

**U.S. Department of Education**  
**2019 National Blue Ribbon Schools Program**

---

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [X] Magnet [ ] Choice

Name of Principal Mr. Robert Crawford

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Atlantic Technical College and Technical High School

(As it should appear in the official records)

School Mailing Address 4700 Coconut Creek Parkway

(If address is P.O. Box, also include street address.)

Coconut Creek FL 33063-3967  
City State Zip Code+4 (9 digits total)

County Broward County

Telephone (754) 321-5100

Fax (754) 321-5380

Web site/URL

https://www.browardschools.com/at

lantictechhigh

E-mail vicky.laporte@browardschools.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Mr. Robert Runcie

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

E-mail

supt\_runcie@browardschools.com

District Name Broward Tel. (754) 321-0000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Ms. Heather Brinkworth

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## Part I – Eligibility Certification

---

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

---

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

### DISTRICT

- Number of schools in the district (per district designation):
  - 136 Elementary schools (includes K-8)
  - 37 Middle/Junior high schools
  - 36 High schools
  - 25 K-12 schools

234 TOTAL

### SCHOOL (To be completed by all schools)

- Category that best describes the area where the school is located:
  - Urban or large central city
  - Suburban
  - Rural or small city/town
- Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	64	98	162
10	82	85	167
11	68	81	149
12 or higher	77	55	132
<b>Total Students</b>	291	319	610

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
  - 5 % Asian
  - 51 % Black or African American
  - 24 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 15 % White
  - 4 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 3%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	15
(3) Total of all transferred students [sum of rows (1) and (2)]	15
(4) Total number of students in the school as of October 1, 2017	584
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

6. English Language Learners (ELL) in the school: 0%  
1 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
Spanish, Haitian-Creole, Portuguese, Creole, Arabic, Chinese/Zhongwen, Vietnamese, Russian, Jamaican-Creole (including Patois), Tagalog, German, Nalay/Bahasa/Malaysia, Urdu, Benglai/Bagla, Danish, French

7. Students eligible for free/reduced-priced meals: 67%  
 Total number students who qualify: 409

8. Students receiving special education services: 5 %  
31 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>6</u> Autism                  | <u>3</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>3</u> Other Health Impaired                 |
| <u>0</u> Developmental Delay     | <u>9</u> Specific Learning Disability          |
| <u>1</u> Emotional Disturbance   | <u>11</u> Speech or Language Impairment        |
| <u>1</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 32
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	4
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	45
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	96%	96%	97%	96%	96%
High school graduation rate	100%	100%	98%	100%	99%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

<b>Post-Secondary Status</b>	
Graduating class size	123
Enrolled in a 4-year college or university	44%
Enrolled in a community college	34%
Enrolled in career/technical training program	2%
Found employment	5%
Joined the military or other public service	6%
Other	9%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

The mission is to promote excellence in academic, career, and technical studies in order to prepare students to enter and remain competitive in a global workforce.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Atlantic Technical College and Technical High School (ATC) is a public magnet high school. Parents submit applications for students online. Broward County Public Schools (BCPS) Magnet Policy determines student eligibility. Students must meet a minimum grade point average of 2.5 in academic core classes and level 3 or higher on the Florida Standards Assessments (FSA) in English Language Arts (ELA) and Math. If a student has not been tested through FSA, then a standardized test score in the 50% percentile or higher qualifies the student’s eligibility. Scores earned in 7th grade are used to determine 9th grade entrance to ATC. A student’s overall academic history from middle school is used to calculate his/her grade point average. Once a student meets magnet criteria, they are placed in a pool of applicants. The BCPS Office of Demographics and Student Assignments utilizes a random selection process to accept students. Preference is given to students who have a parent who are actively serving in the military, students who have a sibling enrolled in the school, and children of employees who work at the school.

