoing throughout the year.

Evidence of Completion

Vocabulary assessments, District Timed Writes Scores.

G3.B1.S2 Use of common planning to incorporate best practices in vocabulary and sentence structure instruction.

Action Step 1

Use of common planning to incorporate best practices in vocabulary and sentence structure instruction.

Person or Persons Responsible

ELA teachers, Reading teachers.

Target Dates or Schedule

Ongoing throughout the year.

Evidence of Completion

Teacher lesson plans, common planning notes.

Facilitator:

Reading Coach, District Literacy Specialist.

Participants:

ELA and Reading teachers.

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Use of common planning to incorporate best practices in vocabulary and sentence structure instruction.

Person or Persons Responsible

ELA and Reading Teachers

Target Dates or Schedule

Ongoing throughout the year.

Evidence of Completion

Lesson Plans, student scores on vocabulary quizzes and District Timed Writes Assessments.

Plan to Monitor Effectiveness of G3.B1.S2

Use of common planning to incorporate best practices in vocabulary and sentence structure instruction.

Person or Persons Responsible

Classroom teachers, Reading Coach, Admin team.

Target Dates or Schedule

Ongoing throughout the year.

Evidence of Completion

Teachers will self-monitor and discuss during common planning. Common planning notes will reflect.

G4. At least 55% of students taking the Geometry E.O.C. will score at a level 3 or higher.

G4.B1 Student Attendance Concerns

G4.B1.S1 Contact parents/guardians about attendance concerns

Action Step 1

Contact Parents and Guardians

Person or Persons Responsible

Teachers

Target Dates or Schedule

When students are absent

Evidence of Completion

Teacher phone logs

Action Step 2

Contact Parents and Guardians

Person or Persons Responsible

Teachers

Target Dates or Schedule

When students are absent

Evidence of Completion

Teacher phone logs

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

Attendance Concerns

Person or Persons Responsible

Teachers, Deans, Attendance Committee

Target Dates or Schedule

On-going

Evidence of Completion

Phone Logs, Attendance Documentation

Plan to Monitor Effectiveness of G4.B1.S1

Attendance Issues

Person or Persons Responsible

Teacher, Attendance Committee, Dean

Target Dates or Schedule

On-going

Evidence of Completion

Phone Logs

G4.B1.S2 Makes sure in-house Attendance Committee is aware of any attendance issues needing interventions

Action Step 1

Aware of Attendance Issues

Person or Persons Responsible

Attendance Committee

Target Dates or Schedule

As soon as inappropriate attendance patterns are developed

Evidence of Completion

Attendance meeting and Student Attendance Documentation

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Attendance Interventions

Person or Persons Responsible

Attendance Committee

Target Dates or Schedule

On-going

Evidence of Completion

Attendance Intervention Documentation

Plan to Monitor Effectiveness of G4.B1.S2

Attendance Interventions

Person or Persons Responsible

Teacher, Attendance Committee, Administration

Target Dates or Schedule

As needed, On-going

Evidence of Completion

Documentation of Interventions

G4.B1.S3 Make sure teachers accurately take attendance

Action Step 1

Take Accurate Attendance

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Teachers roll on On-course

Plan to Monitor Fidelity of Implementation of G4.B1.S3

Accurate Attendance

Person or Persons Responsible

Teachers, Attendance Administration

Target Dates or Schedule

Daily

Evidence of Completion

Attendance Reports

Plan to Monitor Effectiveness of G4.B1.S3

Attendance

Person or Persons Responsible

Teachers, Administrators, Attendance Committee

Target Dates or Schedule

Daily

Evidence of Completion

Attendance in On-course, student grades

G4.B2 Student Behavior Issues

G4.B2.S1 Make sure students are provided necessary assignments for in-school and out-of-school suspension and/or make-up time for missing assignments.

