

Atlantic Coast High School

9735 R G SKINNER PKWY, Jacksonville, FL 32256

www.duvalschools.org/achs

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

29%

Alternative/ESE Center

No

Charter School

No

Minority

54%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	B	C

School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. 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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

In order to prepare students to contribute to a changing world and engage in active life - long learning, Atlantic Coast High School provides a balanced, challenging school curriculum designed to meet the academic, cultural and social needs of individuals from the diverse backgrounds of our community.

Provide the school's vision statement

To create a dynamic learning environment through the use of academic and social interactions, technology, and community participation which will aid our students in individual development and encourage them to be innovative leaders.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Atlantic Coast is a very diverse school with diverse cultural student and teacher populations. As students enroll, the school counselors learn most about them initially. They are informed of different clubs, organizations and activities, that would be best suited for them and their interests. Students are also informed of different cultural activities through the Morning Rays news broadcast as well as through the activity director. The teachers play a big role in learning the students' cultures in an ongoing basis. As the year progresses, they get to know their students, establish a rapport with them and build relationships. We also build relationships through our mentoring program, Waves. This program pairs a teacher with a student, who checks in with the teacher once a week for mentoring time. The mentor teacher tracks the student's grades by receiving progress reports, checking their discipline, and assisting them with issues they may encounter. Our teachers also sponsor many sports, clubs, activities, and organizations based on students' interest. These extra-curricular activities also help to build meaningful relationships between the student and teachers. The Multicultural Club members represent many cultures and showcase the diversity with an annual student assembly.

The perceptions of teachers, students, and parents regarding school culture and environment are assessed using the Gallup and TNTP survey instruments. This feedback provides direction for strengthening specific areas of the school culture and environment.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Atlantic Coast has a very strong Foundations Team which involves the entire school. In the mornings and afternoons, administrators, security, and other staff placed in the bus loop, the front of the school, student parking, courtyard, cafeteria, as well as other areas in the school. During school, using positive reinforcement to move students, everyone has an area to monitor between classes. Teachers stand at their door, monitor the galleries, positively move student to the next class, and greet students as they enter the classroom. This system has worked in the past and continues to work very well with minor alterations when needed. This year we added a third security guard, who is a female and a positive addition to a previously all male team. We also have 64 security cameras on campus and our students are aware of the cameras. This knowledge keeps them from doing

mischievous activity as well and allows them to feel safe in knowing that most activity is being recorded. According to our Gallup poll, the students seem to feel safe at school.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

From day one, the teachers go over the rituals and routines for their individual classrooms. They give the students their expectations explicitly so there will be no questions, regarding teacher expectations. During the first two weeks of school, we hold grade level assemblies for the entire school to go over the Student Code of Conduct and the expectations of Atlantic Coast. The grade level assemblies are facilitated by the administrators, the dean of discipline, and the school resource officer. The expectations and Student Code of Conduct are also reviewed with the faculty during pre-planning so teachers know what the administration expects and can incorporate the expectations in their classroom expectations. The Foundations Team developed the three levels of discipline we use, minor (handled in the classroom), moderate (FYI referral to Dean), and severe (see now referral to Dean or AP if necessary). In order for a teacher to write a referral for disruption/failure to follow directions, they have to document the interventions they have provided prior to writing the referral. This practice has been in place since the 2010-2011 school year. The monthly Super Stingray Spotlight award is presented to selected students who go above and beyond in assisting their peers or teachers. The award is presented by the department coordinator and principal during a broadcast of the Morning Rays newscast.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

At Atlantic Coast High School, we pride ourselves on being student-friendly and keeping their best interests as our first priority. School counselors, administrators, the dean of discipline, the ESE coordinator, and the CSS site coach all have open door policies when it comes to our students and our availability. There is always someone for a student to talk to when the necessity arises. Mainly, for the emotional needs, our school counselors are available throughout the day including during student lunch times for walk-in visits. We have five counselors and their students are assigned alphabetically by last name. The counselors have established an extremely good rapport with most of the students, and the students know where they are located. During the grade level assemblies, each counselor was introduced to their students. If a student enrolls after the assemblies are held, they meet with their counselor on an individual basis during the enrollment process. We also have the Waves program which pairs students with adult volunteer mentors. The adult mentor builds a relationship with their student through daily contact. For our ESE students, when the need arises, we request mental health services to be added to their IEP. When this addition is made, a therapist comes to the school to meet with the student as often as deemed necessary by the IEP. Also, some students who have discipline issues, open up about other issues with the dean and the assistant principals. All are willing to develop a more meaningful relationship than just the one which involves giving consequences for a student's poor choices. The more meaningful relationship supports the students feeling comfortable enough to express the social-emotional needs with that person. Our Adopt-a Stingray program provides additional academic and emotional support for our athletes, pairing each with an adult volunteer who initiates weekly contact. Outside groups, including Take Stock in Children and Big Brother/Big Sisters also provide mentoring on and off campus for selected students. The Gallup survey reports the level of hopefulness and engagement based on student responses to survey questions.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Now entering the fifth year since opening in August, 2010, the school would like to increase parental involvement. Our Gallup results, although ACHS is rated an "A" by parents, suggest the need for stronger communication between the school and home. The targets are created through a multi-tier approach. During student orientation and Open House, by School Messenger, on the school website, and through the PTSA e-mail blast, parents are informed about different ways to participate and become involved at Atlantic Coast High School. Information specific to certain groups of students is communicated through the channels listed above and also through additional means, including a monthly Senior Newsletter. Our Volunteer Coordinator has created several notebooks focused on different areas of volunteerism to better monitor parent and community involvement. Oncourse is the on-line student grade portal, which parents can access at any time. Portal passwords are provided for parents initially during Open House and subsequently in the main office through out the rest of the school year. In addition to the Oncourse portal, where teachers, counselors, or administrators may post messages for parents, teachers are encouraged to create a personal web page to help keep parents informed of activity and assignments in each class.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

