Atlantic High School

2022-23 Schoolwide Improvement Plan

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Atlantic High School

2455 W ATLANTIC AVE, Delray Beach, FL 33445

https://ahs.palmbeachschools.org

Demographics

Principal: Sandra Edwards

Start Date for this Principal: 7/20/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Other School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: B (58%) 2020-21: (47%) 2019-20: C (52%) 2017-18: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Other School 9-12	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Atlantic Community High School's purpose is to serve the educational needs of the community and its students. Our mission is to enable all students to become positive and productive citizens and members of a global society. To achieve this, we aim to develop the student intellectually, socially, ethically and physically. The overall climate encourages life-long learning through self-discipline, tolerance, leadership and service to others.

Provide the school's vision statement.

Atlantic Community High School is:
a school that is a safe, secure, and orderly place that provides a positive and comfortable learning and working environment for all:
- a school that stresses academic achievement as well as involvement in extra-curricular activities.
- a school that prepares all students to function cooperatively and productively in the global community.
- a school that functions effectively and cooperatively with parents, businesses and community members.

School Leadership Team

Membership
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
Edwards, Sandra	Principal	The principal will monitor and work with all staff to ensure implementation with MTSS and SIP Support. The principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to ensure the understanding of new BEST standards and the vision of the academic success of the school aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, and student learning. The principal addresses problems in instruction and student learning.
Williams, Chelsea	Assistant Principal	As assistant principal, Ms. Williams supports professional learning and collaboration among teachers, resource staff, and resource staff. She ensures that any barrier is eliminated through her daily decision making that interferes with the student learning and academic success of each student. She supports the principal in building a culture of trust and respect. She monitors the implementation of Title 1 compliance along with the implementation of cultural competence, equity, and access with regards to instructional practices at the school. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.
Rodriguez, Susan	Teacher, ESE	As the ESE contact, Mrs. Rodriguez manages the caseload of ESE students and assists teachers and staff in coordinating ESE services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance and compliance with students' needs. She collaborates with teachers and staff to provide research-based strategies and provide accommodations to best meet the goals as defined in the IEP. She provides families with required information regarding IDEA Procedual safeguards. She establishes working relationships by consulting with students, parents, teachers, counselors, agencies, and other necessary providers.
Mose, Tammy	Teacher, K-12	Mrs. Mose-Cooper monitors the execution of the SIP plan with students and teachers. She is on the professional development committee so she ensures that her team plans necessary PD that is needed for academic success of students. She uses her skills in ELA and Math to assist teachers in data analysis, testing, and Professional Learning Communiites.
Smith, Marquite	Instructional Coach	The Math Coach assists with the coordination and implementation of the District approved Math curriculum, which follows state standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. She provides school-based professional development to staff that is aligned to teh needs of the students based upon student assessment data. She assists administration and the classroom teachers in the interpretation of student assessment data. She

Name	Position Title	Job Duties and Responsibilities
		participates in Professional Learning Communities (PLC's). She provides support to classroom teachers to ensure SIP goals are met for Math.
	Other	The SSCC provides teachers with instructional leadership and support for the continuous academic improvement of all students. She assists in ensuring cultural/social compentence and responsiveness within the instructional practices and the implementation of the school-wide culture. The SSCC uses data appropriately to diagnose and assess students needs and guides teachers in tailoring their instruction to meet the individual needs of the students. She guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and the development of the school-wide culture.
Maxwell, Tricia	ELL Compliance Specialist	The ESOL Contact assists school staff with ensuring ESOL program compliance. She works to assist ESOL teachers in implementing school based ESOL services. She collaborates with community agencies to assist families to access available resources. She monitors and conducts LEP student assessment and placement of students. She is meticulous about her ESOL record keeping including LEP plans, school data, collection, analysis, and reporting systems to assess student progress.

