
Title I Comprehensive Schoolwide Plan
ATLANTIC HIGH SCHOOL (0862)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

1. Our first priority is increasing overall ELA achievement for all students. With the current Progress Monitoring Data, we have approximately 50% of our students that are not meeting standards. 2. Our second priority is to continue increasing intensive ELA support for our ELL and ESE students. We have approximately 20% of ELL/ESE students meeting the standard.

2. List the root causes for the needs assessment statements you prioritized.

1. The BEST standards are new and teachers are still getting acclimated to teaching them. 2. Student attendance is inconsistent in core-level classes. 3. Students do not have prior knowledge or foundational skills to build upon. 4. ELL students are not fluent in the English language

3. Share possible solutions that address the root causes.

1. Provide teachers with support in utilizing differentiated strategies (i.e., but not limited to: providing online learning opportunities for students, coach support, collaborative planning, PD workshop attendance; PLC's bimonthly for adjustments, data analysis and next steps). 2. Provide teachers with support implementing reading recovery strategies (i.e., but not limited to: coach support, collaborative planning, and PD workshop attendance). 3. Provide Extended learning opportunities (i.e., but not limited to: tutorials, pull-outs, classroom remediation, Incorporation of school-based pull outs centered specifically on students that are already a L2 and that have the ability to move to the next level or to make a mid-level increase for gains). E. Use data from PM1/PM2 and district assessments; Implement summative/formative classroom assessments to monitor student comprehension; provide coach/SSCC support as needed (including training, and or coaching) to facilitate data-driven instruction. F. Home visits to truant students by school personnel.

4. How will school strengthen the PFEP to support ELA?

Consistently communicate with parents through Parentlink, flyers, robocalls, school website, etc. on ELA tutorials and the importance of implementing reading practices at home that could help their children.

- **Parent Training**

Offer consistent parent trainings that teach parents how to work with their children on ELA skills at home.

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- **School**

1. Offer consistent parent trainings that teach parents how to work with their children on ELA skills at home. 2. Provide students with consistent performance data and coach them on improvement strategies. Additionally, ELA teachers will provide biweekly communication and updates to all parents of students performing below grade level in ELA. 3. Provide extended learning opportunities in ELA for students needing additional support.

- **Students**

1. Share information regarding ELA parent trainings with their parents in a timely manner. 2. Teachers will have data chats with students after every assessment. Students will use ELA data, including grades to create goals and measure their academic progress. They will advocate for themselves when they need assistance in ELA. Finally, they will share their progress and improvement plan with their parents. 3. Attend extended learning opportunities (tutoring/pull-outs,etc) in ELA if falling below a passing grade, or if underperforming.

- **Parents**

1. Attend ELA-based parent trainings as necessary to help their child succeed. 2. Parents will discuss with their child(ren) the child(ren)'s academic data and progress at least weekly, as well as a plan for improvement. The Parent will communicate with the ELA teacher regarding questions he or she may have. 3. Ensure their child(ren)'s participation in extended learning opportunities in ELA if falling below a passing grade, or if underperforming. 4. Ensure their child is attending school.

- **Staff Training**

Provide staff training to aid teachers in helping parents work with struggling high school readers at home. Bi-Weekly PLCs on research-based strategies for struggling readers, rigorous lesson planning, assessment data analysis and review. Coaching-mentoring cycle with SSCC

- Accessibility

Articulate availability of a community liaison to parents to help students in ELA, especially to parents whose home language is other than English.

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

According to the FY22 FSA Data and Midterm data, more than 50% of the students are not meeting achievement level 3 or higher in Mathematics. According to the FY22 data, only 14.3% of students with disabilities demonstrated achievement level 3.

2. List the root causes for the needs assessment statements you prioritized.

Students lack foundational skills and prerequisites. Students lack number sense and basic mathematics computations. Students need math instruction daily due to lack of attendance. Students lack the knowledge of how to use the scientific calculator effectively. Teachers are inconsistent with embedding mathematical thinking and reasoning standards in daily lessons to increase student reasoning skills. Inconsistency with reteaching and enrichment activities that are standard-based being implemented in the classroom.

3. Share possible solutions that address the root causes.

Teachers need additional resources to differentiate instruction to build mathematical fluency. The mathematics classroom needs additional support staff (resource teachers, academic tutors, CLFs, and ESE teachers). Purchase math manipulatives to utilize in the classroom. Purchase of IXL accounts for students taking Algebra 2 who have not met graduation requirements to build background knowledge on Algebra 1 content. Provide tutorial Google Form for parents to complete to sign the student up.

4. How will school strengthen the PFEP to support Math?

- **Communication**

ParentLink, Emails

- **Parent Training**

Curriculum Night (Math Nation, IXL, Paper Tutorial) SIS Parent Gateway

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- **School**

The school will provide teachers with professional development opportunities and professional learning communities meetings to dive deeper into the curriculum and expectations utilizing the BEST standards and BIG M's.

- **Students**

The students will take ownership of their learning and utilize the online platform resources available. Effectively communicate with math teachers regarding the content being taught.

- **Parents**

The parents will support school with their child's attendance and attend the school-wide parent engagement meetings, SAC meetings, and school events. Support with attendance.

- **Staff Training**

Provide written translation to parents in their native language, such as email communication, etc..... Best practice for equitable grades and grading systems. Building teacher-student-parent relationship professional development. Making data-driven decisions.