In order to better organize and monitor our business partnerships, an assistant principal is designated as a point of contact to meet with potential business partners and monitor volunteer hours. Our athletic director developed a multi-tiered support package for our athletic business partners, who are involved at varying levels both financially and through volunteer hours. Many faculty members initiate and foster business partners to support their specific academic programs, including the Garbage on the Green environmental project with University of North Florida. Our Career Technical classes visit a local business Web.com for a lunch meeting once per month to learn how the skills they are learning support a real career. We also have an IT oversight board comprised of business leaders working in technology fields. Our faith-based business partner and neighbor, Celebration Church, works with an assistant principal to provide mentors for some of our students who deal with challenging home environments. Finally, our new externship program pairs qualified seniors with local businesses, where they volunteer at the business and learn different aspects of the work while they earn community service hours. This experience is supported by bi-weekly seminars with an ACHS teacher facilitating.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Lynch, Debra	Principal
Zakaria, Osama	Assistant Principal
Holsey-Smiley, Angela	Assistant Principal
Henry, Sara	Instructional Coach
Blount, Kelly	Teacher, K-12
Cline, Blake	Teacher, K-12
Lane, Anne	Guidance Counselor
Miller, Andrew	Instructional Technology
Rogers, Shelli	Teacher, ESE
Rowan, Ben	Teacher, ESE
Samples, Jeffrey	Dean
Ramsey, Katy	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Katy Stouffer- co chair of Foundations team
 Angela Smiley- co chair of Foundations team, School Improvement Plan Coordinator
 Osama Zakaria- co chair of Foundations team, School Improvement Plan team member
 Sara Henry- reading coach, School Improvement Plan lead team member
 Kelly Blount - athletic director, School Improvement Team member
 Blake Cline - activities director, School Improvement Team member
 Anne Lane - school counselor coordinator, School Improvement Team member
 Andrew Miller - testing coordinator, School Improvement Team member
 Shelli Rogers - ESE coordinator and lead, School Improvement Team member
 Ben Rowan - CSS site coordinator, School Improvement Team member
 Jeffrey Samples, dean of discipline, School Improvement Team member

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Instructional Leadership Team, which includes administrators, school counselors, athletic director, activities director, testing coordinator, ESE coordinator, CSS site director, dean of students, and reading coach, meets weekly to identify and align all available resources in order to meet the needs of all students at ACHS. This year ACHS begins its fifth year of operation, so our data collection is much more reliable as we are able to analyze trends given four past years of data, including a full cycle of students who entered as freshmen and graduated. The team members attend training provided by the district, with some members attending Foundations training, testing training, and athletic director training, in order to align academics, behavior, and extra-curricular activities. Members of the team 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. Strategies are also discussed and plans formed to implement during class specific, ninety minute, weekly common planning sessions, which are built into the master schedule. Strategy

implementation is monitored through class observations both formal and informal. Federal funding supports the ESE Coordinator and CSS Site Coordinator as well as the student-focused paraprofessional positions. Tutoring funds 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 one instructional position. SIF funds will be used as requested to support the School Improvement Plan.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Beverly Clarke	Parent
Tibby Shine	Parent
Christine Stephens	Parent
Beverly Clarke	Parent
Kim Curran	Teacher
Debra W. Lynch	Principal
Tracy Rhodes	Education Support Employee
Odette Clarke	Teacher
Melissa Kicklighter	Parent
Shelley Grant	Business/Community
Alisa Scheuer	Parent
Laurie McDonald	Teacher
Holly Scheuer	Student
Kimberly Aselton	Teacher
Ryan Whalen	Teacher
Deb Aloska	Parent
Gale Winn	Parent
Shkyna Lockett	Business/Community
Barbar Lockett	Business/Community
Laconya Conner	Teacher
Victoria Felix	Teacher
Bela Desai	Parent
Cynthia Creso-Hernandez	Teacher
Stephanie Vega	Student
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC initially reviewed the draft of the plan in August, 2013 and provided input to include in the plan. The progress made on the plan was reviewed at the mid-year stakeholders' meeting in January, 2014. A final review was held along with the spring budget presentation in April, 2014. We discussed which initiatives should be carried over to the SIP for this year.

Development of this school improvement plan

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 offering valuable input on ways to address the identified problem.

Preparation of the school's annual budget and plan

The proposed spring budget for 2014-2015 was presented to SAC on May 20, 2014 for their review and input. Staff allocation was explained regarding the placement of personnel. The district fall budget meeting is being held on September 18th and the final budget will be shared with SAC on September 23, 2014.

Describe the use of school improvement funds allocated last year, including the amount budgeted for 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.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Henry, Sara	Instructional Coach
Ramsey, Katy	Assistant Principal
Lynch, Debra	Principal
Gilbert, Nicole	Teacher, K-12
Bowen, Lindsey	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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 embedded within the curriculum of their classes. Administrators will also monitor during PLC meetings held on Early Dismissal days.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The instructional leaders at Atlantic Coast encourage positive working relationships as well as cross curricular curriculum amongst all of our subject areas. Our master schedule was designed to allow teachers to have common planning. Teachers are required to meet once a week as a group during common planning, based on the classes each teacher is assigned. During early dismissal, we allow time for our teachers to meet in PLCs to encourage positive working relationships. Most areas meet as a group, then separate to the individual subject areas. Last year, social studies and fine arts met together during PLC to develop assignments that could assist the students learning of different areas in social studies through visual art, as well as performing art. This cross-curricular study allowed the students to not only learn this information in a particular area in one class, but the knowledge was supported in another subject area as well.

The ELA department is vertically teamed and meets annually to update and develop the implementations of the ACHS Vertical Teaming Plan. The plan supports teachers in each grade level working together on common texts, skills, and assignments/assessments each quarter to prepare all students for the next grade level. All English teachers who teach senior classes devote class time to post-secondary planning, which includes providing coaching on completion of college applications and essays.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. All teachers participating in the Mentor Induction of Novice Teachers program or those new to ACHS are assigned mentors.
2. Teachers meet within Professional Learning Communities biweekly during Early Dismissal Days providing another opportunity for less experienced teacher to collaborate with experienced teachers.
3. ACHS hosts student interns from surrounding universities to work with our CET trained faculty members.
4. New teachers are placed in the district's MINT program, designed to support and retain new teachers.
5. 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
6. 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.
7. Teachers new to ACHS are invited to a luncheon during pre-planning, where they are welcomed in a more intimate setting. During the luncheon, the teachers are provided specific, detailed information about ACHS, and are encouraged to ask questions.

Describe the school's teacher mentoring program, including the rationale for pairings and 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 the PDF and biweekly collaboration with mentor teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

ACHS teachers use the district-created Curriculum Lesson Guides as a basis for instruction. These CLGs are standards-based, with a focus on the updated Florida Standards. Teachers also participate in common planning sessions and professional learning community sessions where they read and apply new knowledge of the standards to their lesson planning process. In addition, core classes use the district- approved textbooks, which are aligned to the Florida standards, per the district. Teachers also have opportunities to study and learn about the Florida standards at multiple points throughout the school year, as well.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Our teachers are trained in how to access student data via Performance Matters, including state, district, and national-level assessments. This data is used by teachers to design instruction and group students during classroom instruction, as well as to determine which students need additional support or differentiated instruction.