Demographic Information

Principal start date
Tuesday 7/20/2021, Sandra Edwards

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.*
2

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.*
2

Total number of teacher positions allocated to the school
131

Total number of students enrolled at the school
1,887

Identify the number of instructional staff who left the school during the 2021-22 school year.
18

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	453	431	503	500	1887
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	57	74	93	131	355
One or more suspensions	0	0	0	0	0	0	0	0	0	85	44	48	38	215
Course failure in ELA	0	0	0	0	0	0	0	0	0	82	141	112	133	468
Course failure in Math	0	0	0	0	0	0	0	0	0	127	161	154	112	554
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	105	138	115	95	453
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	76	162	72	49	359
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	105	138	115	95	453

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	160	218	174	157	709

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	71	47	63	73	254
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	5	1	12	23

Date this data was collected or last updated
Friday 9/23/2022

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	432	532	513	527	2004
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	19	30	30	147	226
One or more suspensions	0	0	0	0	0	0	0	0	0	57	57	63	44	221
Course failure in ELA	0	0	0	0	0	0	0	0	0	81	136	73	108	398
Course failure in Math	0	0	0	0	0	0	0	0	0	129	140	129	97	495
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	203	230	273	173	879
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	120	15	89	174	398
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	155	96	251
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	227	258	0	0	485

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	77	114	132	128	451

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	52	65	70	77	264
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	1	2	13	21

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	432	532	513	527	2004
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	19	30	30	147	226
One or more suspensions	0	0	0	0	0	0	0	0	0	57	57	63	44	221
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Course failure in Math	0	0	0	0	0	0	0	0	0	129	140	129	97	495
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Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	120	15	89	174	398
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	155	96	251
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	227	258	0	0	485

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	52	65	70	77	264
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	1	2	13	21

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	54%			53%			56%		57%
ELA Learning Gains	55%			49%			46%		57%
ELA Lowest 25th Percentile	47%			33%			29%		51%
Math Achievement	36%			28%			41%		60%
Math Learning Gains	57%			21%			36%		59%
Math Lowest 25th Percentile	55%			24%			35%		50%
Science Achievement	52%			56%			64%		55%
Social Studies Achievement	65%			55%			64%		74%

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	59%	69%	-10%	67%	-8%
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	60%	69%	-9%	70%	-10%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	33%	64%	-31%	61%	-28%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	42%	60%	-18%	57%	-15%

Subgroup Data Review

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
					2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS						
SWD	19	47	47	14	41	39	20	17		93	20
ELL	27	50	50	20	50	55	25	19		89	26
ASN	93	71		76	53		100	97		100	94
BLK	40	49	44	25	53	54	40	52		95	46
HSP	62	61	71	48	64	50	57	68		90	68
MUL	74	59		70			75	100		100	89
WHT	87	66		66	68		80	91		95	79
FRL	46	52	47	30	55	57	45	57		94	51

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
					2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS						
SWD	10	26	23	12	23	17	21	24		95	25
ELL	16	32	26	12	17	22	19	30		92	24
ASN	90	68					86	96		100	100
BLK	43	44	33	19	17	21	44	45		96	45
HSP	52	48	26	37	29	31	59	54		94	63
MUL	81	71					82	64		100	90
WHT	81	59		64	29		90	93		99	90
FRL	44	44	33	19	19	25	49	48		96	46

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
					2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS						
SWD	15	24	19	18	25	30	41	46		87	9
ELL	24	38	32	29	35	35	29	20		98	21
ASN	90	60		73	29		93	91		100	88
BLK	41	41	28	34	36	35	51	52		94	42
HSP	64	53	30	52	33		74	69		95	69
MUL	73	40		44	46		94	75		95	74
WHT	86	55		70	37		94	94		100	81
FRL	46	42	29	37	36	35	56	51		94	45

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	622
Total Components for the Federal Index	11
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	42
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	86
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	50
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	62
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	81
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	79
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	53
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 was an increase in all tested content areas, with the exception of Biology (decreased 4% points from
56% to 52%) and in all grade levels 9-12. ELA lowest 25% increased 14 percentages points from 33% TO 47% and United States History had a 10 percentile increase from 55% TO 65%. The ELA and Reading departments worked collaboratively to increase comprehension and build capacity with the reading and writing processes.
This contributed to a lower percentage in the decrease of student performance on FSA and EOC's in ELA and United States History.
Our biggest increase was in our math learning gains and our lowest 25% students. Our learning gains went from 21% to 57% and our low 25% gains were from 24% to 55%.