- Accessibility

Google Classroom, Afterschool tutorial

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Our priority in Science is increasing overall Biology EOC achievement for all students. According to the Midterm Data, more than 50% of the students are not meeting achievement level 3 or higher. The Midterm data, only 34% of students with disabilities demonstrated achievement level 3.

2. List the root causes for the needs assessment statements you prioritized.

Students are lacking key skills and foundation needed to retain the biology concepts. Students read below grade level and struggle to attain science concepts through required reading. Students lack foundational math computations. Teachers lack research-based strategies in teaching biology to students struggling in core math and reading.

3. Share possible solutions that address the root causes.

Professional development on best practices for teaching science and differentiation of instruction. Purchase manipulatives to utilize in the classroom for the hands-on Biology labs to increase comprehension. Provide science resource teacher support for Biology classes to assist underperforming students, pull-out, and tutorials. Use data for Performance Matters and district assessment to monitor student comprehension and provide students with enrichment and reteach material. Use PLC to facilitate data-driven instruction.

4. How will school strengthen the PFEP to support Science?

- **Communication**

Provide material and resources for parents to better support at home. Consistently communicate with parents through Parentlink, flyers, robocalls, school website, etc. on ELA tutorials and the importance of implementing reading practices at home that could help their children.

- **Parent Training**

Provide material and resources for parents to better support at home and how science can be incorporated at home.

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- **School**

Provide resources through Google Classroom and provide family workshops.

- **Students**

Students will attend tutorial and pull-out sessions. Students will become more active in individual science investigation and understanding why.

- **Parents**

Participate in SAC meeting and parent engagement nights to utilize the resources provided. Making sure their child attend class on a regular.

- **Staff Training**

Professional development on the curriculum and how to connect it to the real-world.

- **Accessibility**

Accessibility in regard to all site based instructional practices, programs and materials or resources.

Social Studies

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Reading support for ELL and ESE students in History classes.

2. List the root causes for the needs assessment statements you prioritized.

1. Students read below grade level and cannot easily comprehend the information that is text-heavy. 2. Social studies teachers lack skill set in remediation and intervention reading approaches within the curriculum. 3. Lack of ESE and ELL Resource teachers for push-in/pull-outs

3. Share possible solutions that address the root causes.

1. Provide teachers with support in utilizing differentiated strategies (i.e., but not limited to: providing online learning opportunities for students, coach support, collaborative planning, PD workshop attendance; PLC's bimonthly for adjustments, data analysis and next steps); 2. Provide Social Studies ESE/ELL resource teacher to provide push-in/pull-out instructional support. 3. Provide Extended learning opportunities (i.e., but not limited to: tutorials, pull-outs, classroom remediation, Incorporation of school-based pull outs centered specifically on students that are already a L2 and that have the ability to move to the next level or to make a mid-level increase for gains. 4. Provide teachers with support implementing cross-curricular reading recovery/intervention strategies (i.e., but not limited to: coach support, collaborative planning, and PD workshop attendance).

4. How will school strengthen the PFEP to support Social Studies?

• Communication

Consistently provide parents information on community social studies tutorial events that could help their children. Consistently communicate with parents through Parentlink, flyers, robocalls, school website, etc. on ELA tutorials and the importance of implementing reading practices at home that could help their children.

• Parent Training

Offer consistent parent trainings that teach parents how to work with their children on social studies skills at home.

5. How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

- School

Provide extended learning opportunities in social studies for students needing additional support. Saturday boot camps.

- Students

Attend extended learning opportunities in social studies if falling below a passing grade, or if underperforming.

- Parents

Ensure their children's' participation in extended learning opportunities in social studies if falling below a passing grade, or if underperforming.

- Staff Training

Provide staff training to aid teachers in helping parents work at home with high school students struggling in social studies.

- Accessibility

Accessibility in regard to all site based instructional practices, programs and materials or resources

Acceleration Success

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Provide training for staff to teach AICE/AP/IB higher level courses. Increase students that are doing well in regular classes to higher level more rigorous courses.

2. List the root causes for the needs assessment statements you prioritized.

Lack of student attendance Difficulty with vocabulary Lack of a clear academic track for students to choose accelerated courses

3. Share possible solutions that address the root causes.

Have math and reading classes daily Differentiated instruction Need for ESE guidance counselor.

4. How will school strengthen the PFEP to support Acceleration Success?

• Communication

Consistently communicate with parents through Parentlink, flyers, robocalls, school website, etc. on ELA tutorials and the importance of implementing reading practices at home that could help their children.

• Parent Training

Offer consistent parent trainings that teach parents how to work with their children on foundational skills at home.

5. How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

• School

1. Offer consistent parent trainings that teach parents how to work with their children on skills at home. 2. Provide students with consistent performance data and coach them on improvement strategies. Additionally, ELA teachers will provide biweekly communication and updates to all parents of students performing below grade level in ELA. 3. Provide extended learning opportunities in tested subjects for students needing additional support.

- **Students**

1. Share information regarding parent trainings with their parents in a timely manner. 2. Teachers will have data chats with students frequently. Students will use data, including grades to create goals and measure their academic progress. They will advocate for themselves when they need assistance. Finally, they will share their progress and improvement plan with their parents. 3. Attend extended learning opportunities (tutoring/pull-outs, etc) in tested subjects if falling below a passing grade, or if underperforming. 4. Students will attend classes regularly.

- **Parents**

1. Attend parent trainings as necessary to help their child succeed. 2. Parents will discuss with their child(ren) the child(ren)'s academic data and progress at least weekly, as well as a plan for improvement. The Parent will communicate with the teacher regarding questions he or she may have. 3. Ensure their child(ren)'s participation in extended learning opportunities in tested subjects if falling below a passing grade, or if underperforming. 4. Ensure their child is attending school.