Teachers also use in-class data (from teacher-created or district-created assessments) to determine student achievement and student need in curricular areas. Teachers also use this data to create instructional groupings and differentiated lesson plans.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

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 Rationale

Many students do not have transportation home until the activity bus arrives at 5:30 p.m. to transport them home. A safe and supervised environment ensures the safety and extended time to receive additional academic support for the students.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Lynch, Debra, lynchd@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the 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.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

For the transition from middle school to high school, the counselors go to our feeder middle schools to introduce the 8th grade students to high school. They present a PowerPoint to the students on the classes they may take, credits they need and what to expect in high school. We also have a very detailed orientation for the freshmen with several faculty and staff available on that particular day to assist the parents and students. This support is important on freshmen orientation day to ease the transition for both the parent and the student. The freshmen have teachers who identify with them and have a history of teaching them. Therefore, the teachers understand the trials and issues the students may face as well as the concerns and worries they may have entering high school. Having a history of teaching freshmen, these teachers are able to handle the issues freshmen may face and ease the sometimes challenging transition. The school counselors also go into the freshmen classes and provide additional support. They are given information about high school, what they need to know about credits, promotion, testing, etc.

Counselors also play a pivotal role in preparing seniors for their next phase in life, whether it be military, work or college. They sit with each senior individually to discuss their post graduation options as well as provide them with resources for their next step in life.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

All students meet with their school 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. These electives include Career Technical Education courses. 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.

ACHS has launched an Externship Program this year, which provides the opportunity for students to gain work experience with businesses, industries, and non-profit organizations. One of our partners in this program is UF Health.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

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. Television Production and Commercial Photography are the other CTE courses offered. 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.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

To improve student readiness for postsecondary, students are tracked by school counselors and administrators and meet with both throughout their high school career. Students are also identified by the counselor and placed into an English class to assist them with remediation for college entrance exams. The reading coach also meets with these students through this class on a more intimate basis to identify their areas of weakness and focus on them. Counselors and administrators also identify students who need ACT or SAT to possibly gain a score for postsecondary readiness and provide waivers for those who are eligible. Teachers also offer tutoring for test prep to help students prepare for ACT and SAT. The Testing Coordinator also offers the students the opportunity to take the PERT a couple times a year. Most students need reading as identified by the High School Feedback Report as our percentage was below the state percentage with few needing math. Those who do need the Algebra EOC, the counselors are identifying them for the testing coordinator to test. These students are provided resources to prepare for the EOC as well as tutoring opportunities.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Increase the average score on the Florida Alternate Assessment by 1 percentage point for students in our low incidence ESE programs.
- G2.** At least 50% of our grades 9, 10 and 11 students taking the FSA will earn a passing score.
- G3.** Increase the level of parental involvement by 10% at Atlantic Coast.
- G4.** At least 40% of students taking the Geometry E.O.C. will score at a level 3 or higher.
- G5.** At least 38% 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, and the use of instructional technology to improve student performance in state end of course assessments.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase the average score on the Florida Alternate Assessment by 1 percentage point for students in our low incidence ESE programs. 1a

G046681

Targets Supported 1b

Indicator	Annual Target
FAA Reading Proficiency	69.0

Resources Available to Support the Goal 2

- Practice exams, CBVE and CBI programs, job coaches

Targeted Barriers to Achieving the Goal 3

- Behavior management
- Business Partners

Plan to Monitor Progress Toward G1. 8

Student data on job performance and practice tests

Person Responsible

Shelli Rogers

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Student results on practice tests and feedback from job performance

Plan to Monitor Progress Toward G1. 8

Student results on practice tests and feedback from job performance

Person Responsible

Shelli Rogers

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Student results on practice tests and feedback from job performance

G2. At least 50% of our grades 9, 10 and 11 students taking the FSA will earn a passing score. 1a

G042597

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	67.0

Resources Available to Support the Goal 2

- 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 Performance Matters
- Test preparation materials through item specifications

Targeted Barriers to Achieving the Goal 3

- Students entering high school with vastly differing levels of preparation (from different middle schools, etc.).
- New assessment (FSA) has no passing score established, so there is no target score, or knowledge of how the test will be scored.
- Few methods of effective, research-based test preparation for new tests.

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Sara Henry

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Lesson Planning information and Common Planning documentation.

G3. Increase the level of parental involvement by 10% at Atlantic Coast. 1a

G042598

Targets Supported 1b

Indicator	Annual Target
	10.0

Resources Available to Support the Goal 2

- School messenger, school website, front office staff to promote parental involvement, newsletter, social media, school marquee, parent nights

Targeted Barriers to Achieving the Goal 3

- Parents may find it difficult to make time to visit the high school due to the demands of work schedules.
- Limited funding for mail outs
- Lack of parental interest in seeking information

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Angela Holsey-Smilely

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

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

G4. At least 40% of students taking the Geometry E.O.C. will score at a level 3 or higher. 1a

G042600

Targets Supported 1b

Indicator	Annual Target
	40.0

Resources Available to Support the Goal 2

- Administrator (certified in Mathematics), department coordinator, lead Geometry teacher
- New web-based resources, text books, and consumable workbooks are available this year for students and teachers.
- Paid tutor available after school to support success of students on the Geometry EOC (30% of the student's grade)

Targeted Barriers to Achieving the Goal 3

- Student Behavior Issues
- Implementing curriculum with fidelity to focus on Geometry EOC concepts as well as new Florida standards due to new materials

Plan to Monitor Progress Toward G4. 8

CGA Quarterly Assessments, Teacher Assessments and Teacher Interventions

Person Responsible

Debra Lynch

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

CGA Results, Teacher Data Reflections and Teacher Documentation of Interventions

G5. At least 38% of the students taking the Algebra 1 E.O.C. will score at a level 3 or higher. 1a

G042601

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	58.0

Resources Available to Support the Goal 2

- Administrators, Departmental Coordinators, ESE Support and Para professionals
- New web-based resources, test books, and consumable workbooks
- District Mathematics coach

Targeted Barriers to Achieving the Goal 3

- Lack of teacher interventions and accommodations

Plan to Monitor Progress Toward G5. 8

CGA Quarterly Assessments, Teacher Assessments and Teacher Interventions

Person Responsible

Debra Lynch

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

CGA Results, Teacher Data Reflections and Teacher Documentation of Interventions

G6. Increase the use of after school tutoring, and the use of instructional technology to improve student performance in state end of course assessments. 1a

G042602

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	38.0
Geometry EOC Pass Rate	40.0
Bio I EOC Pass	78.0

Resources Available to Support the Goal 2

- District support, Department Coordinator, Administrator assigned to PLC of the course with a state end of course exam.

Targeted Barriers to Achieving the Goal 3

- Not all students may have the ability to stay after school to participate in the after school sessions.
- The process of creating a platform for identifying and sharing the most effective resources takes a significant investment in time to coordinate.