For SWD, they fell well below the required 41% proficiency to 36%. The SWD subgroup scored significantly lower for the past three years for FPPI across measured subcategories.

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

The Algebra EOC and the Geometry EOC demonstrate the greatest need for improvement. Algebra had a 23% rate of proficiency with students scoring a Level 3 or above, while Geometry had 44% of the students assessed performing at a Level 3 or higher. The mathematics department for tested content areas had an increase of 9 percentage points; however, student performance is still not where it needs to be as there was a 2% decrease in proficiency in Algebra 1.

This index for SWD respectively at 36% is based on the student's performance on the FSA, EOC, ACCESS assessments, graduation rates, and acceleration rates for the site. According to these performance indicators, the SWD subgroup have been identified as Targeted Support and Intervention (TSI) for ESSA reporting in FY22.

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

The most significant contributing factor was the loss of in-person instructional class time. Due to Covid closing during the SY20 with no record of assessments, students were not motivated to engage and virtual
lessons were not as effective as in-class instructional time; consequently, a huge academic gap happened in the area of math for our students. Last year was our first year back fully in person, and students had poor studying habits and other skills were lacking in this area. Our school also had our school's SSCC go out on medical leave leaving our dept. chairs to do the PLC where there was poor attendance on the part of the teachers. Our principal has recently hired a SSCC which will begin PLC's with Algebra and Geometry teachers as soon as a schedule is in place.

For our SWD subgroup, which indicate that the greatest needs of improvement need to be made in the areas of ELA for FSA, including Reading and Writing, Algebra 1 EOC, Biology EOC, and USH EOC. When looking at our subgroup data in FY19, the lowest scores in ELA achievement at only 15% for the SWD subgroup. along. One of the contributing factors was the lack of differentiated instruction across all grade levels and content areas. Our SSCC will work with Math teachers to provide research-based differentiated strategies to assist teachers differentiate the content.

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

Our lowest 25% in both math and reading showed substantial improvement compared to the SY21 school year. Our ELA low 25% improved from 33% to 47% and our Math low 25% improved from 24% to 55%.

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

Our Algebra 1 classes had a dedicated resource teacher and department leader who worked with small groups ensuring these students had the needed extra support. Our geometry teachers even without the SSCC last year was able to conduct PLC's and collaborate to share best teaching practices. Our principal hired a new SSCC recently, and this resource will be used to provide strategies and help teachers analyze their classroom data to provide continued improvements in this area. There has been some instructional decisions to change Math personnel to ensure the students have the best possible educator providing engaging instruction. Our school also hired a new Math Coach to collaborate with Algebra and Geometry teachers to ensure academic success.

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

Acceleration is taking place with the implementation of multiple AICE (Cambridge) courses being added to our course selections for each grade level. The goal is to have all students achieve

exposure in a college-level course before graduation.

SWD and ELL subcategories are receiving exposure to critical content in all areas and all concentrations. Biology has included the Reading and ELA stems from Integration of Knowledge and Craft and Structure Reporting Categories in order to further support the need for comprehensive reading intervention.

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.

Teachers will continue to attend Professional Development in teaching AICE courses. Teachers will attend biweekly Professional Learning Communities and Common Planning in order to share out resources and to analyze the results of common formative and district assessments. The ELA department is given full-day planning once each nine weeks in order to work together to create Unit Planners, lesson plans, instructional activities and to share best practices used in different classes. There will be two full-day Professional Development days scheduled to further focus on site-wide strategies and practices that will best meet the needs of every learner. Our AICE coordinator is also providing targeted instructional support to our newer and veteran AICE teachers.