- **Staff Training**

Provide staff training to aid teachers in helping parents work with struggling high school students at home. Bi-Weekly PLCs on research-based strategies for struggling readers, rigorous lesson planning, assessment data analysis and review. Coaching-mentoring cycle with SSCC

- **Accessibility**

Articulate availability of a community liaison to parents to help students in tested subjects especially to parents whose home language is other than English.

Graduation Rate

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Our graduation rate has decreased from 96.8% in FY21 to 89% in FY22. More than half of our lowest 25% of students consistently score a 1 or 2 on the FSA ELA assessment, keeping them from meeting a graduation requirement of a 3 or higher on the assessment. Our priority is to improve the outcomes of these students on the ELA FSA or equivalent assessment.

2. List the root causes for the needs assessment statements you prioritized.

A. Students lack basic reading comprehension ability to pass state assessment. B. Underperforming students often do not understand or conceptualize what they can do to increase their performance and to graduate on time. C. Varying student prior knowledge and levels of achievement call for increased differentiated instructional strategies.

3. Share possible solutions that address the root causes.

A. Provide Extended learning opportunities (i.e., but not limited to: tutorials, pull-outs, classroom remediation, Incorporation of school-based pull outs centered specifically on students that are already a L2 and that have the ability to move to the next level or to make a mid-level increase for gains). B. Provide a graduation coach that will case manage graduation concerns. Also, provide a mentoring program starting in grade 9. C. Provide teachers with support in utilizing differentiated strategies (i.e., but not limited to: providing online learning opportunities for students, coach support, collaborative planning, PD workshop attendance; PLC's bimonthly for adjustments, data analysis and next steps, small group instruction).

4. How will school strengthen the PFEP to support Graduation Rate?

• Communication

Consistently provide parents information on community tutorial events that could help their children.

• Parent Training

Offer consistent parent trainings that teach parents how to help their children monitor their progress toward graduation.

5. How will each stakeholder group strengthen the School-Parent Compact to support Graduation Rate?

- **School**

Provide extended learning opportunities for students needing additional support.

- **Students**

Attend extended learning opportunities if falling below a passing grade, or if underperforming.

- **Parents**

Ensure their children's' participation in extended learning opportunities if falling below a passing grade, or if underperforming.

- **Staff Training**

Provide staff training to aid teachers in helping parents help their children monitor their progress toward graduation.

- **Accessibility**

Articulate availability of a community liaison to parents to help students, especially to parents whose home language is other than English.

Action Step: Classroom Instruction

Focus upon decreasing average class size to allow for a low student-to-teacher ratio to aid in the facilitation of targeted instruction, provide necessary supplemental instructional supplies, and offer opportunities for remediation outside of the normal school day.

Budget Total: \$463,489.25

Acct Description	Description																	
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="441 219 997 292">Item</th> <th data-bbox="1018 219 1155 292">Quantity</th> <th data-bbox="1165 219 1270 292">Rate</th> <th data-bbox="1281 219 1375 292">Days</th> <th data-bbox="1386 219 1480 292">Hours</th> <th data-bbox="1491 219 1606 292">Weeks</th> <th data-bbox="1617 219 1753 292">Certified</th> <th data-bbox="1764 219 1879 292">Type</th> <th data-bbox="1890 219 2016 292">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total								
Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total										
	Reading/Math Tutorial (9-12) to begin October 2023.	6	\$37.00	2	2	19	Certified	Original	\$16,872.00									
	Saturday Bootcamp Tutorials - AICE, Algebra 1, Geometry, US History, Biology, ELA (2nd Semester - April)	6	\$37.00	1	3	4	Certified	Original	\$2,664.00									
Classroom Teacher	Reading Teacher to teach Intensive Reading class for students in ninth (9th) and tenth (10th) grade in need of reading support, evidenced by standardized assessment scores among the lowest 25%, level 1 or 2 scores, and students underperforming in core content areas due to reading deficiencies. Teacher will also serve students performing at a low level 3																	
Supplies	<table border="1"> <thead> <tr> <th data-bbox="441 820 1197 933">Item</th> <th data-bbox="1218 820 1354 933">Quantity</th> <th data-bbox="1365 820 1533 933">Rate</th> <th data-bbox="1543 820 1722 933">Supply Type</th> <th data-bbox="1732 820 1879 933">Type</th> <th data-bbox="1890 820 2026 933">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total											
Item	Quantity	Rate	Supply Type	Type	Total													
	Classroom novels	200	\$10.00	Classroom Libraries	Original	\$2,000.00												
	Classroom supplies - paper, markers, student white boards, pencils, pens, notebooks, loose leaf paper, binders, cardstock, clips, dividers, erasers, folders, index cards, highlighters, copy paper, colored paper, post-its, rulers, scissors, sheet protectors, tape, student agendas	1	\$23,865.25	General Supplies	Original	\$23,865.25												
	Allocation differential based on survey 3 data - may be itemized or moved on or after July 1, 2023	1	\$1,831.00	General Supplies	Original	\$1,831.00												
	Reallocated- Allocation differential based on survey 3 data	-1	\$1,831.00	General Supplies	Budget Transfer	-\$1,831.00												

