

Duval County Public Schools

Atlantic Coast High School



2022-23 Schoolwide Improvement Plan

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Atlantic Coast High School

9735 R G SKINNER PKWY, Jacksonville, FL 32256

www.duvalschools.org/achs

Demographics

Principal: Michael George

Start Date for this Principal: 10/5/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	57%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (63%) 2018-19: A (65%) 2017-18: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School 9-12</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>57%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>64%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A	A	A	A

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our Mission is to provide educational excellence in every school, in every classroom, for every student, every day.

Provide the school's vision statement.

Our Vision is to ensure every student is inspired and prepared for success in college or a career and life.

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
George, Michael	Principal	School Leader (Oversee all personnel & duties) Social Studies Admin. 10th Grade Admin.
Prier, Aleya	Assistant Principal	ESE Admin. 12th Grade Admin. PBIS Admin. Title IX Coordinator
Thomas, Brandi	Assistant Principal	ESOL Admin. 11th Grade Admin. Science Admin. Title IX Invest.
Smith, Michael	Assistant Principal	9th Grade Admin. Math Admin. CTE Admin. Athletics Admin.
Nolan, Blair	Assistant Principal	APC (Master Scheduling) English Admin. Counselor Admin.

Demographic Information

Principal start date

Tuesday 10/5/2021, Michael George

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.*

7

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.*

22

Total number of teacher positions allocated to the school

87

Total number of students enrolled at the school

2,536

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

21

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

18

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	691	725	640	456	2512
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	116	200	171	123	610
One or more suspensions	0	0	0	0	0	0	0	0	0	113	88	69	21	291
Course failure in ELA	0	0	0	0	0	0	0	0	0	28	86	50	14	178
Course failure in Math	0	0	0	0	0	0	0	0	0	31	75	68	36	210
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	171	203	128	1	503
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	162	92	109	52	415
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	150	167	135	61	513

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	34	98	87	3	222
Students retained two or more times	0	0	0	0	0	0	0	0	0	14	39	50	15	118

Date this data was collected or last updated

Wednesday 8/31/2022

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	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

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	48%	45%	51%				52%	47%	56%
ELA Learning Gains	51%						53%	48%	51%
ELA Lowest 25th Percentile	41%						45%	42%	42%
Math Achievement	58%	37%	38%				56%	51%	51%
Math Learning Gains	63%						69%	52%	48%
Math Lowest 25th Percentile	63%						54%	47%	45%
Science Achievement	54%	43%	40%				74%	65%	68%
Social Studies Achievement	76%	53%	48%				75%	70%	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	70%	67%	3%	67%	3%

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	72%	68%	4%	70%	2%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	47%	57%	-10%	61%	-14%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	58%	61%	-3%	57%	1%

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	31	48	41	51	65	64	36	52		97	43
ELL	10	39	33	44	57	73	38	53		98	76
ASN	57	63	55	82	69		62	89		100	85
BLK	36	45	41	45	63	63	44	68		100	64
HSP	37	45	29	54	60	70	48	68		99	74
MUL	47	46	27	67	63		55	76		96	84
WHT	62	58	57	67	63	71	67	84		97	77
FRL	38	45	38	51	53	49	48	65		96	65
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	24	34	28	31	35	33	38	54		99	40
ELL	16	51	58	23	30	57	38	27		98	89
ASN	58	57	80	53	29		61	90		100	88
BLK	35	43	35	28	34	36	38	57		98	65
HSP	41	51	57	30	28	38	57	55		98	88
MUL	58	46	18	43	46		59	78		89	88
WHT	62	57	39	49	31	34	72	84		98	83
FRL	39	42	39	35	29	32	46	61		95	71
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	35	45	44	44	55	40	57	34		85	48
ELL	22	46	45	47	73	71	50	58		81	86
ASN	81	66		71	70		84	83		98	96
BLK	36	46	38	41	56	37	62	64		95	77
HSP	41	41	41	55	73	58	69	73		95	82
MUL	56	49	31	64	80		86	81		94	94
WHT	64	62	64	68	74	66	81	81		90	81
FRL	39	46	45	46	67	56	62	70		91	74

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)	N/A
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	28
Total Points Earned for the Federal Index	654

ESSA Federal Index	
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	53
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	74
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	57
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	56
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	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	70
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	51
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?

There is an achievement gap between the Standard and Honors classes indicated by the proficiency data from 21-22 FSA (90% average in Honors vs. 30% in Standard). ESE students account for a large part of this disparity. There is a need for targeted, skills-based, remedial instruction in a differentiated-instruction setting. Reading deficits are impacting all assessed areas.