Plan to Monitor Progress Toward G6. 8

Review data presented through PLC to check for progress towards improving student performance. "Have the resources really helped?"

Person Responsible

Debra Lynch

Schedule

Monthly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Minutes from plc meeting, notes from plc, leadership meeting agenda, teacher generated data, student performance on EOC

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase the average score on the Florida Alternate Assessment by 1 percentage point for students in our low incidence ESE programs. **1**

 G046681

G1.B1 Behavior management **2**

 B115899

G1.B1.S1 Develop positive behavior plans for individual students. **4**

 S127567

Strategy Rationale

Improved behavior supports success in CBVE and CBI programs, resulting in better results on FAA

Action Step 1 **5**

All qualified students will participate in CBVE or CBI

Person Responsible

Shelli Rogers

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Weekly work schedules produced by the two job coaches

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Implementation will be monitored through the instructional leadership team, weekly.

Person Responsible

Shelli Rogers

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Student participation reports and practice exercises for FAA.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Review of work schedules and communication with job coaches as well as ESE Lead Teacher and CSS Site Coach during weekly Instructional Leadership Meetings

Person Responsible

Shelli Rogers


Schedule

Weekly, from 8/25/2014 to 5/29/2015


Evidence of Completion

Weekly reports from those responsible

G1.B2 Business Partners 2

 B115900

G1.B2.S1 Job coaches will work closely with area businesses to enhance relationships between students, employees, and customers. 4

 S127605

Strategy Rationale

To retain business partners and add new ones

Action Step 1 5

Job coaches will communicate effectively with contact person at all outside businesses

Person Responsible

Shelli Rogers

Schedule

Biweekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Logs and job coach reports

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Weekly monitoring at the instructional leadership meetings

Person Responsible

Shelli Rogers

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Logs and job coach reports

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Weekly monitoring at the instructional leadership meetings

Person Responsible

Shelli Rogers

Schedule

Weekly, from 8/25/2014 to 5/29/2015


Evidence of Completion

Logs and job coach reports


G2. At least 50% of our grades 9, 10 and 11 students taking the FSA will earn a passing score. 1

 G042597

G2.B1 Students entering high school with vastly differing levels of preparation (from different middle schools, etc.). 2

 B103979

G2.B1.S1 Dialogue with feeder schools (specifically, middle school coaches and teachers) to gather data about incoming classes. 4

 S115091

Strategy Rationale

Students need to earn a passing score on the new Florida State Assessment

Action Step 1 5

Dialogue with feeder middle schools about vertical articulation.

Person Responsible

Katy Ramsey

Schedule

Semiannually, from 9/17/2014 to 5/29/2015

Evidence of Completion

Emails and meeting notes from district level meetings.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

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

Person Responsible

Sara Henry

Schedule

On 5/29/2015

Evidence of Completion

Meeting agendas, notes, emails.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Dialogue with feeder schools to gather data about incoming classes.

Person Responsible

Sara Henry

Schedule

On 5/29/2015


Evidence of Completion

Meeting agendas and notes, emails.

G2.B2 New assessment (FSA) has no passing score established, so there is no target score, or knowledge of how the test will be scored. **2**

 B103980

G2.B2.S1 As information is released by the state and district, administrative team will share with teachers in order to drive instruction. **4**

 S124129

Strategy Rationale

Increased knowledge about the FSA will allow teachers to more effectively plan for student-specific instruction.

Action Step 1 **5**

Administrators and Reading Coach will share assessment information as it becomes available.

Person Responsible

Debra Lynch

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Student results on FSA

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Administrators and Reading Coach will monitor new information as it becomes available for fidelity.

Person Responsible

Sara Henry

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Student results on FSA

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Leadership and meeting notes

Person Responsible

Sara Henry


Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Student results on FSA

G2.B3 Few methods of effective, research-based test preparation for new tests. 2

 B103981

G2.B3.S1 Continue to teach to highest level of expectation for each benchmark, in each class, on each day. 4

 S115092

Strategy Rationale

Students need to earn a passing score on the new FL State Assessment

Action Step 1 5

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

Person Responsible

Debra Lynch

Schedule

Biweekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

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

Person Responsible

Debra Lynch

Schedule

Biweekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Admin observations, student performance on CGAs, CAST evaluations.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

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

Person Responsible

Debra Lynch

Schedule

Biweekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

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

G2.B3.S3 Include test-taking strategies and reading strategies across the curriculum, to support the learning of all students. 4

 S115094

Strategy Rationale

Students need to earn a passing score on the new FL State Assessment

Action Step 1 5

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

Person Responsible

Sara Henry

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Teacher lesson plans.

Plan to Monitor Fidelity of Implementation of G2.B3.S3 6

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

Person Responsible

Sara Henry

Schedule

Quarterly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, Teacher-created Progress Monitoring Systems.

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7

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

Person Responsible

Sara Henry

Schedule

Weekly, from 8/25/2014 to 5/29/2015


Evidence of Completion

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

G3. Increase the level of parental involvement by 10% at Atlantic Coast. 1


 G042598

G3.B1 Parents may find it difficult to make time to visit the high school due to the demands of work schedules. 2

 B103982

G3.B1.S1 Provide opportunities to become involved at the school with more flexible hours of operation.

4

 S115095

Strategy Rationale

To have more parental involvement

Action Step 1 5

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

Person Responsible

Debra Lynch

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

School Messenger log, Volunteer hours, visitation logs

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monitor the number of parents attending invited school events

Person Responsible

Angela Holsey-Smiley

Schedule

Quarterly, from 8/4/2014 to 5/29/2015

Evidence of Completion

Parent Attendance

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

monitor the number of parents attending

Person Responsible

Angela Holsey-Smiley

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Crowd, sign-in sheets

G3.B2 Limited funding for mail outs 2

B112880

G3.B2.S1 There is limited funding for mail outs. We need to use other resources to allow our parents to receive information for them to be involved. 4

S124267

Strategy Rationale

To gain more parent involvement at the school level.

Action Step 1 5

Atlantic Coast will use other resources of notifying parents of opportunities for involvement due to limited funding for mail outs.