## **PART III – SUMMARY**

---

Atlantic Technical College and Technical High School, founded in 1973, is a public secondary and postsecondary institution operating under the School Board of Broward County and Florida Department of Education. The high school serves 610 students in grades 9-12, drawing from 14 high schools and 25 zip codes. Our student population has greater minority representation than what is denoted in the 271,500 students enrolled in the 234 schools districtwide.

The 2002 school year marked a significant milestone. In August, 141 full-time high school students enrolled in the first freshman class of ATC's new Technical High School. In 2005 the high school reached maximum enrollment of 600 students. Every year since, maximum enrollment has been met, creating subsequent waiting lists.

ATC's mission is to provide the finest Career and Technical Education (CTE) training in the nation. As part of the Technical College, the high school prepares students to be college and career ready through rigorous academic skills and high-skill, high-demand occupational field concentrations. The school design is based on the philosophy of Coalition of Essential Schools and High Schools That Work, two nationally recognized educational reform models that promote high intellectual goals for all students, personalized teaching and learning, and a hands-on approach to learning and achievement.

The Washington Post recognized ATC as One of America's Most Challenging High Schools in America. Newsweek identified our high school as doing an excellent job preparing our students for college while overcoming obstacles posed by students' economic disadvantages. We ranked 147 out of 500 high schools that helped low-income students overcome the odds, scoring at or above average on their state assessments.

The high school has been "A" rated by the State of Florida for the last eight years and 12 times in our 16-year history. We have been recognized as a School of Excellence and Distinction by Magnet Schools of America. Metis Associates, a national research and evaluation firm, conducted a comprehensive review of the magnet programs in BCPS, and ATC was recognized as a high-performance magnet program in the top 20%. Additionally, we are one of 30 nationally recognized High Schools for Urban Success.

Our students and families value this unique education, respect the faculty and staff, see their opportunities to a successful future, and feel well-prepared evidenced by our "A" rating from our students, staff, and parents on the BCPS Customer Survey. Our school continually strives to improve learning and student achievement through a caring and supportive environment.

ATC challenges our students to be well-rounded and to develop their full potential through the alignment of their academic and technical education, supporting them every step of the way in their journey to graduation. Quality education is provided for all students by encouraging curiosity, innovation, and creativity through rigorous academics and state-of-the-art technical programs.

The average student-classroom teacher ratio is addressed through 4x4 block scheduling in their academic and technical coursework. Twenty-four high school teachers attend to the academic needs of our 610 students with the student-classroom teacher ratio of 25:1. In 11th and 12th grades, 281 students are career dual enrolled in a CTE program taught by 21 career technical education teachers. The student-classroom teacher ratio for this group is 13:1.

The high school students provided insight on how our unique environment impacted their journey while they were enrolled. Students hold teachers (academic and technical) in high regard and felt our teachers looked at them as whole people. Beyond the academics, they felt teachers are available to resolve personal and/or emotional issues, inside or outside of the classroom. Students did not expect to bond with the teachers on the level they did, and they were surprised and thankful for the level of respect the teachers had for them. Because students trusted them, this allowed the teachers to push them a bit harder to take on leadership roles. Once the students realized hard work was key to a leadership position during the school day, other opportunities were opened, such as interacting with the City of Coconut Creek governmental officials,

Florida Legislators, and local business and industry leaders.

Enrollment in the technical programs taught students how to work with people from different backgrounds and ages. Expectations for success in the technical programs are the same for high school and adult students. Most importantly, students felt their maturity level increased due to ATC's focus on an expected and unwavering standard of behavior in and out of school.

When asked about the most important lesson learned as an ATC student, without hesitation they responded that our school "prepared them for their future by providing career opportunities and guidance, but still provided an enjoyable high school experience. ATC gave us the best of both worlds with endless opportunities." With the ability to evaluate their own actions, they develop a strong desire for personal advancement, realizing they can create their future, not just accept the status-quo.

