Title I Comprehensive Schoolwide Plan

ATLANTIC HIGH SCHOOL (0862)

ELA

1. List prioritized needs statements.

1. Our first priority is increasing overall ELA achievement for all students. With the current Progress Monitoring Data 2, we have approximately 52% of our 10th grade students and 58% of our 9th grade students that are not meeting standards. 2. Increase intensive support for our Lowest 25%, ELLs, and SWDs.

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

1. Student attendance is inconsistent in core-level classes. 2. Students lack of prior knowledge or foundational skills to build upon. 3. Lack of understanding of standards/content knowledge from new teachers. 4. Lack of differentiated instruction; Need for consistent PD and support to staff 5. Lack of teacher rapport and encouraging students in adapting to school rules and routines 6. Parent lacks childcare limiting their access to school trainings.

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. Eliminate block scheduling and have a traditional seven period day 4. 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 L25 and that have the ability to move to the next level or to make a mid-level increase for gains). 5. Use data from PM1/PM2 and district assessments provide additional supplemental staff to address the needs of students. 6. Implement ELL/ELA strategies in all content areas; provide high level PD and support in ELA instruction and assessment 7. Provide parent training base on "needs" of the families with childcare and snack. 8. Flexible and online meeting times.

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

- Communication

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

• Parent Training

1. Offer parent trainings that teach parents how to work with their children on ELA skills at home. 2. Training on online resources to help students 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. 3. The Parent will communicate with the ELA teacher regarding questions he or she may have. 4. 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 and on time for school

• Staff Training

1. Provide staff training to aid teachers in helping parents work with struggling high school readers at home - reading strategies that can be shared with families 2. Bi-Weekly PLCs on research-based strategies for struggling readers, rigorous lesson planning, assessment data analysis and review.

• Accessibility

1. Google Classroom and Tutorial 2. Articulate availability of resources to parents to help students in tested subjects especially to parents whose home language is other than English. 3. The school will strive to provide services to all subgroups- migrant population, homeless and delinquent, ESE and ELLS.

Math

1. List prioritized needs statements.

1. According to the FY25 Spring BEST EOC data, only 25% of the students met proficiency level with a level 3,4, or 5 on the Algebra I EOC 2. According to the FY25 Spring BEST EOC data, only 34% of the students met proficiency with a level 3, 4, or 5 on the Geometry EOC 3. According to the FY26 Midterm BEST EOC Algebra I data, only 35% of the students enrolled in Algebra 1 are meeting proficiency. 4. According to the FY26 Midterm BEST EOC data, only 34% of the students are meeting expectations for Geometry.

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

1. Students are lacking the Pre-Algebra skills 2. Students are not receiving mathematics instruction daily 3. Students attendance is poor for mathematics weekly. Block scheduling makes it difficult when students miss more content when absent for one class widening the achievement gap. 4. Students lack of knowledge on how to utilize the online calculator and handheld calculator 5. The classroom sizes for the Geometry classes are too large. 6. Needs for PD and support for staff 7. The need for consistent parent engagement support on academics.

3. Share possible solutions that address the root causes.

1. Additional staff specifically for EOC math courses to reduce class sizes 2. Scheduling/grouping the students based on achievement levels 3. Teachers need additional resources to differentiate the instruction to build mathematical fluency 4. Provide supplemental resources - print or online 5. Incorporate small group rotations/differentiated instruction. 6. Encourage collaboration and peer support and attendance to PD training 7. Incorporate online math platforms for math sills reinforcement. 8. Parent training and support with regards to math instruction at home 9. Extended learning opportunities are needed.

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

• Communication

Parent Link and document parent phone calls in the comment log on SIS, Afterschool and Saturday tutorials. Parents will...take accountability for their child's attendance and attend the school-wide parent engagement meetings, SAC meetings, and school educational events. Parents will effectively communicate with the child's teachers through the SIS Gateway system and monitor the child's grades and test scores on all assessment

• Parent Training

1. Offer parent trainings that teach parents how to work with their children on foundational and on math test-taking skills at home. 2. Curriculum night

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

• School

School will... continue to provide teachers with professional development opportunities and professional learning communities meetings that are specific to the mathematics content while using the benchmarks and BIG-M's to drive focus and instruction.