Person Responsible

Angela Holsey-Smiley

Schedule

Quarterly, from 8/4/2014 to 5/29/2015

Evidence of Completion

Parent feedback, parent attendance, Surveys

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Parents will receive information via messenger, website, OnCourse, social media, marquee, etc

Person Responsible

Debra Lynch

Schedule

Quarterly, from 8/4/2014 to 5/29/2015

Evidence of Completion

Parent feedback, Gallup Poll, Surveys, Attendance, Volunteer Logs

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Ensure phone calls, emails and social media posts are updated, PTSA emails are sent through the blast, website is updated

Person Responsible

Debra Lynch

Schedule

Quarterly, from 8/4/2014 to 5/29/2015


Evidence of Completion

Logs, emails

G3.B3 Lack of parental interest in seeking information 2

 B112881

G3.B3.S1 In high school, parents sometime think the students are old or mature enough to handle their school affairs. 4

 S124525

Strategy Rationale

Increase parental involvement

Action Step 1 5

We would like to increase parent attendance by having multiple resources and options of making them aware of school events

Person Responsible

Angela Holsey-Smiley

Schedule

Quarterly, from 8/4/2014 to 5/29/2015

Evidence of Completion

Sign-In sheets, volunteer logs, surveys, Gallup

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Ensuring the information is up to date on the website, posted to social media as well as the website, sent in an email blast, school messenger

Person Responsible

Debra Lynch

Schedule

Quarterly, from 8/4/2014 to 5/29/2015

Evidence of Completion

Parent turnout, sign in sheets, volunteer logs

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Ensuring the various outlets of communication to parents is updated

Person Responsible

Debra Lynch

Schedule

Quarterly, from 8/4/2014 to 5/29/2015

Evidence of Completion

Logs, Sign-In sheets, parent feedback, surveys

G4. At least 40% of students taking the Geometry E.O.C. will score at a level 3 or higher. 1

G042600

G4.B1 Student Behavior Issues 2

B103985

G4.B1.S1 Make sure students are provided necessary assignments for in-school and out-of-school suspension and/or make-up time for missing assignments. 4

S115101

Strategy Rationale

To support positive behavior changes, students need to focus on academic achievement

Action Step 1 5

Student provided make-up and missing assignments

Person Responsible

Debra Lynch

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

ISSP Student Assignment Documentation, Student Assignment Reports

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Students provided missing and makeup assignments

Person Responsible

Debra Lynch

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Students completed assignments documented, students assignment reports

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Student Missing Assignments

Person Responsible

Debra Lynch

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Students completed assignments documented, Student assignment reports

G4.B1.S2 Implement student Behavioral Contracts 4

 S115102

Strategy Rationale

To provide positive interventions to impact behavior changes

Action Step 1 5

Behavioral Contracts

Person Responsible

Jeffrey Samples

Schedule

Daily, from 8/25/2014 to 5/29/2015

Evidence of Completion

Student Behavior Contract

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Student Behavior Contract

Person Responsible

Jeffrey Samples

Schedule

Daily, from 8/25/2014 to 5/29/2015

Evidence of Completion

Student Behavior Interventions Documentation

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Student Behavior Contracts

Person Responsible

Jeffrey Samples

Schedule

Daily, from 8/25/2014 to 5/29/2015

Evidence of Completion

Student Contract, Student Interventions Documented

G4.B1.S3 Provide mentoring to students with reoccurring behavior issues using in-house mentoring program (Waves Program) **4**

 S115103

Strategy Rationale

To provide positive interventions to impact behavior changes

Action Step 1 **5**

Provide Mentoring

Person Responsible

Katy Ramsey

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Mentoring Program Documentation

Plan to Monitor Fidelity of Implementation of G4.B1.S3 **6**

Mentoring Program

Person Responsible

Katy Ramsey

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Student and mentor documentation from mentoring program

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

Mentoring Program

Person Responsible

Katy Ramsey


Schedule

Monthly, from 8/25/2014 to 5/29/2015


Evidence of Completion

Mentoring documentation and decrease in student discipline data

G4.B2 Implementing curriculum with fidelity to focus on Geometry EOC concepts as well as new Florida standards due to new materials 2

 B103986

G4.B2.S1 During Common Planning teachers plan to use the new resources with fidelity to support Geometry curriculum and mastery of the FL Standards 4

 S115104

Strategy Rationale

Student performance on the Geometry EOC needs improvement and students need to be prepared for new FL State Assessment

Action Step 1 5

Effective use of Instructional Resources

Person Responsible

Debra Lynch

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Data Reflection Documentation, Lesson Plans, Student Work

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Teacher using Resource Tools

Person Responsible

Debra Lynch

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Student work, Lesson Plans, Teacher Documentation

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Teacher Interventions and Accommodations

Person Responsible

Debra Lynch

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

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

G4.B2.S2 Teachers implementing instruction focused on student needs based on common assessment data **4**

 S115105

Strategy Rationale

Student performance on the Geometry EOC needs improvement and students need to be prepared for new FL State Assessment

Action Step 1 **5**

Data Driven Instruction

Person Responsible

Debra Lynch

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Teacher Reflection Documentation, CGA Baseline, Teacher-made Assessments

Plan to Monitor Fidelity of Implementation of G4.B2.S2 **6**

Data Driven Instruction

Person Responsible

Debra Lynch

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G4.B2.S2 7

Data Driven Instruction

Person Responsible

Debra Lynch

Schedule

Weekly, from 8/25/2014 to 5/29/2015


Evidence of Completion

Data Reflection Documentation, Observations, CGA Results, Students' EOC scores

G5. At least 38% of the students taking the Algebra 1 E.O.C. will score at a level 3 or higher. 1

 G042601

G5.B1 Lack of teacher interventions and accommodations 2

 B103989

G5.B1.S1 General education teachers work with ESE support teachers to provide accommodations for students on IEP s 4

 S115112

Strategy Rationale

Improved student success on Algebra I EOC leading to improved graduation rate

Action Step 1 5

Group Work

Person Responsible

Debra Lynch

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Observations from Administrators, Coaches and Instructional Specialist

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Student Group Work

Person Responsible

Debra Lynch

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lessons Plans, Observations, Common Planning

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Student Group Work

Person Responsible

Debra Lynch


Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Observations, Student improved assignment and assessments

G5.B1.S2 Teacher implementing instruction based on data results and strengthening gradual release model **4**

 S115113

Strategy Rationale

Improved student success on Algebra I EOC leading to improved graduation rate

Action Step 1 **5**

Data Driven Instruction

Person Responsible

Debra Lynch

Schedule

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G5.B1.S2 **6**

Data Driven Instruction

Person Responsible

Debra Lynch

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Data Driven Instruction

Person Responsible

Debra Lynch


Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Data Reflection Logs, Quarterly CGA Results, Observations

G5.B1.S3 District math coach meets regularly with the administrator over mathematics to create a continuous coaching cycle in the absence of a school based mathematics coach 4

 S115114

Strategy Rationale

Improved student success on Algebra I EOC leading to improved graduation rate

Action Step 1 5

Effective use of Instructional Resources

Person Responsible

Debra Lynch

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Data Reflection Documentation, Lesson Plans, Student Work

Plan to Monitor Fidelity of Implementation of G5.B1.S3 6

Lack of Interventions

Person Responsible

Debra Lynch

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Student work, Lesson Plans, Teacher Documentation

Plan to Monitor Effectiveness of Implementation of G5.B1.S3 7

Teacher Interventions

Person Responsible

Debra Lynch

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

CGA Results, Teacher Data Reflections, Observations

G6. Increase the use of after school tutoring, and the use of instructional technology to improve student performance in state end of course assessments. 1

G042602

G6.B1 Not all students may have the ability to stay after school to participate in the after school sessions. 2

B103990

G6.B1.S1 Parent contact 4

S115115

Strategy Rationale

Increased communication from the school with families may encourage increased attendance in the after school sessions.