## **PART IV – CURRICULUM AND INSTRUCTION**

---

### **1. Core Curriculum:**

#### **1a. Reading/English language arts:**

The ELA Department introduces 9th and 10th grade students to various modes of writing: narrative, expository, argumentative, and analytical. Students read, analyze, and discuss a variety of literature, including essays, poetry, short stories, drama, and novels. Teachers hone student listening and discussion skills, emphasizing the importance for sound critical thinking. Instructional approaches and assessment types used during instruction include essays, small-group work, oral presentations, whole-class discussions, explicit instruction, quizzes, and tests. Teachers prepare students for the state-mandated FSA-ELA.

Eleventh and twelfth grade teachers build upon the skill sets of students, focusing more on the higher-level skills of analysis, synthesis, and evaluation. Teachers use a variety of instructional approaches and assessments for the upper-level courses, including the Socratic seminar, essays, small-group work, oral presentations, whole-class discussions, quizzes, and tests.

Florida Standards are incorporated in lessons at every grade level. Some highlights of the ELA curriculum include the Reading for College Success course, which incorporates analysis of informational texts to develop critical reading skills for college, and Debate, which develops critical thinking, speaking, and listening skills. Academic dual-enrollment courses offered on ATC's campus allow students to gain college and high school credit at the same time.

To enhance instruction, Khan Academy, NoRedInk, Newsela, Vocabulary.com, Discovery Education, and Houghton Mifflin Harcourt Education Online are used. Data from classroom assessments is analyzed to gauge student improvement and brainstorm ways to enhance instruction. PSAT, SAT, and FSA results are disaggregated, and teachers practice PSAT and SAT skills with students through mini-lessons and activities to address skill gaps. Staff meets weekly in professional development communities to discuss assessment results and brainstorm interventions to improve student performance. We chose our curricular approach in order to prepare students for the competitive global workforce.

#### **1b. Mathematics:**

Course progression for grades 9-12 is Algebra 1 Honors, Geometry Honors, Algebra 2 Honors, and Trigonometry. Students coming to ATC with high school math credit earned in middle school are placed appropriately. After this sequence, students can take Honors Precalculus and Honors Calculus. Students may apply for academic dual enrollment college-level courses, taught on ATC's campus beginning August 2019.

Instructional approaches utilized by teachers are driven by Florida Standards. Teachers actively engage students through direct instruction and provide students opportunities in the classroom to demonstrate their understanding. Students initially focus on learning the fundamentals of solving equations, word problems, graphing linear equations, solving linear systems, and quadratics, as these are the foundations for all math instruction that students will encounter in their academic and technical studies.

Teachers use differentiated instructional approaches such as small group instruction, virtual instruction, and manipulatives and hands-on tools. Virtual instruction through Math Nation and Khan Academy are used to reinforce direct instruction. PSAT and SAT skills are practiced daily through math warm-ups.

The math classrooms are equipped with smart boards, smart LCD displays, and graphing calculators. Students and teachers utilizing the technology lead classroom review sessions before chapter tests and create short math review videos that are posted on YouTube and Edmodo.

Assessment data is collected and analyzed from End-of-Course (EOC) Assessments in Algebra 1 and Geometry, PSAT, and SAT. Teachers use multiple-choice and open-response question assessments to

determine if a student needs intervention. Individual instruction is used as remediation in class and during after-school tutoring. If assessment data indicates a student is not mastering the Florida Standards, he/she is enrolled in an online math class and encouraged to remediate through the summer. For continuity, these students are scheduled in a math course during the first semester of the next school year.

### **1c. Science:**

Whereas our science curriculum dovetails state standards and district learning scales, the backbone of the science instruction is the nature of science itself. Our course offerings focus on observation, measurement, data collection and analysis, calculation, synthesis, error analysis, and conclusions, with mathematics and writing incorporated.