• Students

Students will... take ownership and accountability for their learning by persevering through challenges within the mathematical content. They will utilize additional resources with fidelity in order to achieve mastery of benchmarks. They will come to class prepared with the necessary resources including district issued devices & chargers to complete all assignments. They will effectively communicate their needs to the teacher as it relates to the content being taught.

• Parents

Parents will...take accountability for their child's attendance and attend the school-wide parent engagement meetings, SAC meetings, and school educational events. Parents will effectively communicate with the child's teachers through the SIS Gateway system and monitor the child's grades and test scores on all assessments.

• Staff Training

1. Making data-driven decisions in order to drive small-group instruction; math strategies parent can use at home. 2. Best practice for equitable grades and grading system

• Accessibility

1. Google Classroom and Tutorial 2. Articulate availability of resources to parents to help students in tested subjects especially to parents whose home language is other than English. 3. The school will strive to provide services to all subgroups- migrant population, homeless and delinquent, ESE and ELLS.

Science

1. List prioritized needs statements.

1. Our priority in Science is increasing overall Biology EOC achievement for all students. According to the FY 26 Midterm Data, more than 45% of the students are not meeting achievement level 3 or higher.

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

1. Students are lacking key skills and foundation needed to retain the biology concepts. 2. Students read below grade level and struggle to attain science concepts through required reading. 3. Students lack foundational math computations. 4. Teachers lack research-based strategies in teaching biology to students struggling in core math and reading. 5. Substitute teachers teaching Biology courses/ lack of certified staff. 6. Needs for PD and support for staff. 7. Parents are unaware of science standards and strategies.

3. Share possible solutions that address the root causes.

1. Professional development on best practices for teaching science and differentiation of instruction 2. Provide science resource teacher support for Biology classes to assist underperforming students, pull-out, and tutorials 3. Use data from Performance Matters and district assessment to monitor student comprehension and provide students with enrichment and reteach material 4. Increase Biology PLC engagement and PD support 5. Small group rotations/differentiated instruction 6. Have a seven period day instead of block schedules 7. Parent training to support science education at home

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

• Communication

Parent Link and document parent phone calls in the comment log on SIS, Afterschool and Saturday tutorials. Parents will...take accountability for their child's attendance and attend the school-wide parent engagement meetings, SAC meetings, and school educational events. Parents will effectively communicate with the child's teachers through the SIS Gateway system and monitor the child's grades and test scores on all assessments.

• Parent Training

1. Offer parent trainings that teach parents how to work with their children on foundational/test-taking skills at home. 2. Potential Monthly "Parent Tutoring" or "Parent Homework" to help strengthen parental knowledge base

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

• School

School will... continue to provide teachers with professional development opportunities and professional learning communities meetings that are specific to the mathematics content while using the benchmarks to drive focus and instruction.

• Students

Students will... take ownership and accountability for their learning by persevering through challenges within the mathematical content. They will utilize additional resources with fidelity in order to achieve mastery of benchmarks. They will effectively communicate their needs to the teacher as it relates to the content being taught. Utilize bilingual learning technology tools to complete assignments. Stay after school for tutoring.

• Parents

Parents will...take accountability for their child's attendance and attend the school-wide parent engagement meetings, SAC meetings, and school educational events. Parents will effectively communicate with the child's teachers through the SIS Gateway system and monitor the child's grades and test scores on all assessments.

• Staff Training

1. Making data-driven decisions in order to drive small-group instruction 2. Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home

• Accessibility

Articulate availability of school resources to parents to help students in all subjects, especially to parents whose home language is other than English. The school will strive to provide services to all subgroups- migrant population, homeless and delinquent, ESE and ELLS.

Social Studies

1. List prioritized needs statements.

Our first priority is to continue to maintain and increase our overall US History data for our US History students-more specifically our ESE and ELL population by 5%. Our current midterm data reflects 67% overall proficiency. Next year we would like to increase this by 15%.