The parental contact also allows Atlantic Coast an opportunity to assist parents in choosing an alternative method should the student be unable to participate in the after school tutoring.

Action Step 1 5

Increase parental contact and increase the total number of students participating in after school sessions through the promotion of the safe room.

Person Responsible

Debra Lynch

Schedule

Quarterly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Phone logs, emails, Principal messages posted on the school website

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Check for parent contact

Person Responsible

Osama Zakaria

Schedule

Quarterly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Phone logs, next steps form, informal surveys

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Review data to see if increased contact leads to improvement

Person Responsible

Osama Zakaria


Schedule

Quarterly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Test data, phone logs, minutes from meetings, survey results

G6.B1.S2 Capture the review sessions in a digital format 4

 S115117

Strategy Rationale

In the event students and their families are unable to make arrangements to attend after school sessions, it may be possible distribute sessions in a digital format. This may help to increase the number of students impacted by the current sessions already provided.

Action Step 1 5

Create a forum to identify, discuss, and implement the most effective instructional resources available.

Person Responsible

Osama Zakaria

Schedule

On 6/1/2015

Evidence of Completion

resource list, meeting agenda and minutes

Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

Monitor the participation and the total number of resources identified

Person Responsible

Debra Lynch

Schedule

Quarterly, from 8/25/2014 to 6/1/2015

Evidence of Completion

post observation conference forms or evidence of teachers using the identified resources

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 7

classroom data

Person Responsible

Debra Lynch


Schedule

Weekly, from 8/25/2014 to 6/1/2015


Evidence of Completion

minutes from meeting, data logs, data notebooks or digital data files that are accessible to the teacher and students in the course.

G6.B2 The process of creating a platform for identifying and sharing the most effective resources takes a significant investment in time to coordinate. 2

 B113019

G6.B2.S1 Develop the platform for sharing best practices and instructional technology resources. 4

 S124372

Strategy Rationale

It is necessary to devote the initial time associated with creating a new resource for teachers and students.

Action Step 1 5

Create a group dedicated to identifying the best instructional technology resources.

Person Responsible

Osama Zakaria

Schedule

On 6/1/2015

Evidence of Completion

meeting participants, notes, and a list of resources generated

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

A monthly review of the resources generated

Person Responsible

Debra Lynch

Schedule

Monthly, from 9/17/2014 to 6/1/2015

Evidence of Completion

list of resources, notes from informal observations, data pre and post strategy implementation

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

After a monthly review feedback with next steps may be provided to adjust the format as necessary