Acct Description	Description															
	<table border="1"> <thead> <tr> <th data-bbox="436 215 1203 313">Item</th> <th data-bbox="1224 215 1360 313">Quantity</th> <th data-bbox="1371 215 1539 313">Rate</th> <th data-bbox="1549 215 1728 313">Supply Type</th> <th data-bbox="1738 215 1885 313">Type</th> <th data-bbox="1896 215 2016 313">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total									
Item	Quantity	Rate	Supply Type	Type	Total											
	Reduced Classroom supplies (sheet protectors, student white boards and highlighters)	-1	\$1,989.00	General Supplies	Budget Transfer	-\$1,989.00										
Classroom Teacher	Reading Teacher to teach Intensive Reading class for students in ninth (9th) and tenth (10th) grade in need of reading support, evidenced by standardized assessment scores among the lowest 25%, level 1 or 2 scores, and students underperforming in core content areas due to reading deficiencies. Teacher will also serve students performing at a low level 3															
Resource Teacher	AVID Resource Teacher to teach AVID elective class to students in grades 9-12 to build readiness for college and careers. She will support students with reading, writing and critical thinking skills															
Out-of-system Subs	<table border="1"> <thead> <tr> <th data-bbox="436 824 982 881">Item</th> <th data-bbox="1003 824 1171 881">Quantity</th> <th data-bbox="1182 824 1318 881">Rate</th> <th data-bbox="1329 824 1434 881">Days</th> <th data-bbox="1444 824 1570 881">Hours</th> <th data-bbox="1581 824 1707 881">Weeks</th> <th data-bbox="1717 824 1875 881">Type</th> <th data-bbox="1896 824 2016 881">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total							
Item	Quantity	Rate	Days	Hours	Weeks	Type	Total									
	Subs for 4 Title I funded positions	4	\$16.00	7	7	1	Original	\$3,136.00								
Classroom Teacher	Math Teacher to provide tiered instruction in reduced-sized Algebra I and Geometry classes, focusing upon foundational skills and providing differentiated supports, while also teaching new content, for students in ninth (9th), tenth (10th), and eleventh (11th) grades, who: (a) were not successful in their first attempt at course completion; (b) score among level 1, 2, or low-3 on standardized and diagnostic assessment, (c) underperform in other core content areas due to mathematics deficiencies, or (d) a combination thereof.															
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="436 1263 1339 1328">Item</th> <th data-bbox="1360 1263 1497 1328">Quantity</th> <th data-bbox="1507 1263 1665 1328">Rate</th> <th data-bbox="1675 1263 1875 1328">Type</th> <th data-bbox="1896 1263 2016 1328">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total										
Item	Quantity	Rate	Type	Total												
	iXL School Site License (Grades 9-12; 1,250 students) for Math and ELA	1	\$18,125.00	Original	\$18,125.00											
	Increased- iXL School Site License student total from 1,250 to 1,400	1	\$3,280.00	Budget	\$3,280.00											

Acct Description	Description				
	Item	Quantity	Rate	Type	Total
Extra Periods	12 extra periods at \$4,500 each - Extra Periods to provide small class size for students requiring intervention and targeted instruction				
				Transfer	

Action Step: Parent Engagement

Provide parents with dedicated personnel and support to aid in parent communication and engagement matters, including parental trainings and related supplies.

Budget Total: \$37,276.00

Acct Description	Description
Parent Liaison - Para Level	Parent Liaison to work to bridge the gap between home and school by: helping parents get the information and support they need to ensure their child's academic and social success; conducting home visits, coordinates and delivers parent trainings during training nights; surveys parents for needed training topics; trains parents on academic language, as well as school procedures and initiatives; trains parents on importance of consistent student attendance

Action Step: Professional Development

Ensure dedicated in-house ongoing professional support and outside-of-school access to teacher training opportunities.

Budget Total: \$103,007.00

Acct Description	Description				
Travel out-of-county	Item	Quantity	Rate	Type	Total
	Model Schools	4	\$2,900.00	Original	\$11,600.00
Single School Culture Coordinator	SSCC (216 duty days) to conduct PLCs, lead teacher trainings, modeling best instructional practices, and collaborate with all stakeholders to facilitate and create instructional responsive to real-time student performance data.				

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

Atlantic Community High School's mission is to strengthen parent and school partnership, solidify student, teacher, and parent relationships, and to encourage parents to increase involvement in their child's education in school and at home.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Chelsea Williams	Assistant Principal
Tammy Mose Cooper	SAC co-Chair
Randy Kurtz	SAC secretary
Candelle Santos	PTSA Chair
Sandra Edwards	Principal
Juan Gonzalez	SAC co-chair
Jackie Boileau	Assistant Principal

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

SAC members are elected by stakeholders voting at a SAC meeting. PTSA members are volunteers. All other stakeholders are invited to volunteer and participate in meetings. Describe" the process. For example, "All SAC members were informed through a memo on <<date>> that they were invited to attend the parent meeting. We requested on <<Date>> that our PTA board disseminate a notice...etc. " This includes a complete narrative description of how each group was selected to participate,

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

We utilized individualized CNA development meetings with key stakeholders to present data and findings, as well as funding recommendations. These meetings occurred at the February 28, 2023 SAC meeting at 6:00 p.m. During the weeks before, faculty and staff provided feedback during PLCs and Staff meetings, as well as at the CNA Leadership committee meeting on January 23, 2023. Participants were then invited to share verbal feedback that administrators recorded onto recording templates for the meeting. SAC meetings continually provide an opportunity for stakeholders to hear updates about the school, student progress, and barriers teachers and students face. During each meeting, after data review discussions with stakeholders, teachers, parents, and administration, priorities are set for the needs of the school and suggestions are given about overcoming barriers or ways to better help the students, parents, and teachers. SAC meetings occur the fourth Tuesday of every month at 3:00 p.m. during the year.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

Once the budget was released teachers and administrators discussed the needs of the school and create draft of expenditures. The draft was shared with stakeholders and more collaboration about needs was discussed. After stakeholders gave input, decisions were made based on the needs and the input prior to finalizing. SAC will continue to supplement some areas that Title I funding isn't able to support. Budget was presented to the stakeholders, they agreed and no changes were needed. Parent feedback affirmed administrative recommendations for annual parent trainings.