Action Step 1

Student provided make-up and missing assignments

Person or Persons Responsible

Teacher

Target Dates or Schedule

Upon Occurrence

Evidence of Completion

ISSP Student Assignment Documentation, Student Assignment Reports

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Students provided missing and makeup assignments

Person or Persons Responsible

Teacher, ISSP Teachers, Dean

Target Dates or Schedule

Students are absent or assigned ISSP

Evidence of Completion

Students completed assignments documented, students assignment reports

Plan to Monitor Effectiveness of G4.B2.S1

Student Missing Assignments

Person or Persons Responsible

Teachers, ISSP Teachers, Dean

Target Dates or Schedule

To be determined by Teachers, Dean, Administrators

Evidence of Completion

Students completed assignments documented, Student assignment reports

G4.B2.S2 Implement student Behavioral Contracts

Action Step 1

Behavioral Contracts

Person or Persons Responsible

Teachers, Dean, Administrators, Mentoring Program

Target Dates or Schedule

To be determined by Teachers, Dean, Administrators

Evidence of Completion

Student Behavior Contract

Plan to Monitor Fidelity of Implementation of G4.B2.S2

Student Behavior Contract

Person or Persons Responsible

Teachers, Dean, Administrators

Target Dates or Schedule

To be determined by Teachers, Dean, Administrators

Evidence of Completion

Student Behavior Interventions Documentation

Plan to Monitor Effectiveness of G4.B2.S2

Student Behavior Contracts

Person or Persons Responsible

Teachers, Dean

Target Dates or Schedule

To be determined by Teachers, Dean, Administrators

Evidence of Completion

Student Contract, Student Interventions Documented

G4.B2.S3 Provide mentoring to students with reoccurring behavior issues using in-house mentoring program (Waves Program)

Action Step 1

Provide Mentoring

Person or Persons Responsible

Teachers, Dean, In-house mentoring program, Administration

Target Dates or Schedule

To be determined by Teachers, Administrators, Dean

Evidence of Completion

Mentoring Program Documentation

Plan to Monitor Fidelity of Implementation of G4.B2.S3

Mentoring Program

Person or Persons Responsible

Teachers, Dean, Administrator, In-house Program Leader

Target Dates or Schedule

To be determined by Teachers, Dean, Administrators

Evidence of Completion

Student documentation from mentoring program

Plan to Monitor Effectiveness of G4.B2.S3

Mentoring Program

Person or Persons Responsible

Teachers, Dean, Administrators, Program Director

Target Dates or Schedule

On-going

Evidence of Completion

Mentoring Documentation

G4.B3 Lack of Teacher Interventions and Accommodations

G4.B3.S1 Teachers using the resource tools available for student interventions

Action Step 1

Effective use of Instructional Resources

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Instruction or Student Observation and Data Results show a need for interventions

Evidence of Completion

Data Reflection Documentation, Lesson Plans, Student Work

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Teacher using Resource Tools

Person or Persons Responsible

Teachers, Coaches, Administrators

Target Dates or Schedule

Daily as needed for student achievement

Evidence of Completion

Student work, Lesson Plans, Teacher Documentation

Plan to Monitor Effectiveness of G4.B3.S1

Teacher Interventions and Accommodations

Person or Persons Responsible

Teacher, ESE Teachers, Coaches, Administrators

Target Dates or Schedule

Daily, Weekly

Evidence of Completion

CGA Results, Teacher Data Reflections, Observations, Student Assignment improvement

G4.B3.S2 Teachers implementing instruction based on data results

Action Step 1

Data Driven Instruction

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Teacher Reflection Documentation, CGA Baseline, Teacher-made Assessments

Plan to Monitor Fidelity of Implementation of G4.B3.S2

Data Driven Instruction

Person or Persons Responsible

Teachers, Coaches, Administrators

Target Dates or Schedule

Daily

Evidence of Completion

Data Reflection Logs, Quarterly CGA Results, Observations, Common Planning

Plan to Monitor Effectiveness of G4.B3.S2

Data Driven Instruction

Person or Persons Responsible

Teacher, Coaches, Administrators

Target Dates or Schedule

Daily

Evidence of Completion

Data Reflection Documentation, Observations, CGA Results

G5. At least 35% of the students taking the Algebra 1 E.O.C. will score at a level 3 or higher.

G5.B1 Student Attendance Concerns

G5.B1.S1 Contact parents/guardians about attendance concerns.

Action Step 1

Contact Parents and Guardians

Person or Persons Responsible

Teachers

Target Dates or Schedule

Students show sign of inappropriate behavior patterns or consecutive days of absences.

Evidence of Completion

Teacher Phone Logs

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

Attendance Concerns

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Phone Logs

Plan to Monitor Effectiveness of G5.B1.S1

Attendance Issues

Person or Persons Responsible

Teachers, Deans, Administrators

Target Dates or Schedule

Daily

Evidence of Completion

Phone Logs

G5.B1.S2 Make sure Attendance Committee is aware of any attendance issues needing interventions.