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. 4. Needs for PD and support for staff 5. The need for consistent parent engagement support on academics.

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). 5. Provide curriculum nights and highlight the importance of social studies to graduate. 6. Materials and class resources to facilitate classroom instruction.

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

- Communication

Parent Link and document parent phone calls in the comment log on SIS, Afterschool and Saturday tutorials. Parents will...take accountability for their child's attendance and attend the school-wide parent engagement meetings, SAC meetings, and school educational events. Parents will effectively communicate with the child's teachers through the SIS Gateway system and monitor the child's grades and test scores on all assessments.

- Parent Training

1. Offer parent trainings that teach parents how to work with their children on foundational/test-taking skills at home. 2. Curriculum night

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

- School

School will... continue to provide teachers with professional development opportunities and professional learning communities meetings that are specific to the mathematics content while using the benchmarks to drive focus and instruction.

- Students

Students will... take ownership and accountability for their learning by persevering through challenges within the mathematical content. They will utilize additional resources with fidelity in order to achieve mastery of benchmarks. They will effectively communicate their needs to the teacher as it relates to the content being taught.

- Parents

Parents will...take accountability for their child's attendance and attend the school-wide parent engagement meetings, SAC meetings, and school educational events. Parents will effectively communicate with the child's teachers through the SIS Gateway system and monitor the child's grades and test scores on all assessments.

• Staff Training

1. Making data-driven decisions in order to drive small-group instruction - 2. Best practice for equitable grades and grading system

• Accessibility

Articulate availability of school resources to parents to help students in tested subjects especially to parents whose home language is other than English. The school will strive to provide services to all subgroups- migrant population, homeless and delinquent, ESE and ELLS.

Acceleration Success

1. List prioritized needs statements.

Our priority is increasing overall acceleration enrollment by 25% ensuring that our ESE students are exposed to at least one acceleration course.

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

1. Difficulty with reading and vocabulary 2. Lack of a clear academic track for students to choose accelerated courses 3. Needs for consistent staff support 4. Lack of parent understanding of the acceleration success program and support 5. Lack of student attendance

3. Share possible solutions that address the root causes.

1. Have math and reading classes daily 2. Differentiated instruction and resources - print and web-based 3. Need for supplemental staff for ESE and ELL support 4. Promote single school culture. 5. Identify student interests and inform students and families how extracurricular activities can motivate students in school. 6. Increase capacity within the staff to be able to teach accelerated courses. 7. Have more targeted small group instruction to prepare students for accelerated course work.

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

• Communication

Parent Link and document parent phone calls in the comment log on SIS, Afterschool and Saturday tutorials. Parents will...take accountability for their child's attendance and attend the school-wide parent engagement meetings, SAC meetings, and school educational events. Parents will effectively communicate with the child's teachers through the SIS Gateway system and monitor the child's grades and test scores on all assessments

• Parent Training

1. Offer parent trainings that teach parents how to work with their children on foundational/test-taking skills at home. 2. Curriculum night

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

• School

School will... continue to provide teachers with professional development opportunities and professional learning communities meetings that are specific to the mathematics content while using the benchmarks to drive focus and instruction.

• Students

Students will... take ownership and accountability for their learning by persevering through challenges within the mathematical content. They will utilize additional resources with fidelity in order to achieve mastery of benchmarks. They will effectively communicate their needs to the teacher as it relates to the content being taught.

• Parents

Parents will...take accountability for their child's attendance and attend the school-wide parent engagement meetings, SAC meetings, and school educational events. Parents will effectively communicate with the child's teachers through the SIS Gateway system and monitor the child's grades and test scores on all assessments.

• Staff Training

1. Making data-driven decisions in order to drive small-group instruction 2. Ensure all AP and AICE teachers attend training specific to their subject area and exam. The teachers will also be trained in parent communication including parentlink.