Name	Title
Chelsea Williams	Assistant Principal
Jackie Boileau	Assistant Principal, IB Coordinator
Robert Slydell	Assistant Principal
Marc Dixon	Assistant Principal
Deanna Allen	Single School Culture Coordinator
Tammy Mose Cooper	Testing Coordinator
Tricia Langston	ELL Coordinator

Name	Title
Susan Rodriguez	ESE Coordinator
Adria Mitchell	School Based Team Leader

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

The Annual Meeting will be held August 29, 2023 at 6:00 p.m. in the Atlantic High School.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

School website, call out & email, will be used to notify parents of our Title I annual meeting. A PowerPoint will be presented with specific school data.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

The materials needed for the meeting are paper, pens, and sticky notes. A PowerPoint will be used. We will need our school-level to update the presentation.

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Using Technology to Communicate (Email, Parent Link, Remind App, Google Classroom, Etc.)

- What specific strategy, skill or program will staff learn to implement with families?

Staff will learn more effective strategies and resources to use to effectively communicate with parents and students in an effort to have more clear and concise information. Better communication through technology (Email, Parent Link, Remind App, Google Classroom, Etc.) will lead to a more cohesive partnership and increased student success.

- What is the expected impact of this training on family engagement?

Staff will effectively communicate with parents and students through the use the resources learned in the training.

- What will teachers submit as evidence of implementation?

Examples of various strategies and resources teachers have used to communicate with parents and students will be collected as evidence. Documentation of parent conferences held with families will also be used as evidence.

- Month of Training

November

- Responsible Person(s)

Leslie Andreula

2. Reflection/Evaluation of Training #1

- Name and Brief Description

N/A

- Number of Participants

N/A

- What were teachers able to do as a result of the training?

N/A

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

N/A

- What went well with the training

N/A

- What improvements would be made and what steps will you implement to make the training more effective

N/A

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Building Positive Relationships With Parents

- What specific strategy, skill or program will staff learn to implement with families?

A specific strategy staff will learn and implement is focusing on the positive and regularly sharing school updates with parents. Staff will invite parents to the classroom virtually through the google classroom and create a welcoming environment that encourages parents to have a relationship with teacher and overall school. The google classroom will share school updates, positive news, and a safe space for parents to feel involved in their child's academics.

- What is the expected impact of this training on family engagement?

The expected impact of this training will create an environment of positive communication which allows the parent and teacher to work collaboratively towards student success.

- What will teachers submit as evidence of implementation?

A copy of their google classroom with updates on school news and positive interactions with parents.

- Month of Training

September

- Responsible Person(s)

Marquite Smith

4. Reflection/Evaluation of Training #2

- Name and Brief Description

N/A

- Number of Participants

N/A

- What were teachers able to do as a result of the training?

N/A

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

N/A

- What went well with the training

N/A

- What improvements would be made and what steps will you implement to make the training more effective

N/A

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

Understanding the new state standards.

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will understand what the new are and how to best help students at home. Parents will also understand what is required for students to receive a standard high school diploma.

- Describe the interactive hands-on component of the training.

Parents will do a Venn diagram comparing and contrasting old standards with new.

- What is the expected impact of this training on student achievement?

Parents will be able to better monitor student progress towards graduation through the SIS portal. Better understanding and consistent monitoring will lead to increased student achievement and higher graduation rate.

- Date of Training

October

- Responsible Person(s)

Marquite Smith & DeAnna Allen

- Resources and Materials

Chart Paper, laptops, Venn Diagrams, pens, highlighters

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

100.00

2. Reflection/Evaluation of Training #1

- Name of Training

N/A

- Number of Participants

N/A

- What were parents able to do as a result of the training?

N/A

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

N/A

- What went well with the training?

N/A

- What improvements would be made and what steps will you implement to make the training more effective?

N/A

3. Parent and Family Capacity Building Training #2

- Name of Training

Understanding graduation requirements and post graduation options

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will be able to learn what the requirements are to receive a high school diploma. Parents will also understand how to support their students in the progression towards meeting the graduation requirements.

- Describe the interactive hands-on component of the training.

Parents will receive resources and view a power point of information regarding high graduation requirements and the steps to achieve a high school diploma and the options available to students post graduation.

- What is the expected impact of this training on student achievement?

Increased student achievement and graduation rate is the expected impact of this training.

- Date of Training

November 2023

- Responsible Person(s)

Leslie Andruela

- Resources and Materials

The items that will be needed for this training are paper, pens, chart paper and technology.

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

100.00

4. Reflection/Evaluation of Training #2

- Name of Training

N/A

- Number of Participants

N/A

- What were parents able to do as a result of the training?

N/A

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

N/A

- What went well with the training?

N/A

- What improvements would be made and what steps will you implement to make the training more effective?

N/A

5. Parent and Family Capacity Building Training #3

- Name of Training

N/A

- What specific strategy, skill or program will parents learn to implement with their children at home?