Additionally the District ESOL Instructional Specialist provides professional coaching and instructional support to individual teachers. A district Algebra Specialist is supporting the Algebra teachers with classroom and
professional development to increase student performance

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

Our school site will start the after-school SY23 tutorial and will be completing during the day pull-out tutorial in addition. After-school tutorials will be offered for all tested content areas including ACT and SAT. The pull-out tutorial will target students that have been identified as most ready to meet proficiency for a required content assessment or for graduation requirements. There will be scheduled Saturday tutorials that will be offered monthly and will allow for further enrichment and reteaching for all tested content areas and for all End-of-Course assessments as well. Additionally the District ESOL Instructional Specialist provides professional coaching and instructional support to individual teachers. A district Algebra Specialist is supporting the Algebra teachers with classroom and professional development to increase student performance.

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

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#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Increase high school graduation rate (Strategic Plan LTO 3) by increasing achievement in all students including SWD in the areas of ELA and Mathematics. This area of focus will impact student learning by allowing additional instructional strategies that will be used to engage our various subgroups within our school not achieving success. ELA and Mathematics are two areas where there is a bigger achievement gap for many of our student populations. For SWD subcategories identified there is a support educator and a District Specialist on-site daily/weekly to provide classroom and instructional support.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	ELA Achievement for SWD will increase from 19% to 24% for a +5 point increase and ELA LG Lowest 25% with SWD will increase from 47% to 52%. Math Achievement for SWD will increase from 14% to 19% for a +5 point increase and Math LG Lowest 25% with SWD will increase from 39% to 44%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The Area of Focus will be monitored by FSQ's, USA's, Diagnostics, IXL, Study Island, Algebra Nation, and ACHIEVE 3000.
Person responsible for monitoring outcome:	Sandra Edwards (sandra.edwards@palmbeachschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Data folders (digital paper) for all students including SWD students. 2. Provide yearlong support all students including SWD identified in the lowest 25% by our intervention specialist along with all classroom teachers. 3. Standard-based lessons will be developed during the PLC's. Departments will develop standards-based bellringers to be utilized with students. 4. Math, ELA, Reading, Biology, and US History teachers will collaborate through PLC's. 5. In-school/after school tutorials to support closing the achievement gaps. 6. FSQ/USA assessments will be administered and monitored for student progress routinely. 7. Adaptive Technology in ELA, Math, Biology classroom will be utilized to assist students along with ACHIEVE 3000 for ELL students. 8. Utilize AVID strategies to provide rigorous, engaging instruction to students. All content area teachers will use vocabulary academic strategies to

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

increase language acquisition for all students.

. Students will have data portfolios (digital or paper) to help monitor their own progress.
2. Support personnel will push into classrooms to support students based upon data and teacher recommendations.
3. Standard-based bell ringers will be used to offer additional practice on tested standards.
Standard-based lessons will be used daily to meet the needs of our diverse learners.
4. Teachers will meet bimonthly with Dr. Wallace, SSCC, and department specific administrator to utilize PLC's to focus on data analysis and research-based practices to increase student achievement.
5. Based upon the results of FSQ, USA assessments, tutorial groups will be used during the day and/or after school to receive additional support.
6. To assist, reteach, enrich, and assess students.
7. Teachers will use IXL, Study Island, Algebra Nation, and ACHIEVE 3000 (ELL students).
8. AVID strategies will provide best practices and improve language academic skills.

Action Steps to Implement
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.

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

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

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

Person Responsible   Sandra Edwards (sandra.edwards@palmbeachschools.org)

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

Person Responsible   Sandra Edwards (sandra.edwards@palmbeachschools.org)

4. Ensuring the attendance of teachers to appropriate meetings (PLC, Department, faculty, etc) by the administration where professional development opportunities will be offered both virtually and/or face-to-face to ensure teachers have the necessary tools to be successful in

both virtual learning and in the classroom. Teachers will be able to share best practices
during these meeting times.