Students must complete three years of science before graduating. ATC offers a wide variety of courses: Honors Biology, Regular and Honors Chemistry, Marine Science Honors, Regular and Honors Physics, Environmental Science Honors, and Honors Anatomy and Physiology. In addition, we offer academic dual enrollment and Advanced Placement (AP) courses. Data from EOC scores, PSAT results, and teacher and student input determine appropriate course placement.

Students are career dual enrolled in a CTE program during their junior and senior years. One key role of the science department is to support students as they pursue their CTE programs. Students interested in becoming nurses, EKG technicians, or pharmacy technicians may choose to take Dual Enrollment Biology or Anatomy and Physiology, while those studying electricity or air conditioning may choose AP Physics. This complementary nature of academic and technical preparation for work, advanced study, or both is the defining mission of ATC and a major aspect of a tiered approach to technical and scientific learning. Differentiated instruction is in part assured by the CTE program and the supporting science classes that parallel the program.

The applications of technology and project-based learning are predicated on the topics studied and the aligned standards. Hence, biology and environmental science students hatch and herd fruit flies, environmental science students scoop pond water and monitor the life within, and physics students use Excel to model energy transfer in a simple pendulum.

### **1d. Social studies/history/civic learning and engagement**

The core curriculum includes honors courses in World History, United States History, Comprehensive Law Studies and Government/Economics. AP level coursework is offered in US History, Psychology, and Human Geography. The scope and sequence focuses on active civic engagement, communication skills, and understanding ideas essential for the study of history: causation, comparison, contextualization, and the crafting of arguments with supportive evidence.

ATC's high-yield instructional approach emphasizes analyzing primary source documents for author bias, chronological reasoning, audience, and significance. Differentiated instruction utilizes visual, auditory, and kinesthetic learning. Writing to learn is an important goal. Multi-Tiered System of Supports (MTSS) include conferences with students, discussions with other teachers and Certified School Counselors, and communication with parents.

Florida Standards are embedded in every lesson to ensure students' mastery of content. The learning standards are integrated in classrooms with debates, reenactments, mind maps, and mock trials. Statistics have shown when students read, write, and create hands-on projects, they retain content and evaluate various points of view more effectively.

ATC consistently engages students in problem-based learning by analyzing different perspectives of historical events. Students participate in the History Fair where they construct historical websites and documentary DVDs. Whereas in Democracy in Action, students craft a draft bill for the Florida State Legislature. Students utilize Canvas, Khan Academy, Kahoot, Jeopardy, PowerPoint, and Floridastudents.org. Instructors teach research and inquiry skills to analyze, synthesize, and evaluate history.

The department continuously evaluates student data and assessments through quizzes, tests, and oral/written responses to determine students' mastery of subject matter. Data chats are held with students to guide their success on the US History EOC, PSAT, SAT, and the College Board's rigorous AP Exams.

### **1e. For secondary schools:**

Every ATC student has the opportunity to graduate with a college- and career-ready high school diploma, a postsecondary technical program certificate of completion, articulated college credit, and two additional quality points on their weighted GPA for every CTE course completed with a C or better. Articulated credits earned in their CTE program may apply towards an aligned degree within the state college system benefiting from collaboration among BCPS, Broward College, and the Florida State College System. Students who earn one or more recognized industry credential may articulate additional college credit or they can transfer CTE credits into an Apprenticeship Training program.

### **1f. For schools that offer preschool for three- and four-year old students:**

## **2. Other Curriculum Areas:**

ATC high school students are scheduled on a 4x4 block schedule for all courses, earning 8 credits per year with a minimum of 32 credits, exceeding the 24 credits required by the state for a standard high school diploma. Each course meets 90 minutes every day for two quarters.

**Arts:** The arts are permeated throughout the curricula at ATC. Digital arts are part of the computer science courses, and artistic skills are developed in technical programs such as collision repair, culinary, and drafting. In addition, the Student Government Association works with the district Student Enrichment through the Arts program to expand our students' exposure to cultural events by attending several plays and orchestra performances at the Broward Performing Arts Center. A MakerSpace area has been created, allowing for artistic expression both during and after school.