N/A

- Describe the interactive hands-on component of the training.

N/A

- What is the expected impact of this training on student achievement?

N/A

- Date of Training

N/A

- Responsible Person(s)

N/A

- Resources and Materials

N/A

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

N/A

6. Reflection/Evaluation of Training #3

- Name of Training

N/A

- Number of Participants

N/A

- What were parents able to do as a result of the training?

N/A

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

N/A

- What went well with the training?

N/A

- What improvements would be made and what steps will you implement to make the training more effective?

N/A

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

Mental Health Co-Located Counselor (Safe Schools)

- Describe how agency/organization supports families.

Parents will learn how to use strategies to alleviate stress. This occurs through home visits and the provision of resources outside of the school building that help support parents and families.

- Based on the description list the documentation you will provide to showcase this partnership.

Brochure of resources, logs of parent contacts and/or conferences

- Frequency

once per semester

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

PTSA

- Describe how agency/organization supports families.

Provide opportunities for families to explore post graduate options. PTSA host a college and career event. Colleges, tech schools, businesses from around the nation come and speak with interested students and share information about programs and job opportunities within their school and organizations.

- Based on the description list the documentation you will provide to showcase this partnership.

Promotional flyer (College and Career Day), College marketing information for students from event.

- Frequency

once per year

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Multicultural Department

- Describe how agency/organization supports families.

Provide support, information to parents of resources available in their own language.

- Based on the description list the documentation you will provide to showcase this partnership.

Translated PFEP Translated School Family Compact in applicable languages Three samples of home language questionnaires with personal identifying information reacted

- Frequency

once per year

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.

4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.

5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

Parents will receive information through our school website, social media accounts, parent call outs, and emails. Parents will receive information in the language of their choice with consistent details on tutorial activities that could help their children. Community Language Facilitators will be used to translate when needed.

- **List evidence that you will upload based on your description.**

1. Sample social media post inviting parents to one Title I-related school event/activity. 2. Sample of email in applicable languages sharing information about Title I-related school matter/topic. 3. Sample call-out in applicable languages sharing information about Title I-related school matter/topic.

- **Description**

During SAC meetings, Open House, and B.E.S.T. And PM curriculum and proficiency levels for students will be presented. The district's grading scale will posted on the school's website.

- **List evidence that you will upload based on your description.**

1. A sample SAC minutes documenting the sharing of curriculum & proficiency level expectations and/or discussion of such. 2. A sample Open House Handout documenting the sharing of curriculum & proficiency level expectations 3. B.E.S.T. And PM presentation documenting the sharing of curriculum & proficiency level expectations

- **Description**

Parents will receive mid term progress reports and report cards each quarter. Reminders will be sent out via email and parent call outs to parents and students to check student grades in the SIS portals.

- List evidence that you will upload based on your description.

1. Sample Email or call-out alerting parents to distribution of mid-term progress reports and/or report cards. 2 Copy of B.E.S.T. And PM Night presentation documenting the format of the new testing process for FY24.

- Description

Invitations about the annual title I meeting will be sent out to students and posted on the school website. School website post and a parent link call out will share information about SAC dates and invitations on the website for monthly meetings. An email and call out will notify parents that updated information has been posted on the website.

- List evidence that you will upload based on your description.

1. A Snapshot of School Website documenting invitation to participate in Title I Annual Meeting 2. A Sample of invitation to parents to participate in SAC meeting(s). 3. Email proof of notification.

- Description

School will offer virtual meetings in the evenings to accommodate parents as well as evening meetings/training's to accommodate parent schedules.

- List evidence that you will upload based on your description.

1. A sample virtual invite with Google invite codes, 2. A sample invitation to events showing after-school meeting availability (on campus, if available, otherwise, virtual) 3. A sample call-out parent invite to at least one meeting that does not occur online or after-school, to document flexible scheduling.

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

• Description

Atlantic's Community Language Facilitators (CLFs) work with students, families and staff to facilitate and enhance communication and involvement. The school also provides child care at selected meetings.

• List evidence that you will upload based on your description.

1. School compact in all applicable languages, 2, Invitations to a meeting in applicable languages (English, Creole, Spanish), 3. CLF Log

• Description

Atlantic staff will use district resources to provide interpreters as needed. The school is also be accessible through handicapped parking and ramps, and it is in compliance with ADA.

• List evidence that you will upload based on your description.

-Invitations including accommodation offering. (on each invitation to an event- "Accommodations available for guests with physical disabilities. Please call our office at 561-266-0988 to help us prepare an accessible and enjoyable experience for you!"

• Description

For migratory families, Atlantic HS supports and enhances communication through services provided by the ELL coordinator, CLFs, and bilingual guidance counselors. Mrs. Langston serves as a liaison between Atlantic HS and the district staff to meet the needs of the migratory families.

- List evidence that you will upload based on your description.

Translated PFEP Translated School Family Compact in applicable languages Three samples of home language questionnaires with personal identifying information reacted

- Description

Atlantic follows the McKinney Vento Homeless Assistance Act to ensure students have equal access to the same educational opportunities as non homeless students. Donated clothes and supplies are provided as needed.

- List evidence that you will upload based on your description.

One newsletter advertisement promoting McKinney Vento support in Eagle Newsletter. Photo of donated clothes and supplies. Email clarifying role of guidance counselor in the McKinney Vento process.