Person Responsible

Debra Lynch

Schedule

On 8/3/2015

Evidence of Completion

A comparison of resources produced before and then after the monthly feedback with next steps.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Dialogue with feeder middle schools about vertical articulation.	Ramsey, Katy	9/17/2014	Emails and meeting notes from district level meetings.	5/29/2015 semiannually
G2.B3.S1.A1	Continue to teach to highest level of expectation for each benchmark, in each class, on each day.	Lynch, Debra	8/25/2014	Teacher lesson plans, student achievement on CGAs, CAST evaluations,	5/29/2015 biweekly
G2.B3.S3.A1	Include test-taking strategies and reading strategies across the curriculum, to support the learning of all students.	Henry, Sara	8/25/2014	Teacher lesson plans.	5/29/2015 weekly
G3.B1.S1.A1	Increase the opportunity for parents to visit or become involved at the school.	Lynch, Debra	8/18/2014	School Messenger log, Volunteer hours, visitation logs	6/5/2015 monthly
G4.B1.S1.A1	Student provided make-up and missing assignments	Lynch, Debra	8/25/2014	ISSP Student Assignment Documentation, Student Assignment Reports	5/29/2015 weekly
G4.B1.S2.A1	Behavioral Contracts	Samples, Jeffrey	8/25/2014	Student Behavior Contract	5/29/2015 daily
G4.B1.S3.A1	Provide Mentoring	Ramsey, Katy	8/25/2014	Mentoring Program Documentation	5/29/2015 monthly
G4.B2.S1.A1	Effective use of Instructional Resources	Lynch, Debra	8/25/2014	Data Reflection Documentation, Lesson Plans, Student Work	5/29/2015 weekly
G4.B2.S2.A1	Data Driven Instruction	Lynch, Debra	8/25/2014	Teacher Reflection Documentation, CGA Baseline, Teacher-made Assessments	5/29/2015 weekly
G5.B1.S1.A1	Group Work	Lynch, Debra	8/18/2014	Observations from Administrators, Coaches and Instructional Specialist	5/29/2015 biweekly
G5.B1.S2.A1	Data Driven Instruction	Lynch, Debra	8/18/2014	Teacher Data Reflection Documentation, CGA Baseline, Teacher-made Assessments	weekly
G5.B1.S3.A1	Effective use of Instructional Resources	Lynch, Debra	8/25/2014	Data Reflection Documentation, Lesson Plans, Student Work	5/29/2015 weekly
G6.B1.S1.A1	Increase parental contact and increase the total number of students	Lynch, Debra	8/25/2014	Phone logs, emails, Principal messages posted on the school website	6/1/2015 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	participating in after school sessions through the promotion of the safe room.				
G6.B1.S2.A1	Create a forum to identify, discuss, and implement the most effective instructional resources available.	Zakaria, Osama	8/25/2014	resource list, meeting agenda and minutes	6/1/2015 one-time
G2.B2.S1.A1	Administrators and Reading Coach will share assessment information as it becomes available.	Lynch, Debra	8/25/2014	Student results on FSA	5/29/2015 monthly
G3.B2.S1.A1	Atlantic Coast will use other resources of notifying parents of opportunities for involvement due to limited funding for mail outs.	Holsey-Smiley, Angela	8/4/2014	Parent feedback, parent attendance, Surveys	5/29/2015 quarterly
G6.B2.S1.A1	Create a group dedicated to identifying the best instructional technology resources.	Zakaria, Osama	8/25/2014	meeting participants, notes, and a list of resources generated	6/1/2015 one-time
G3.B3.S1.A1	We would like to increase parent attendance by having multiple resources and options of making them aware of school events	Holsey-Smiley, Angela	8/4/2014	Sign-In sheets, volunteer logs, surveys, Gallup	5/29/2015 quarterly
G1.B1.S1.A1	All qualified students will participate in CBVE or CBI	Rogers, Shelli	8/25/2014	Weekly work schedules produced by the two job coaches	5/29/2015 weekly
G1.B2.S1.A1	Job coaches will communicate effectively with contact person at all outside businesses	Rogers, Shelli	8/25/2014	Logs and job coach reports	5/29/2015 biweekly
G1.MA1	Student data on job performance and practice tests	Rogers, Shelli	8/25/2014	Student results on practice tests and feedback from job performance	5/29/2015 weekly
G1.MA1	Student results on practice tests and feedback from job performance	Rogers, Shelli	8/25/2014	Student results on practice tests and feedback from job performance	5/29/2015 weekly
G1.B1.S1.MA1	Review of work schedules and communication with job coaches as well as ESE Lead Teacher and CSS Site Coach during weekly Instructional Leadership Meetings	Rogers, Shelli	8/25/2014	Weekly reports from those responsible	5/29/2015 weekly
G1.B1.S1.MA1	Implementation will be monitored through the instructional leadership team, weekly.	Rogers, Shelli	8/25/2014	Student participation reports and practice exercises for FAA.	5/29/2015 weekly
G1.B2.S1.MA1	Weekly monitoring at the instructional leadership meetings	Rogers, Shelli	8/25/2014	Logs and job coach reports	5/29/2015 weekly
G1.B2.S1.MA1	Weekly monitoring at the instructional leadership meetings	Rogers, Shelli	8/25/2014	Logs and job coach reports	5/29/2015 weekly
G2.MA1	Include test-taking strategies and reading strategies across the curriculum, to support the learning of all students.	Henry, Sara	8/25/2014	Lesson Planning information and Common Planning documentation.	5/29/2015 weekly
G2.B1.S1.MA1	Dialogue with feeder schools to gather data about incoming classes.	Henry, Sara	8/25/2014	Meeting agendas and notes, emails.	5/29/2015 one-time
G2.B1.S1.MA1	Dialogue with feeder schools to gather data about incoming classes and skill sets.	Henry, Sara	8/25/2014	Meeting agendas, notes, emails.	5/29/2015 one-time
G2.B3.S1.MA1	Continue to teach to highest level of expectation for each benchmark, in each class, on each day.	Lynch, Debra	8/25/2014	Teacher Lesson Plans, Admin evaluations, student achievement on CGAs and CAST evaluations.	5/29/2015 biweekly
G2.B3.S1.MA1	Continue to teach to highest level of expectation for each benchmark, in each class, on each day.	Lynch, Debra	8/25/2014	Admin observations, student performance on CGAs, CAST evaluations.	5/29/2015 biweekly
G2.B2.S1.MA1	Leadership and meeting notes	Henry, Sara	8/25/2014	Student results on FSA	5/29/2015 monthly
G2.B2.S1.MA1	Administrators and Reading Coach will monitor new information as it becomes available for fidelity.	Henry, Sara	8/25/2014	Student results on FSA	5/29/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S3.MA1	Include test-taking strategies and reading strategies across the curriculum, to support the learning of all students.	Henry, Sara	8/25/2014	Student achievement scores, teachers' ongoing progress monitoring in classes.	5/29/2015 weekly
G2.B3.S3.MA1	Include test-taking strategies and reading strategies across the curriculum, to support the learning of all students.	Henry, Sara	8/25/2014	Lesson Plans, Teacher-created Progress Monitoring Systems.	5/29/2015 quarterly
G3.MA1	Develop a report to capture the number of volunteers and parent attendance on a quarterly basis.	Holsey-Smile, Angela	8/18/2014	Report showing the number of volunteer hours, and activities selected.	6/5/2015 quarterly
G3.B1.S1.MA1	monitor the number of parents attending	Holsey-Smile, Angela	8/18/2014	Crowd, sign-in sheets	6/5/2015 quarterly
G3.B1.S1.MA1	Monitor the number of parents attending invited school events	Holsey-Smile, Angela	8/4/2014	Parent Attendance	5/29/2015 quarterly
G3.B2.S1.MA1	Ensure phone calls, emails and social media posts are updated, PTSA emails are sent through the blast, website is updated	Lynch, Debra	8/4/2014	Logs, emails	5/29/2015 quarterly
G3.B2.S1.MA1	Parents will receive information via messenger, website, OnCourse, social media, marquee, etc	Lynch, Debra	8/4/2014	Parent feedback, Gallup Poll, Surveys, Attendance, Volunteer Logs	5/29/2015 quarterly
G3.B3.S1.MA1	Ensuring the various outlets of communication to parents is updated	Lynch, Debra	8/4/2014	Logs, Sign-In sheets, parent feedback, surveys	5/29/2015 quarterly
G3.B3.S1.MA1	Ensuring the information is up to date on the website, posted to social media as well as the website, sent in an email blast, school messenger	Lynch, Debra	8/4/2014	Parent turnout, sign in sheets, volunteer logs	5/29/2015 quarterly
G4.MA1	CGA Quarterly Assessments, Teacher Assessments and Teacher Interventions	Lynch, Debra	8/25/2014	CGA Results, Teacher Data Reflections and Teacher Documentation of Interventions	5/29/2015 weekly
G4.B1.S1.MA1	Student Missing Assignments	Lynch, Debra	8/25/2014	Students completed assignments documented, Student assignment reports	5/29/2015 weekly
G4.B1.S1.MA1	Students provided missing and makeup assignments	Lynch, Debra	8/25/2014	Students completed assignments documented, students assignment reports	5/29/2015 weekly
G4.B2.S1.MA1	Teacher Interventions and Accommodations	Lynch, Debra	8/25/2014	CGA Results, Teacher Data Reflections, Observations, Student Assignment improvement	5/29/2015 weekly
G4.B2.S1.MA1	Teacher using Resource Tools	Lynch, Debra	8/25/2014	Student work, Lesson Plans, Teacher Documentation	5/29/2015 weekly
G4.B1.S2.MA1	Student Behavior Contracts	Samples, Jeffrey	8/25/2014	Student Contract, Student Interventions Documented	5/29/2015 daily
G4.B1.S2.MA1	Student Behavior Contract	Samples, Jeffrey	8/25/2014	Student Behavior Interventions Documentation	5/29/2015 daily
G4.B2.S2.MA1	Data Driven Instruction	Lynch, Debra	8/25/2014	Data Reflection Documentation, Observations, CGA Results, Students' EOC scores	5/29/2015 weekly
G4.B2.S2.MA1	Data Driven Instruction	Lynch, Debra	8/25/2014	Data Reflection Logs, Quarterly CGA Results, Observations, Common Planning	5/29/2015 weekly
G4.B1.S3.MA1	Mentoring Program	Ramsey, Katy	8/25/2014	Mentoring documentation and decrease in student discipline data	5/29/2015 monthly
G4.B1.S3.MA1	Mentoring Program	Ramsey, Katy	8/25/2014	Student and mentor documentation from mentoring program	5/29/2015 monthly
G5.MA1	CGA Quarterly Assessments, Teacher Assessments and Teacher Interventions	Lynch, Debra	8/25/2014	CGA Results, Teacher Data Reflections and Teacher Documentation of Interventions	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S1.MA1	Student Group Work	Lynch, Debra	8/18/2014	Observations, Student improved assignment and assessments	5/29/2015 weekly
G5.B1.S1.MA1	Student Group Work	Lynch, Debra	8/18/2014	Lessons Plans, Observations, Common Planning	5/29/2015 biweekly
G5.B1.S2.MA1	Data Driven Instruction	Lynch, Debra	8/25/2014	Data Reflection Logs, Quarterly CGA Results, Observations	5/29/2015 weekly
G5.B1.S2.MA1	Data Driven Instruction	Lynch, Debra	8/25/2014	Data Reflection Logs, Quarterly CGA Results, Observations, Common Planning	5/29/2015 weekly
G5.B1.S3.MA1	Teacher Interventions	Lynch, Debra	8/25/2014	CGA Results, Teacher Data Reflections, Observations	5/29/2015 weekly
G5.B1.S3.MA1	Lack of Interventions	Lynch, Debra	8/25/2014	Student work, Lesson Plans, Teacher Documentation	5/29/2015 weekly
G6.MA1	Review data presented through PLC to check for progress towards improving student performance. "Have the resources really helped?"	Lynch, Debra	8/25/2014	Minutes from plc meeting, notes from plc, leadership meeting agenda, teacher generated data, student performance on EOC	6/1/2015 monthly
G6.B1.S1.MA1	Review data to see if increased contact leads to improvement	Zakaria, Osama	8/25/2014	Test data, phone logs, minutes from meetings, survey results	6/1/2015 quarterly
G6.B1.S1.MA1	Check for parent contact	Zakaria, Osama	8/25/2014	Phone logs, next steps form, informal surveys	6/1/2015 quarterly
G6.B2.S1.MA1	After a monthly review feedback with next steps may be provided to adjust the format as necessary	Lynch, Debra	9/1/2014	A comparison of resources produced before and then after the monthly feedback with next steps.	8/3/2015 one-time
G6.B2.S1.MA1	A monthly review of the resources generated	Lynch, Debra	9/17/2014	list of resources, notes from informal observations, data pre and post strategy implementation	6/1/2015 monthly
G6.B1.S2.MA1	classroom data	Lynch, Debra	8/25/2014	minutes from meeting, data logs, data notebooks or digital data files that are accessible to the teacher and students in the course.	6/1/2015 weekly
G6.B1.S2.MA1	Monitor the participation and the total number of resources identified	Lynch, Debra	8/25/2014	post observation conference forms or evidence of teachers using the identified resources	6/1/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