**Physical Education/Health/Nutrition:** Physical Education courses are required in 9th grade for one semester and weight training is offered for students in grades 10-12. ATC's program tackles health and wellness issues and is organized into units such as nutrition, fitness, social health, and avoiding harmful substances. These are accomplished through hands-on projects and class activities that develop motor skills, healthy active living, sportsmanship, self-efficacy, and emotional intelligence. ATC does not have a typical gym, so unique activities include archery, swimming (30% of incoming 9th graders do not know how to swim), a pyramid competition, and utilization of a state-of-the-art fitness center.

**Foreign Language:** ATC's only Foreign Language offering is Spanish in levels 1-4 and AP, which are taken in 9th and 10th grades. Students coming to ATC with high school foreign language credit earned in middle school are placed appropriately, thus assuring two consecutive credits required for entrance to the Florida University System. In addition to teaching students the language, strategies incorporate and foster problem-solving and critical-thinking skills preparing them to be a global citizen. Latin roots and English grammar comparisons help students better prepare for the PSAT, SAT, and ACT, as well as AP and college courses.

**Technology/Library/Media:** For 9th and 10th grade students, ATC utilizes Code.org curricula (Exploring Computer Science and AP Computer Science Principles), which is designed to focus on serving underrepresented students in the field of computer science. Students create websites, apps, and games while learning computational thinking, problem solving, and basic programming which are essential 21st century skills. While enrolled in their CTE programs, 11th and 12th grade students build upon their technological skill sets by solving problems in a real-world setting. The Learning Commons (LC) is a meeting area, library, and computer lab used daily by students. Providing an environment that supports meaningful learning, students are free to think critically, access resources, or engage in quiet study and/or group instruction.

Other Curriculum Programs: ATC has implemented a comprehensive plan that covers all academic and technical coursework. However, students are always in need of attaining essential life skills in a nurturing, non-threatening environment. Ninth grade includes career exploration through Naviance and life skills delivered via online modules on EverFi and AlcoholEdu just to name a few. Tenth graders study an analytic approach to character building: contempt and goodwill, communication, race and culture, and Safe Dates. In all grade levels, students focus on motivation, active listening, team building, and group leadership, preparing them to be successful supportive adults. All 11th and 12th graders are career dual in CTE programs as well as academic coursework, allowing them to graduate with a college- and career-ready high school diploma. Students pursue one of twenty-six technical programs across seven Career Clusters, and each of the programs incorporates internship placements and/or apprenticeship opportunities. The application of what students are learning in the classroom is evidenced by successful participation in Career and Technical Student Organizations, such as Business Professionals of America (BPA), Health Occupational Students of America (HOSA), and SkillsUSA. ATC's students consistently win at the regional, state, and national levels due to their outstanding aptitude and professionalism. In 2018, ATC earned the National Academy Foundation (NAF) Distinguished Level—the highest level of achievement an academy can earn. Distinguished academies demonstrate exceptional fidelity to an educational design that prepares students for college, career, and future success. Only 77 academies earned the distinction that year.

### **3. Special Populations:**

Committed to tailoring instruction to meet the school's diverse student population who are from all socioeconomic backgrounds, ATC implements culturally responsive teaching practices and equity initiatives. The school provides differentiated instruction for students below or above grade level in an academically rigorous environment. The goals are achieved through a challenging, college-prep curriculum while offering AP and dual enrollment classes, real-world experiences through internships, and hands-on applications provided by CTE programs.

Despite more than 60% of the school population on free and reduced lunch, the graduation rate is 100%. The English Language Learner (ELL) population in 2017-18 included 2 students (3.47%). Out of the 27 Students with Disabilities (SWD) (4.7%), most are learning disabled, and of the 47 gifted students (8.1%) most are black females.