Action Step 1

Aware of Attendance Issues

Person or Persons Responsible

Attendance Interventionist

Target Dates or Schedule

As soon as inappropriate attendance patterns are developed

Evidence of Completion

Attendance meeting and student intervention documentation

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Attendance Issues

Person or Persons Responsible

Attendance Committee

Target Dates or Schedule

On-going

Evidence of Completion

Student attendance Record, Interventions documentation

Plan to Monitor Effectiveness of G5.B1.S2

Attendance Interventions

Person or Persons Responsible

Teachers, Dean, Attendance Committee

Target Dates or Schedule

On-going

Evidence of Completion

Documentation of Interventions, Student Attendance Record

G5.B1.S3 Make sure teachers accurately take attendance.

Action Step 1

Take Accurate Attendance

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Teachers roll on On-course

Plan to Monitor Fidelity of Implementation of G5.B1.S3

Students Attendance

Person or Persons Responsible

Teacher, Dean Administrators

Target Dates or Schedule

Daily

Evidence of Completion

Teacher attendance record

Plan to Monitor Effectiveness of G5.B1.S3

Student Attendance

Person or Persons Responsible

Teacher, Dean, Attendance Committee, Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Teachers Attendance Record

G5.B2 Student Behavioral Issues

G5.B2.S1 Make sure students are provided necessary assignments for in-school and out-of-school suspensions and/or make-up time for missing work.

Action Step 1

Students Provided Make-Up Work

Person or Persons Responsible

Teachers and ISSP Teachers

Target Dates or Schedule

Prior to students being sent to ISSP Students first return to class

Evidence of Completion

Teachers provide student assignment update report I.S.S.P. Teacher Receive assignments from teachers

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Students are Provided Missing and Make-up Assignments

Person or Persons Responsible

Teacher, ISSP Teacher

Target Dates or Schedule

Students are absent or in ISSP

Evidence of Completion

Student Assignment Reports

Plan to Monitor Effectiveness of G5.B2.S1

Student Missing Assignments

Person or Persons Responsible

Teacher, ISSP Teachers

Target Dates or Schedule

As needed, To be determined by Teachers, Dean, ISSP Teachers

Evidence of Completion

Students completed assignments, Student missing Assignment reports

G5.B2.S2 Implement student behavioral contracts for students with repeated behavior concerns.

Action Step 1

Student Behavioral Contracts

Person or Persons Responsible

Teachers

Target Dates or Schedule

After repeated documentation of behavior issues; 2 referrals in the same class

Evidence of Completion

Students contract documentation

Plan to Monitor Fidelity of Implementation of G5.B2.S2

Student Behavioral Contracts

Person or Persons Responsible

Teachers, Deans, Administrators

Target Dates or Schedule

To be determined by Teachers, Dean, Administrators

Evidence of Completion

Student Behavioral Contracts

Plan to Monitor Effectiveness of G5.B2.S2

Student Behavioral Contracts

Person or Persons Responsible

Teachers, Deans, Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Documentation of student behavior

G5.B2.S3 Provide mentoring to students with reoccurring behavioral issues (Waves Program)

Action Step 1

Provide Mentoring to Students

Person or Persons Responsible

Teacher through Waves Program and Youth of Today

Target Dates or Schedule

weekly

Evidence of Completion

Student active in the Waves Mentoring Program

Plan to Monitor Fidelity of Implementation of G5.B2.S3

Mentoring Program

Person or Persons Responsible

Teachers, Deans, Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Student documentation from mentoring program

Plan to Monitor Effectiveness of G5.B2.S3

Mentoring Program

Person or Persons Responsible

Teachers, Administrators, Dean, Program Director

Target Dates or Schedule

On-going

Evidence of Completion

Mentoring Documentation, Discipline data, student grades

G5.B3 Lack of teacher interventions and accommodations

G5.B3.S1 Teachers implement more group work versus whole group instruction.

Action Step 1

Group Work

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Observations from Administrators, Coaches and Instructional Specialist

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Student Group Work

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lessons Plans, Observations, Common Planning

Plan to Monitor Effectiveness of G5.B3.S1

Student Group Work

Person or Persons Responsible

Teachers, Coaches, Administrators

Target Dates or Schedule

Daily

Evidence of Completion

Observations, Student improved assignment and assessments

G5.B3.S2 Teacher implementing instruction based on data results.