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

G2. At least 50% of our grades 9, 10 and 11 students taking the FSA will earn a passing score.

G2.B1 Students entering high school with vastly differing levels of preparation (from different middle schools, etc.).

G2.B1.S1 Dialogue with feeder schools (specifically, middle school coaches and teachers) to gather data about incoming classes.

PD Opportunity 1

Dialogue with feeder middle schools about vertical articulation.

Facilitator

Katy Ramsey and Sara Henry

Participants

Middle and High school English and Reading Teachers

Schedule

Semiannually, from 9/17/2014 to 5/29/2015

G6. Increase the use of after school tutoring, and the use of instructional technology to improve student performance in state end of course assessments.

G6.B1 Not all students may have the ability to stay after school to participate in the after school sessions.

G6.B1.S2 Capture the review sessions in a digital format

PD Opportunity 1

Create a forum to identify, discuss, and implement the most effective instructional resources available.

Facilitator

Mr. Zakaria

Participants

Teachers who wish to receive the training

Schedule

On 6/1/2015

G6.B2 The process of creating a platform for identifying and sharing the most effective resources takes a significant investment in time to coordinate.

G6.B2.S1 Develop the platform for sharing best practices and instructional technology resources.

PD Opportunity 1

Create a group dedicated to identifying the best instructional technology resources.

Facilitator

Mr. Zakaria

Participants

teachers who elect to attend

Schedule

On 6/1/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G3. Increase the level of parental involvement by 10% at Atlantic Coast.

G3.B1 Parents may find it difficult to make time to visit the high school due to the demands of work schedules.

G3.B1.S1 Provide opportunities to become involved at the school with more flexible hours of operation.

PD Opportunity 1

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

Facilitator

Participants

Schedule

Monthly, from 8/18/2014 to 6/5/2015

G3.B2 Limited funding for mail outs

G3.B2.S1 There is limited funding for mail outs. We need to use other resources to allow our parents to receive information for them to be involved.

PD Opportunity 1

Atlantic Coast will use other resources of notifying parents of opportunities for involvement due to limited funding for mail outs.

Facilitator

Participants

Schedule

Quarterly, from 8/4/2014 to 5/29/2015

G3.B3 Lack of parental interest in seeking information

G3.B3.S1 In high school, parents sometime think the students are old or mature enough to handle their school affairs.

PD Opportunity 1

We would like to increase parent attendance by having multiple resources and options of making them aware of school events

Facilitator

Participants

Parents

Schedule

Quarterly, from 8/4/2014 to 5/29/2015

Budget Rollup

Summary

Description	Total
Goal 2: At least 50% of our grades 9, 10 and 11 students taking the FSA will earn a passing score.	200
Goal 4: At least 40% of students taking the Geometry E.O.C. will score at a level 3 or higher.	0
Goal 6: Increase the use of after school tutoring, and the use of instructional technology to improve student performance in state end of course assessments.	2,000
Grand Total	2,200

Goal 2: At least 50% of our grades 9, 10 and 11 students taking the FSA will earn a passing score.

Description	Source	Total
B1.S1.A1 - Materials for vertical planning	School Improvement Funds	200
Total Goal 2		200

Goal 4: At least 40% of students taking the Geometry E.O.C. will score at a level 3 or higher.

Description	Source	Total
B1.S1.A1		0
Total Goal 4		0

Goal 6: Increase the use of after school tutoring, and the use of instructional technology to improve student performance in state end of course assessments.

Description	Source	Total
B1.S1.A1 - Pay teachers to tutor and supervise students in the safe room	Other	2,000
Total Goal 6		2,000