The needs of SWDs and ELLs are provided through Exceptional Student Education (ESE) and English Speakers of Other Languages (ESOL) strategies that include flexible scheduling, setting, and timing. Teachers utilize content-area literacy strategies, providing clear directions and concise language, giving ample response time, chunking text, and providing examples versus non-examples. Students use advanced organizers such as timelines, Venn Diagrams, digital tools/software with embedded learner accommodations, and Cornell Notes. Students not attaining proficiency on FSA-ELA are placed in a semester-long reading course. If assessment data indicates a student is not mastering the Florida Math Standards, he/she is enrolled in an online class via Math Nation or virtual school.

To further support students, there are scheduled Professional Learning Community (PLC) meetings during which certified school counselors and teachers collaborate to discuss student needs and strategies for improving the quality of education: academic, psycho-social, and behavioral. The counselors encourage dialogue to support teachers and ask for suggestions to address the needs of students who are performing both below and above grade level. Staff utilizes the BCPS Basis system to document strategies and interventions. Students are encouraged to attend the Academic Enrichment Program (AEP) to receive additional academic support or enrichment. Contracts are implemented for on-going academic, attendance, and behavioral concerns to encourage student self-awareness, reflection, and accountability. If concerns persist, the Collaborative Problem-Solving Team (CPST) meets monthly, using the Multi-Tiered System of Supports (MTSS) approach. The members of CPST include the certified school counselors, ESE Specialist, ESE Support Facilitator, Assistant Director, Literacy Coach, school Social Worker, classroom teacher, and invited parents.

above grade level. In addition, an academic dual enrollment program offers students the opportunity to take college-level courses on ATC's campus and/or at state colleges and universities, online or face-to-face.

To further reduce achievement gaps in ELA, the school offers intensive reading as well as one-on-one tutoring with the Literacy Coach. Math students complete on-line coursework monitored by a math teacher and individualized one-on-one tutoring by Mu Alpha Theta students. To assure students are guided appropriately, certified school counselors meet with them quarterly, through a combination of classroom visits and tailored one-on-one meetings. This systematic approach ensures that our students are college, career, and life ready.

## PART V – SCHOOL SUPPORTS

---

### 1. School Climate/Culture:

ATC's unique school climate creates ways to help students collaborate and build social skills by providing a positive environment conducive to learning. Academic support ranges from time management and goal setting to synthesizing research and professional development. Heterogeneous and homogeneous groupings are implemented to maximize learning in a cooperative environment. Students participate in Socratic Seminars, panel discussions, debates, and academic games.

To support emotional growth, the school incorporates positive national initiatives such as Start with Hello and Mix-It-Up. These initiatives help students build social skills, improve self-esteem, and create friendships. ATC creates an environment where students feel they belong. Through an atmosphere fostering school spirit and social involvement, more than 20 clubs, as well as club-level sports teams offer a variety of activities in which students may participate. SGA hosts Freshmen Invasion Night with games and activities for incoming freshmen. The Unplug and Reconnect Club focuses on disconnecting students from their electronic devices and connecting with others through board games. As stakeholders, students actively manage the Inter-Club Council (ICC) that meets each month to schedule all student activities.

Students are engaged and motivated by their participation in student recognition programs. One such program encourages students to be Ready-to-Work, On-time, Attentive, and Respectful (ROAR). Student achievements are highlighted on the school website and through social media. Students who earn an industry credential in their CTE program are recognized in their classroom, on the website, and at graduation. Students are celebrated at the end of the year awards ceremonies (academic, community service, citizenship and character).

The school fosters a friendly work and learning environment, embracing diversity, and racial and gender equity where teachers feel valued and supported. Participation in professional development opportunities and attending professional conferences, aligned to subject area expertise, is encouraged and supported by administration. Knowledge and best practices are exchanged during PLC sessions as well as during reciprocal mentoring. Employees are recognized for the work they do inside and outside of the classroom through a staff newsletter, at staff meetings, and with lunch vouchers for instructional achievement. Quarterly luncheons are organized to celebrate birthdays and personal milestones.