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

22-23 FSA data indicates an overall proficiency percentage of 48%. In an A-rated school, 52% of our 9th/10th grade students are not reading on or above grade level. This sobering data led to the creation of our Literacy Improvement Plan.

Student reading data significantly impacts performance in other content areas. There is a strong correlation between reading levels and performance on progress monitoring assessments and EOC exams.

There is a demonstrated need for targeting Level 1 readers. There is also a need to deliver targeted, differentiated instruction for our ELL student population.

Based on progress monitoring-style questions that called for analyzing, applying, explaining, and/or

interpreting skills were lower across the board.

The monitoring of Algebra I student's progression demonstrates the greatest need for improvement with only 38% of students demonstrating proficiency on state FSA. We had 16% (56 students) of Algebra I students at a level 2 needing 10 points or less to be proficient and 24% (36 students) at a level 1 with 10 points or less to move to level 2. We had the opportunity to move 40% of our Algebra I students to proficiency that needed to move 20 points or less, which would have given us 78% proficiency on state Algebra I FSA. Within this data, the subgroups demonstrate that students of color are approximately double their counterparts at level 1 and level 2 and are approximately half at level 3+ on FSA.

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

Our school has experienced a change in student makeup as our overall enrollment number has increased. We have had an increase in Level 1 student enrollments. Many of our current teachers have been at the school for five or more years, prior to this change in student makeup. While student needs have changed significantly, teaching practices have not in all content-areas. We will have to provide professional development opportunities centered around scaffolding and assisting all students with meeting the benchmarks.

Additionally, we have seen significant learning losses due to the COVID pandemic. Many students have regressed in learning because of struggles with online learning and/or having significant attendance issues.

New actions to address these concerns include additional reading strategies support, increased ELL support, and engaging students with questions that are more aligned to EOY assessments. We are also partnering with the district to further develop our ART responses to chronic attendance issues.

Algebra I data has indicated a need to revise the PLC's planning and instructional approaches. We have transitioned an Algebra I teacher back to teaching Algebra IA to provide consistency with instruction. We have a Spanish para assigned to two Algebra I classrooms for support with ESOL students.

We are working with UNF Math Tutoring Lab to provide push-in support in Algebra I classrooms. We have cohorted classes based on data, so the tutors will be assigned accordingly.

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

The geometry team showed improvement with students during the school year. The team uses PMA 3 data to provide targeted standard-based remediation in class, during lunch, and after school. Their efforts paid off when reviewing end-of-year testing data compared to PMA 3 data ie. 8% increase in proficiency.

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

A strong focused PLC in Geometry with a team of teachers who have been working together on average of 3 or more years. Last years focus was on strong understanding of curriculum and data review. As a team, students were identified and instructed per the need per standard as discussed during the Geometry PLC planning meetings. Additional support was given on a part time basis with a Geometry retired teacher who performed small group instruction.

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

Based on the 22-23 data, we have selected the following strategies to implement:

- increase alignment to district curriculum guide
- utilize StudySync materials with fidelity
- analyze FSAT data, specifically with LPQ in mind
- plan meaningful interventions/scaffolds/DI opportunities for LPQ
- utilize Reading Interventionist for both 9th + 10th grade target students

Reading strategies used in ELA classes, such as the PROVE-IT strategy and the math RULES strategy. Additionally, more emphasis on passage-based questions with that include data tables and graphics

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.

We are offering continuing, differentiated training series throughout the year. We have selected effective teacher leaders who are able to train their peers on proven strategies that result in measurable gains in student achievement. Our on-going topics include 1) implementing technology for DI purposes, 2) ensuring equitable instruction for ESE students, 3) strategies for gifted students who are under-performing academically, 4) teaching students to internalize metacognitive reading strategies, and 5) how to effectively use student data to drive instruction.

Cross curriculum reading strategies, applying strategies students learn in ELA and Math courses to biology, along with emphasis on the skill students are being asked to apply using command terms such as apply, describe, analyze, interpret, predict, etc.

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

We are starting a teacher leader program, We Lead, to empower more of our faculty members to engage in the work of ensuring program implementation. These teacher leaders are in every content and high-accountability area. They will partner with the administration to gauge and measure the success of our implementation plan, and to provide solutions for under-performing elements within the plan.

A push toward improved ELL services for our lowest performing sub-group with an emphasis on vocabulary instruction, small group differentiation learning strategies, daily reading, and data analyzing embedded into each lesson.