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

- Name of Activity

N/A

- Brief Description

N/A

2. Activity #2

• Name of Activity

N/A

• Brief Description

N/A

3. Activity #3

• Name of Activity

N/A

• Brief Description

N/A

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

Atlantic High School has a positive behavior matrix known as SOAR that stands for Safety first, Ownership, Act Responsibly and Respect. We also use several interventions when it comes to behavior through our 9th and 10th grade academies. Our interventions include: Issuing a warning, calling parent, silent lunch, after school detention, and Saturday School detention. Our positive referral includes 3 Eagle Bucks, 5 Eagle Bucks and 10 Eagle Bucks. Students who are doing something great in classroom or on campus receive Eagle Bucks. Our counselors provide individual and group sessions to address various issues including divorce, bullying, family loss, dating violence etc. Our multilingual guidance counselor conducts home visits regularly to support students and family in need. Our School Resource Officer's implement bi-weekly Cops Corner during lunches with our students targeting a group of students who need additional behavior support through mentoring. A behavior specialist is meeting twice a week with students who need help building their character. The school has a strong partnership with Genesis Community Health which promotes and provides behavioral health and medical care to students on campus. A full time Licensed Clinical Social Worker has an office on campus to provide individual therapy sessions to students experiencing emotional crisis, psychiatric and self-esteem issues, eating disorders and substance abuse trauma. Genesis is providing a Nurse Practitioner and a Pediatrician to provide medical care to students in a clinic that the school board approves on campus. No Place for Hate is a student club that promotes tolerance on campus. The club schedules activities during three lunches near the cafeteria in the courtyard in order to get all students attention. Their focus is bullying prevention and mutual respect on and off campus. Through AVID (Advancement Via Individual Determination) the school is committed to get students involved in academic and non academic activities such as conferences and field trips. The students are taught study skills, note taking, time management, writing and research skills while being immersed in a college culture. One of our AVID students was the guest speaker at an Anti Defamation League event (ADL) in 2017. The AVID recruitment is a 2.5 Grade Point Average (GPA), no discipline referrals and first one in family to attend college.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

1. SBT/MTSS Implementation

Students are identified for tiered support through problem solving to match instructional/behavioral, social emotional resources to what the student needs to be successful. Behavior deterrents are in place and it is a teacher initiated process. The School Based Team must first identify what the problem is and determine if the problem is a large, small or an individual problem. If it is determined to be an individual problem, all aspects of the issue should be looking into. It is important to question why the problem is occurring; is it a skill or a motivation deficit? Support for identified individuals vary according to what the need is for that student and a form of data collection for tracking success is also identified. Once a student is identified as struggling or below level, the teacher will begin an evaluation process to determine if there is a true learning deficiency. There are some cases where support has to be delivered through outside agencies and are coordinated accordingly. The progress of the students is monitored and charted frequently (weekly, biweekly). If it is discovered that a student is not responding favorably to the intervention (RtI), the type of support may need to be adjusted. Alternate environments are a short term solution as with parental approval, an 8 week intervention program is implemented in the classroom. After an 8 week intervention period and assessment review, if further information is required, the SBT team will gather to create the required packet with parent consent that will best suit the student individual learning.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

**The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

1. Well-Rounded Education

Atlantic High School provides the opportunity for all students to take relevant elective courses that allow them to sit for state certification exams. The courses are photoshop, Illustrator, Adobe Premier, AutoCAD, Inventor, NCCER Carpentry, NCCER Masonry, MOS, CompTIA, Flash and Web Design. The students may elect to participate in drama club after school to enhance their ability to perform theatrically. Band continues to be a course that provides students the skills to do well in school currently and to apply for Band scholarship as well. The Junior Reserve Officers Training Corp (JROTC) teaches the students how to become productive citizens. Construction Academy prepares students for the workplace. The Medical Sciences Academy and Criminal Justice Academy give the students opportunity to get internship in the City of Delray Beach Police Department, Fire Department and Bethesda Hospital. Atlantic offers students the opportunity to participate in P.E., band, chorus, art, foreign language studies and many intramural sports. Atlantic High ensures core instructional needs are met by using data to place students in classes based on their academic strengths. Data is used to place students in classes that will offer rigor, develop critical thinking skills, and push students thinking. Data also helps to identify students that are in of remediation in specific content areas. Students are placed in remedial classes to help close the learning gaps and help students to become proficient in the content areas. Administration and teacher leaders conduct walkthroughs, use the coaching cycle and use common planning to align all teaching to standards. Administration has regular reviews of lesson plans to ensure instruction is aligned to standards, activities are relevant to the standards, and students are understanding the daily learning targets. We offer extended learning opportunities to students through our after school tutorial, daytime push in/pullout tutorials as well as tutoring from our National Honor Society. Our teachers teach additional periods of the day to optimize the opportunity to meet the needs of the diverse learners by offering a smaller setting within the school day. Teachers give up planning periods to provide these opportunities to students that are not assigned to them during the day.