• Accessibility

1. Google Classroom and Tutorial 2. Articulate availability of resources to parents to help students in tested subjects especially to parents whose home language is other than English. 3. The school will strive to provide services to all subgroups- migrant population, homeless and delinquent, ESE and ELLS.

Graduation Rate

1. List prioritized needs statements.

Our graduation rate is 97.3%. The target is to maintain the current rate or increaser to 98%.

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

1. Students lack basic reading comprehension ability to pass state assessment. 2. Underperforming students often do not understand or conceptualize what they can do to increase their performance and to graduate on time. 3. Varying student prior knowledge and levels of achievement call for increased differentiated instructional strategies. 4. Understanding the different pathways to graduation forth for staff and families 5. Needs for PD and support for staff 6. More parent support on academics.

3. Share possible solutions that address the root causes.

1. 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) 2. Provide supplemental staff to support graduation initiative 3. Provide supplemental staff 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. Flexible parent trainings to educate parents on the pathways to graduation.

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

• Communication

Parent Link and document parent phone calls in the comment log on SIS, Afterschool and Saturday tutorials. Parents will...take accountability for their child's attendance and attend the school-wide parent engagement meetings, SAC meetings, and school educational events. Parents will effectively communicate with the child's teachers through the SIS Gateway system and monitor the child's grades and test scores on all assessments.

• Parent Training

1. Offer parent trainings that teach parents how to work with their children on foundational/test-taking skills at home. 2. Curriculum night

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

Parents will...take accountability for their child's attendance and attend the school-wide parent engagement meetings, SAC meetings, and school educational events. Parents will effectively communicate with the child's teachers through the SIS Gateway system and monitor the child's grades and test scores on all assessments.

• Staff Training

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

- Accessibility

Articulate availability of resources 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: **$288,908.00**

Acct Description	Description
Out-of-system Subs	<table><tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Days</th><th>Hours</th><th>Weeks</th><th>Type</th><th>Total</th></tr><tr><td>Substitutes for Title I funded teachers.</td><td>3</td><td>$18.00</td><td>7</td><td>7</td><td>1</td><td>Original</td><td>$2,573.00</td></tr></table>
Extra Periods	(Daily) Four extra periods: 2 ELA (all grade levels) to lower class sizes and allow for small group interventior for L25 students, 2 Math (all grade levels) to lower class sizes and allow for small group interventions for L2 students.
Classroom Teacher	Intensive Reading Classroom Teacher will work with students in 9th and 10th grades to reduce class size an enable implementation of intensive support to L25 students.
Classroom Teacher	ELA Classroom Teacher will work with students in 9th and 10th grade to reduce class size and enable implementation of intensive support to L25 students.
Classroom Teacher	Math Classroom Teacher will focus on supporting Algebra I & Geometry 9th & 10th grade students by allowi reduced class sizes enabling the effective implementation of intensive support to L25 students.

Action Step: Professional Learning

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

Budget Total: **$122,771.00**

<table>
<tr><th>Acct Description</th><th>Description</th></tr>
<tr><td>Travel out-of-county</td><td>
<table>
<tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Type</th><th>Total</th></tr>
<tr><td>Administrators will attend Model Schools Conference (June 2027-July 2027) in Orlando, FL to engage with leading schools, districts, and educators who share practical, adaptable strategies to transform your school, district, or classroom culture and elevate student learning. Cost breakdown per attendee: Registration - $1,095; Transportation - $160; Lodging - $852.00; Per diem - $108.00.</td><td>3</td><td>$2,215.00</td><td>Original</td><td>$6,645.0</td></tr>
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</td></tr>
<tr><td>Single School Culture Coordinator</td><td>Single School Culture Coordinator (260 days) will serve as a Professional Learning Communities (PLCs) Facilitator, provide coaching and mentoring to teachers (all grade levels and core content areas), oversee graduation programs, and provide summer program facilitation.</td></tr>
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Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: **$7,179.00**