Action Step 1

Data Driven Instruction

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Teacher Data Reflection Documentation, CGA Baseline, Teacher-made Assessments

Plan to Monitor Fidelity of Implementation of G5.B3.S2

Data Driven Instruction

Person or Persons Responsible

Teacher, Coaches, Administrators

Target Dates or Schedule

Daily

Evidence of Completion

Data Reflection Logs, Quarterly CGA Results, Observations, Common Planning

Plan to Monitor Effectiveness of G5.B3.S2

Data Driven Instruction

Person or Persons Responsible

Teachers, Coaches, Administrators

Target Dates or Schedule

Daily

Evidence of Completion

Data Reflection Logs, Quarterly CGA Results, Observations

G5.B3.S3 Teachers using the resource tools available for student interventions.

Action Step 1

Effective use of Instructional Resources

Person or Persons Responsible

Teacher

Target Dates or Schedule

After Instruction or Student Data Results show a need for interventions

Evidence of Completion

Data Reflection Documentation, Lesson Plans, Student Work

Plan to Monitor Fidelity of Implementation of G5.B3.S3

Lack of Interventions

Person or Persons Responsible

Teacher, ESE Teacher, Coach, Instructional Coach, Administrators

Target Dates or Schedule

Daily as needed for student achievement

Evidence of Completion

Student work, Lesson Plans, Teacher Documentation

Plan to Monitor Effectiveness of G5.B3.S3

Teacher Interventions

Person or Persons Responsible

Teacher, Coaches, Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

CGA Results, Teacher Data Reflections, Observations

G6. Increase the use of after school tutoring, test-taking skills, and safety nets to improve student performance in science.

G6.B1 Poor attendance which may lead to classroom behavior issues.

G6.B1.S1 Parent contact

Action Step 1

Increase parent contact with the aide of after school tutoring in the safe room.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Throughout the year, especially when it becomes apparent the student may struggle

Evidence of Completion

Phone logs

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

Check for parent contact

Person or Persons Responsible

Administrators

Target Dates or Schedule

PLC, Post conference observation

Evidence of Completion

Phone logs, next steps form

Plan to Monitor Effectiveness of G6.B1.S1

Review data to see if increased contact leads to improvement

Person or Persons Responsible

School leadership team

Target Dates or Schedule

Common planning, PLC early release, leadership meetings

Evidence of Completion

Test data, phone logs, minutes from meetings

G6.B1.S2 Setting goals in the classroom

Action Step 1

Provide teachers access to training on how to develop effective goals for students

Person or Persons Responsible

ACHS teaching staff

Target Dates or Schedule

Early release

Evidence of Completion

Use of CHAMPS inside of the classroom, lesson plans, common board configuration, objectives and essential questions for lessons, and home learning.

Facilitator:

Administrators

Participants:

Teachers who wish to receive the training.

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Informal observations

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

post observation conference forms

Plan to Monitor Effectiveness of G6.B1.S2

classroom data

Person or Persons Responsible

leadership team

Target Dates or Schedule

weekly leadership meetings

Evidence of Completion

minutes from meeting

G6.B1.S3 Champs

Action Step 1

Provide teachers access to CHAMPS training

Person or Persons Responsible

ACHS teaching staff

Target Dates or Schedule

Early release

Evidence of Completion

Use of CHAMPS inside of the classroom

Facilitator:

Ms. Ramsey

Participants:

Teachers who wish to receive the training.

Plan to Monitor Fidelity of Implementation of G6.B1.S3

Informal observations

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

post observation conference forms

Plan to Monitor Effectiveness of G6.B1.S3

classroom data

Person or Persons Responsible

leadership team

Target Dates or Schedule

weekly leadership meetings

Evidence of Completion

minutes from meeting

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

Federal funding supports my ESE Coordinator and CSS Site Coordinator as well as my student-focused paraprofessionals. SAI funding will be used to provide academic support for students who show need based on standardized testing as well as course grades. Academic support will be provided through after-school tutoring and pull-out support during the school day. CTE as well as all other courses are supported through Staff Allocation, supported by district funds (state and local funds). Advanced Placement money earned by ACHS students is being used to pay for two instructional positions. ACHS is partnering with Herff Jones to start a program to motivate students toward and focus them yearly on graduation from high school, with a minimum cost to be funded from internal funds. SIF funds will be used as requested to support the School Improvement Plan.