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

Atlantic High School offers a wide range of programs including Advancement Via Individual Determination (AVID). This program support students as they challenge themselves in more rigorous classes. The class also includes tutoring sessions that are led by college students. This year, there are two Florida Atlantic University (FAU) students who provide support for success in the academically rigorous curriculum. AVID Students have access to information about colleges and universities through field trips, guest speakers and college tutors. They also learn about scholarship opportunities and college admission requirements. The school offers the opportunity to students to do Dual Enrollment at Florida Atlantic University (FAU) or Palm Beach State College (PBSC). The requirements are 3.0 Unweighted Grade Point Average (GPA) and the following test scores: SAT: 24 Reading, 25 Writing and Language, 24 Math (PBSC will accept PSAT scores in lieu of SAT scores) ACT: 19 Reading, 17 English, 19 Math PERT: 106 Reading, 103 Writing, 114 Math Next Gen Accuplacer: 245 Reading, 245 Writing, 242 Math PBSC allows students to mix and match scores from different tests, while FAU does not. PBSC also offers some courses that do not require test scores, listed here. Students may attend the International Baccalaureate (IB) program. It is a choice program that combines rigorous traditional academics with the International Baccalaureate mission. The aim is to develop in students the intellectual, personal, emotional and social skills needed to live, learn, and work in a rapidly globalizing world. There is also an IB Career-Program (IBCP) that tailors for students who wish to engage in career related learning while they are following the educational principles of the IB program. Students can also take AICE and AP courses which is a set of challenging college level courses for high school students. AICE is defined as Advanced International Certificate of Education and AP stands for Advanced Placement. The school has a Junior Reserve Officers Training Corps (JROTC) program that is designed to motivate young people to be better citizens. Our Eagles Nest Construction Academy has built 2 houses so far with the corporation of the City of Delray Beach. Our students in the construction academy are getting hands on experience to move directly to the workforce after graduation if they choose to. We also offer a variety of Industry Certifications to foster post-secondary success for ALL our students. Among them one can mention Early Childhood Development Academy that gets students prepared for the state certification exam and getting a job in a childcare center. Students in our Culinary Academy have the opportunity to join the workforce right after graduation from high school as well. We host two Career Days (Fall/Spring) and provide opportunities for students to volunteering in and around our community in order to receive on the job training. We have in-house Career Academies and continue to expand each year including Sports Marketing, Drafting & Design Academy and Medical Sciences Academy. We have a strong partnership with City of Delray Beach and work closely with them for our Criminal Justice Academy. The school offers the following courses in the Drafting & Design Academy and upon completion students can sit for state certification exam: Photoshop, Illustrator, Adobe Premier, AutoCAD, Inventor, NCCER Carpentry, NCCER Masonry, MOS, Comp TIA, Flash, and Web Design. The Medical Sciences Academy provides the opportunity to get hands on experience to advance to the EMT career.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- On-site school tours for new kindergarten families

- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

Not Applicable

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Single School Culture Coordinator (SSCC) provides just in time training for teachers in data analysis, instructional strategies and effective implementation of online educational resources. The SSCC facilitates Professional Learning Communities (PLCs) and common planning for teachers. Professional Learning Communities (PLC's) are where content area teachers are provided professional development within their content area to ensure data driven, standards-based instruction. Teachers attend PLC's bi-weekly throughout the year. Throughout the PLC process, teachers engage in the analyzation of data from summative and formative assessments, collaborative discussions around best practices/strategies, unpacking of content standards, creation of content scales for student tracking and implement lesson studies to build teacher capacity. The PLC's are supported by assistant principals, instructional coaches and instructional leaders. The Professional Development (PD) and PLC meetings with faculty are aligned with the Palm Beach Model of Instruction (PBMI) and adhere to the Mazano framework. Advancement Via Individual Determination (AVID) is being implemented through 6 AVID elective courses. AVID curriculum requires AVID tutors and professional development within the AVID curriculum. AVID site team meets monthly and adheres to the AVID certification process. Additional teachers have been trained in the AVID framework to ensure collaborative and research based instructional strategies school-wide. Atlantic High School implements PLC's weekly through tested subject areas. We work closely with District Curriculum staff in the areas of Math, English Language Arts (ELA), and English Language Learners (ELL) to provide additional support in our classrooms. We have a school wide mentoring program where the group works on social/emotional needs along with academic/behavior needs. Online Professional Development is encouraged for our teachers and new teachers along with Administration hosting several after school trainings. We started a Peer Coaching Model for our teachers to observe each other and share out best practices. Community Language Facilitators (CLFs) and tutors participate in reading training to support a "double down" classroom model. This model allows for two trained adults to be working with students in each classroom. Paraprofessionals participate in trainings to support instructional delivery and behavior strategies. All first year teachers attend Educators Support Program (ESP) and meet regularly.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning

- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

Atlantic High School recruits teachers through Job Fairs, Collaboration with HR and Word of Mouth. The school has a solid partnership with Florida Atlantic University that places student teachers in our school for training. Very often, the student teachers return to our school as a full time certified teacher. Through Advancement Via Individual Determination (AVID) the college tutors who are led our AVID students return to become full time teachers. Additionally, we have a strong commitment to preparing and thus recruiting future educators in the district's educator support program which places pre-service and intern teachers. Once the teachers join the our school, each new teacher is partnered with a buddy or a mentor. There are veteran or seasoned teachers in their respective field that are providing support to the beginning and new teachers. Instructional Leaders are supportive and have a schedule to meet with beginning and new teachers monthly along with Reading/Math Coach to support instruction. All Administrators have an open door policy to assist teachers. Teacher of the Month is a type of celebrating all teachers by having their names on the school marquee every month. We have Professional Learning Communities (PLC) meetings that meet monthly to help all teachers navigate the many tasks and responsibilities of teachers. PLC teams are small groups of teachers from different departments within the school designated to help improve the school's culture and climate. Each administrator is a team. Each department has an instructional department leader that host the meeting and corresponds with the administration to address the needs of the group/school. Teachers collaborate to come up with best strategies to meet the diverse needs of all learners. Teachers work collaboratively with new teachers to the profession as well as those new to the school to help make a smoother transition into Atlantic Community High.