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

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

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

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

Person Responsible   Tammy Mose (tammy.mose@palmbeachschools.org)

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

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

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

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

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.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and
communicating these expectations to parents via student protocols, and monitoring SwPBS through data.

Our PBIS universal school guidelines and matrix is evident through specific practices and students will be responsible to abide by the guides to be a Safe, Optimistic, Achieving, and Respectful student. A single school culture of excellence will also be achieved by using our advisory sessions throughout the year. Suite 360 is the curriculum that the school district selected to implement the five-hour state mandated instruction related to youth mental health and awareness.

In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts.

Advancement Via Individual Determination's (AVID) mission is to close the achievement gap by preparing all students for college readiness and success in a global society. It is designed to ensure all students, especially the least served students who are in the academic middle to succeed in a rigorous curriculum, complete a rigorous college preparatory path, enter mainstream activities of the school, enroll in four-year colleges, and become educated and responsible participants and leaders in their communities and our society.

We promote a Single School Culture for Academics and Behavior by implementing our Universal Guidelines for Success, Single School Culture Student Expectation Scripts, Grade Level Assemblies, SwPBS, Family Curriculum and Education Nights, Family Workshops, and SAC meetings. The effectiveness of these efforts on student achievement and student discipline are monitored using data from Performance Matters and the Educational Data Warehouse.

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09
Instruction applicable to appropriate grade levels including but not limited to:
(g) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany.
A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.
(h) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.
(p) Study of Hispanics contributions standards prioritize listing Hispanics of accomplishment, which reflects the
standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Hispanics to society.
(q) Study of Women's Contributions standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.
(t) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. These integrated concepts introduced as stand-alone teaching points or into

other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.
Students will also learn character development, the character development curriculum shall stress the qualities of
patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty;
charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

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

Administration: Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. Thus, principals can positively influence their school culture with strategies that encourage collaboration.
School Counselors: Supports a positive culture and environment through lessons the lesson they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our councilor ensure students feel safe, welcome, and included.
Teachers: incorporate SwPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral and academic outcomes for children and young people. to ensure all students have equitable and equal opportunity to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention (Few).

A District Migrant Liaison coordinates with our ESOL Coordinator and ESOL School Counselor to provide school and community support services for the families of our migrant students. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

Safe and Drug Free Schools initiatives such as Red Ribbon Week and other programs that support prevention of violence in and around the school are implemented on an ongoing basis. A DATA Counselor (Drug/Alcohol) is located full-time on campus, along with a co-located therapist, behavioral health specialist, and case manager. These staff and programs work in concert to prevent the use of alcohol, tobacco, drugs, and foster a safe, drug free learning environment supporting student wellness, student achievement, and appreciation for diversity.

The school nurse provides support and nutrition information for those students who have food allergies or have been diagnosed with diabetes.

Teaming is leveraged across all school staff to ensure the effective implementation of school initiatives and other
programs, including weekly PLCs, weekly Administrative Collaboration, monthly Instructional Leadership Team meetings, monthly Wellness / Safety Meetings - to name a few.

Monitoring of attendance, including late drop-offs and early pick-ups by our teachers, the councilors, and the SBT is key to building a positive culture. To address the issue, the school-based team currently meets to discuss truancy with students and families. When appropriate, attendance contracts are signed and/or a home visit is made. On a daily basis,

School-wide Positive Behavior is used to encourage students' academic and behavioral success. To celebrate that success students, receive brag tags, certificates, individual reward tickets, and incentives. To highlight teachers' contributions to students' success, the School-wide Positive Behavior Team will provide incentives to teachers throughout the year for going above and beyond.

Students at Atlantic High School are given the opportunity to learn college and career readiness skills through the school-wide Advancement Via Individual Determination (AVID) program. Students learn skills such as organization, note-taking,and goal setting to help them be more successful at the elementary school level and learn skills that are a foundation for postsecondary success. Students research colleges and careers. Throughout the year, teachers participate in AVID training, including the AVID Summer Institute.
Teachers also participate in AVID Professional Learning Communities.