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.

G1. At least 60% of our grades 9 and 10 students taking the Reading FCAT 2.0 will score at or above proficiency level (3).

G1.B1 Reading curriculum not released to school by district until well into school year.

G1.B1.S1 Reading teachers and reading coach common plan to meet student needs using curriculum materials already on site.

PD Opportunity 1

Weekly Common Planning for Reading Teachers with Reading Coach

Facilitator

Reading Coach

Participants

Reading Department

Target Dates or Schedule

Weekly

Evidence of Completion

Common Planning Notes, Commonly Planned Lessons based on benchmarks and state-approved materials.

G1.B1.S2 Use in-house data tracking systems based on teacher-created and Florida state-approved assessments.

PD Opportunity 1

In-house data tracking systems

Facilitator

Academic Coaches

Participants

Teachers

Target Dates or Schedule

Ongoing.

Evidence of Completion

Data management through Pearson and other tracking methods in-house.

G3. At least 75% of our grade 10 students will score at or above level 3.5 on the FCAT Writes assessment.

G3.B1 Students are entering high school without the requisite skills in vocabulary and sentence structure to become high-school level writers.

G3.B1.S1 Direct instruction in vocabulary in ELA and Reading classes.

PD Opportunity 1

Direct instruction in vocabulary in ELA and Reading classes.

Facilitator

Reading coach, DCPS District Literacy Specialist.

Participants

ELA and Reading teachers.

Target Dates or Schedule

Ongoing throughout the year.

Evidence of Completion

Teacher lesson plans, student work.

G3.B1.S2 Use of common planning to incorporate best practices in vocabulary and sentence structure instruction.

PD Opportunity 1

Use of common planning to incorporate best practices in vocabulary and sentence structure instruction.

Facilitator

Reading Coach, District Literacy Specialist.

Participants

ELA and Reading teachers.

Target Dates or Schedule

Ongoing throughout the year.

Evidence of Completion

Teacher lesson plans, common planning notes.

G6. Increase the use of after school tutoring, test-taking skills, and safety nets to improve student performance in science.

G6.B1 Poor attendance which may lead to classroom behavior issues.

G6.B1.S2 Setting goals in the classroom

PD Opportunity 1

Provide teachers access to training on how to develop effective goals for students

Facilitator

Administrators

Participants

Teachers who wish to receive the training.

Target Dates or Schedule

Early release

Evidence of Completion

Use of CHAMPS inside of the classroom, lesson plans, common board configuration, objectives and essential questions for lessons, and home learning.

G6.B1.S3 Champs

PD Opportunity 1

Provide teachers access to CHAMPS training

Facilitator

Ms. Ramsey

Participants

Teachers who wish to receive the training.

Target Dates or Schedule

Early release

Evidence of Completion

Use of CHAMPS inside of the classroom

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Increase the level of parental involvement at Atlantic Coast.	\$500
Total		\$500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
SAI and SIF		\$0
Internal funds		\$500
Total		\$500

Budget Details

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

G2. Increase the level of parental involvement at Atlantic Coast.

G2.B1 Parents may find it difficult to make time to visit the high school due to the demands of a work schedules.

G2.B1.S1 Provide opportunities to become involved at the school with more flexible hours of operation.

Action Step 1

Increase the opportunity for parents to visit or become involved at the school.

Resource Type

Evidence-Based Program

Resource

Parent information nights for smaller groups involved in specific programs

Funding Source

Internal funds

Amount Needed

\$500

G6. Increase the use of after school tutoring, test-taking skills, and safety nets to improve student performance in science.

G6.B1 Poor attendance which may lead to classroom behavior issues.

G6.B1.S1 Parent contact

Action Step 1

Increase parent contact with the aide of after school tutoring in the safe room.

Resource Type

Evidence-Based Program

Resource

Volunteer coordinator encourages and monitors parent volunteer hours. PTSA and SAC provided opportunities for parent involvement. Communication with parents is strengthened through use of the school website and the School Messenger automated calling/e-mail.

Funding Source

SAI and SIF

Amount Needed

\$0