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. This area of focus will be monitored through the Standards Walk-Through Tool. Data collected will determine next steps for additional PD for learning leaders or interventions for students.

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

9th + 10th Grade Guiding Goals:
 -increase alignment to district curriculum guide
 -utilize StudySync materials with fidelity
 -analyze FSAT data, specifically with LPQ in mind
 -plan meaningful interventions/scaffolds/DI opportunities for LPQ
 -utilize Reading Interventionist for both 9th + 10th grade target students

Increase our literacy gains of our ESE ELA students from 16% to 25%
 Increase our literacy proficiency gains to 55%
 Increase our Science proficiency to 60%
 Increase our US History proficiency score 80%
 Increase the Algebra proficiency score to 45%
 Increase Geometry proficiency score to to 40%

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

This area of focus will be monitored through the Standards Walk-Through Tool. Data collected will determine next steps for additional PD for learning leaders or interventions for students.

Person responsible for monitoring outcome:

Blair Nolan (nolanb@duvalschools.org)

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

Facilitate and monitor PLC and Common Planning sessions that result in instructional delivery that ensures students are exposed to standards aligned instruction, with tasks that are aligned to the standard and assessments are aligned to the standard and test specifications for the newly adopted BEST Standards.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria**

Facilitate PLC's that promote instructional conversations around standards-based instruction. During these meetings teachers, admin and support staff will review the action plan and develop changes and updates to curriculum instruction per the newly adopted BEST Standards. Teachers will discuss student data and the new approach to the curriculum as planned in the curriculum guide for ELA instruction for 9th, 10th and recovering students needing to meet the proficient score or increased learning gains.

used for selecting this strategy.

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.

9th Grade Action Steps:

- create new PLC dynamic where Honors and Standard plan together
- new PLC lead based on data (teacher with 92% proficiency)
- goal on increasing proficiency in nonproficient students and aligning Honors and Standard curriculum – 92% of Eng 1 Honors students passed vs. 25% of students enrolled in Eng 1 Standard
- create greater focus on pushing students in the “Bubble” classes – moving Hozey from 52% proficiency to a goal of 75%

Person Responsible Blair Nolan (nolanb@duvalschools.org)

10th Grade Action Steps:

- multiple staffing changes within the team, returning Honors teacher with proven results
- increased admin oversight during PLC planning
- monthly data chats with admin team to review/discuss student progress
- goal on increasing proficiency in nonproficient students and aligning Honors and Standard curriculum – 88% of Eng 2 Honors students passed vs. 22% of students enrolled in Eng 2 Standard
- focus on restructuring “Bubble” classes to better perform – change teacher and move from 38% proficiency to goal of 75%

Person Responsible Blair Nolan (nolanb@duvalschools.org)

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.

The Positive Behavior Interventions and Support model will continue to be implemented at Atlantic Coast High School for the 2022-2023 school year. It is a planned approach for school behavior that emphasis: prevention of problem behaviors through proactive instruction of desired behavior; regular reinforcement of appropriate behavior; monitoring and correction of problem behavior; application of more intensive and individualized behavior support for students who do not respond to prevention effort.

WE Restore is our climate and culture theme where we are focused on a positive and not punitive environment.

The leadership team will build positive school culture by rewarding students for the academic and social behavior. For example, students who earn A/B Honor will receive an incentive each quarter such as an ice

cream party as well as public recognition through our school newsletter. For students that do not receive a behavior referral, will be allowed to participate in school wide social events. Battle of the Class is new to ACHS. Monthly class recognition for students to be recognized for the following: Highest GPA's, Lowest amount of referrals, highest attendance rate and least amount of late notices. Stakeholders such as the PTSA and SAC will be involved with planning the PBIS events as well as requesting donations from business partners.

Student Leaders, SGA and Student Ambassadors, Best Buddies with ESE Students, 5000 Male Role Models, The Society Leadership Club for Young Women and other opportunities for students to practice their leadership skills to enhance the school environment for all.

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

The SAC and PTSA play a vital role in the culture of Atlantic Coast. From providing breakfast and lunch to our teachers and incentives for our students, their approach to ensuring that all members of the AC Family are treated like family. Both groups work collaboratively with the school's principal to establish opportunities of encouragement for students and teachers. Our school communication includes the SAC and PTSA activities throughout the year so that our families are always engaged in the school. From parent nights to informational sessions, our school community is well attended, and those organizations assist with business partners and other resources for the school and especially the students.