<table>
<tr><th>Acct Description</th><th>Description</th></tr>
<tr><td>Non-Certified Parent Support by School Staff</td><td>
<table>
<tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Days</th><th>Hours</th><th>Weeks</th><th>Certified</th><th>Type</th><th>Total</th></tr>
<tr><td>Administrative Assistant will conduct part time parent engagement functions; communicate with parents about pertinent academic information, assist with home-school connection, and promote collaboration between parents and teachers.</td><td>1</td><td>$32.00</td><td>2</td><td>1</td><td>34</td><td>Non-Certified</td><td>Original</td><td>$2,176.0</td></tr>
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</td></tr>
<tr><td>Supplies</td><td>
<table>
<tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Supply Type</th><th>Type</th><th>Total</th></tr>
<tr><td>General supplies (binders, cardstock, paper clips, composition books, paper, folders, index cards, markers, pencils, pens,posti-it, chart paper, project boards) for parent trainings listed in the PFEP throughout the school year</td><td>1</td><td>$4,288.00</td><td>General Supplies</td><td>Original</td><td>$4,288.0</td></tr>
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</td></tr>
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Mission Statement

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

Name	Title
Chelsea Williams	Assistant Principal
Randy Kurtz	SAC secretary
Kathy Burstein	PTSA Chair- Parent
Sandra Edwards	Principal
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.

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 25,2025 Stakeholder meeting at 5:30 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 15, 2025. 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 6:00 p.m. during the year. All CNA evidences, including parents who attended in the CNA meeting were submitted to Title I.

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. For this year budget is allocated for mobile devices, parent support by staff, and parent training supplies.

Name	Title
Chelsea Williams	Assistant Principal
Jackie Boileau	Assistant Principal, IB Coordinator
Robert Slydell	Assistant Principal
DeAnna Allen	Single School Culture Coordinator
Tammy Mose Cooper	Testing Coordinator
Tricia Langston	ELL Coordinator
Susan Rodriguez	ESE Coordinator
Leslie Andreula	School Based Team Leader

Annual Parent Meeting

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

Tuesday August 25, 2026 at 6:00 pm. Atlantic High Media Center.

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 information.

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.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Ways to Communicate with Parents

• 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 2026

- Responsible Person(s)

Leslie Andruela

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

February 2027

Parent Trainings

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 be trained to understand what the new standards 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 2026

• Responsible Person(s)

PD Team & Deanna Allen

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 powerpoint of information regarding high school graduation requirements, the steps to achieve a high school diploma, and the options available to students post graduation. Can My Student Graduate?" Scenario Challenge ? Give each table a fictional student profile. Example: 11th grader 18 credits earned Missing Algebra 1 EOC requirement 15 volunteer hours Wants to attend a university Ask parents: Can this student graduate? What requirements are missing? What should the student do this year? What postsecondary options are available? After 5–10 minutes, review the answers together.

• 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 2026

• Responsible Person(s)

Leslie Andruela

5. Parent and Family Capacity Building Training #3

Coordination and Integration

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Learning, 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

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. 4. Screenshot of school website notifying parents of the Title I-related matter/topic.

• Description

During SAC meetings, Open House, 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 FY27. 3. Conference notes discussing current academic progress and/or achievement scores.

• 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).

• 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

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 561-243-1500 to help us prepare an accessible and enjoyable experience for you!" - picture of ADA sign on buildings/office

• 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.

1. Share report of migrant students in school 2. Share a copy of the migrant brochure. 3. Share correspondence with migrant department from the district office.

• 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.

Photo of donated clothes and supplies. Email clarifying role of guidance counselor in the McKinney Vento process Completed student housing questionnaires (without names).

Other 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

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

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 case 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 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

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, HVAC, 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, Bio-Medical and Health 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, 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

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: 490 Evidenced-Based Reading and Writing, 480 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: 256 Reading, 253 Writing, 261 Math CLT: 38 Reading + Writing, 16 Math 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

1. Transition to Elementary School

Not Applicable

Professional Learning

1. Professional Learning

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 Marzano 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), are assigned a veteran teacher nontor, and meet regularly.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

Atlantic High School recruits certified 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 rewarding them during faculty meetings each 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 assigned 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.