### 2. Engaging Families and Community:

ATC utilizes programs to work with families and community members to achieve student success and school improvement. The school encourages collaboration with stakeholders through the School Advisory Council (SAC) meetings, which include students, parents, business, and community representatives. Families are engaged through the School Advisory Forum (SAF). Parents and staff work together to address important issues affecting their children's success.

Technical programs are required to have Business/Industry Advisory groups comprised of experts in the field. Each advisory meets bi-annually to review curriculum, classroom equipment, and technical specifications. They make recommendations for upgrades, discuss emerging technologies and how they can be incorporated into instruction, and review credentials required for employment. These groups provide vital input in assuring ATC provides current and relevant training to our students to meet employer needs.

ATC partners with community organizations to support students academically, socially, and emotionally. Take Stock in Children and Women of Tomorrow are two important mentor programs for students in grades 9-12. Community mentors meet weekly with students and a college success coach assists with all activities associated with the college process. Students set personal goals for academic achievement, which could result in being awarded scholarships to college. Students in grades 11-12 participate in Junior Achievement (JA), where members of local businesses work with students in the areas of business and entrepreneurship. JA students are encouraged to take leadership roles. This has resulted in students gaining

internships with local businesses, government, and community organizations. Students enrolled in the Architecture and Construction Career Cluster participate in the Architecture, Construction, and Engineering Mentor Program. The mentors encourage students to pursue careers in design and construction by using hands-on activities to solve real-world problems. To demonstrate student success in becoming career ready, 12th grade students participate in an annual senior exhibition, showcasing CTE skills they have learned to staff, parents, local community members, and underclassmen. ATC alumni participate and give feedback on the type of work-ability skills students need to enter the workforce. City of Coconut Creek officials hold quarterly working lunches with school members and provide students summer internship opportunities to learn more about local government and community involvement.

Parents and community are informed about students' achievements or challenges through the school website and social media accounts. The school utilizes automated phone calls to notify parents of important school-related events. An annual Free Application for Federal Student Aid workshop is held to assist families seeking aid to attend postsecondary institutions. Overall, ATC has increased student success and school improvement through involvement from school leaders, parents, and community members.

### **3. Professional Development:**

As instruction drives a school, so the PLCs drive instruction. At ATC, the PLCs follow BCPS structure: Curriculum, Assessment, Remediation, and Enrichment (CARE). While BCPS provides the framework of the CARE Cycle, the school community determines the topics and actions.

For the past two years, a major goal of BCPS and ATC has been to assist students in improving their scores on college entrance exams. Administration has encouraged improvement in this area and brought ideas to the PLCs. The PLCs meet in three primary modes: full staff, departmental by subject, and small groups by interests. Through extensive collaboration, staff identified areas of weakness in preparation of students for these assessments and have implemented practices to improve. As part of the identification process, students were queried about their needs to be better prepared. With student, teacher, and administrative input, strategies were developed and implemented including an on-line math course through our school's learning management system, a meaningful way to use Khan Academy in a measured and monitored format, and an increased number of timed assessments given in school to better simulate the exam experience.

Assuring alignment to the academic standards was met; a focused approach in the classroom was implemented. Teachers use content specific materials and construct activities and assessments reflecting the rigor of college entrance exams. These required students to demonstrate standards such as evidenced-based reasoning, synthesizing information, evaluating arguments for validity, and solving real-world problems. These acquired skills transfer over academic and CTE areas. Some of the most valuable exchanges of information in our PLCs come from small groups discussing the successful methods used to get students to master the standards. This exchange of best practices among colleagues is as effective as a lengthy workshop.

The PLCs have provided an arena for teachers and administrators to brainstorm ways to help students as we consider the needs of the community. The ability for teachers and administrators to work together to formulate a plan for the school allows administration to have a focused approach to teacher observations. This valuable feedback from administration, both individual and group, guides teachers in determining their professional development needs.

### **4. School Leadership:**

Leadership at ATC is guided by the school's philosophy to be an innovative CTE provider, emphasizing high-skill, high-wage, high-demand occupational programs designed to meet the needs of business and industry with real-world connections. Magnet high school students participate in a rigorous academic program for those pursuing additional postsecondary education. The administrative team has the obligation of assuring all faculty and staff have what they need to successfully guide the achievement of every student. This includes providing up-to-date equipment and technology, training to keep skills current, and

professional development based on student data and faculty/staff input. Collaboration is the cornerstone of ATC's success, as there are so many components that affect high school students.

The ATC leadership team is multi-faceted. It is comprised of the director/principal, six assistant directors, one of whom oversees day-to-day high school operations and two others who are involved with the high school in some capacity, certified school counselors, teacher leaders, and department chairs. Teams that meet regularly include the administrative team, the High School Leadership Team (HSLT), the Instructional Council, and departments that meet bi-monthly at the College Leadership Team meetings. Meetings are used to discuss, plan, and monitor success as well as make recommendations for improvement and initiate new programs. In addition, the high school administrator is an integral member of the Collaborative Problem-Solving Team (CPST), where students' needs are discussed using data for those who may be at-risk either academically, behaviorally, or emotionally.

Student input is instrumental to the school's success. The high school administrator meets with the Inter-Club Council each month. This group guides all activities on campus and provides a forum for the administrator to share information as well as listen to student concerns and ideas. A new group, Prevention Cadets, has recently been formed. A representative from each fourth period class meets monthly with the high school administrator and the School Resource Officer to share information.

Additional stakeholder partnerships include business/industry advisories, SAC, comprised of the director/principal and members from the faculty and staff, parents, students, business and community members, and SAF, consisting of the high school administrator, a parent chairperson, parents, and students.

The ATC leadership team's priority is to create a learning environment that is challenging, standards-driven, and in line with both industry and college-readiness standards. Through its dedication to achievement and continuous improvement techniques, ATC will continue to be a successful and innovative school.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

---

The one practice that has been the most instrumental to the school's success is personalization. This practice starts the moment a new student is registered. New and returning students meet individually with a certified school counselor to discuss future goals that are used to aid in crafting a student's academic progression. Parents are also included in this discussion and sign a contract committing to be actively involved in their student's success. ATC builds the school's master schedule based on the needs of the students rather than what instructors want to teach. The high school is nestled on a 30-acre technical college campus where there are many individuals to nurture and guide students on a daily basis.

In 10th grade, students and their parents are actively involved in a yearlong CTE program selection for their 11th and 12th grade years. This process includes personalized career assessments, CTE tours and information sessions, and meeting one-on-one with the CTE Advisor to finalize their technical program.

ATC academic curriculum is aligned to the frameworks for all CTE programs. For example, the Geometry instructor crafts a lesson with the Machining instructor to support a student who may not conceptually understand Trigonometry. This personalized approach allows a student to utilize a milling machine to create a tangible representation of an abstract trigonometric concept. Instructors are given guided academic freedom while still adhering to the state standards. This allows instructors to personalize lesson plans based on students' needs, dreams, and desires. This process lifts the burden of having to teach only standards and inspires instruction that is meaningful to both the student and the instructor. Because students are given personalized attention, each student is college ready by the 11th grade.

During a focus group with current students from CTE programs, one overall theme that came through was this theme of personalization. Students stated, "I did not think that I would bond with my teachers, but I did, and it moved me to build better personal relationships." It is through these personal relationships that some students were motivated to start internships and careers in their CTE program area of study. Some students from the focus group stated, "Teachers push me to take a leadership role, making me understand that working hard and being involved is important."