

Flagler Schools

Flagler Palm Coast High School



2020-21 Schoolwide Improvement Plan

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Flagler Palm Coast High School

5500 E HIGHWAY 100, Palm Coast, FL 32164

www.flaglerschools.com

Demographics

Principal: James Russell

Start Date for this Principal: 7/21/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	59%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: B (58%) 2017-18: B (58%) 2016-17: B (56%) 2015-16: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Flagler County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

As a courageous, innovative leader in education, Flagler County Public Schools will be the Nation's premier learning organization where ALL students graduate as socially responsible citizens with the skills necessary to reach their maximum potential.

Provide the school's vision statement

Flagler County Public Schools ensures educational success through high expectations and innovative thinking in a safe learning environment to empower students to reach their full potential as responsible, ethical, and productive citizens in a diverse and changing world.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Russell, James	Principal	As the principal of Flagler Palm Coast High School, Mr. Russell oversees the leadership team, leadership development, evaluations of faculty and staff, continuous school improvement, and the implementation of programs and curriculum.
Lovelette, Nathan	Assistant Principal	Nathan Lovelette is the director of the i3 New Tech academy, oversees student services, and evaluates faculty and staff at Flagler Palm Coast High School..
Roe, Kiera	Assistant Principal	Kiera Roe oversees teaching and learning, flagships, acceleration, technology and evaluates faculty and staff at Flagler Palm Coast High School.
Halliday, David	Other	Dave Halliday is the 11th and 12th grade Graduation Coach. Dave identifies students for the Graduate 100 program, meets with the Graduate 100 team (teachers, parents, & counselors) to create academic plans so students can successfully receive a diploma in four years, and creates opportunities for students to pursue careers/college after graduation.
Koushakjy, Abude	Assistant Principal	Abude Koushakjy oversees ESE and ESOL, and evaluates faculty and staff at Flagler Palm Coast High School.
Oshesky, Rebecca	Other	Rebecca Oshesky is the ESOL Coordinator and provides Tier 3 intervention to students that have not successfully completed English 1 and/or 2 courses.
Brush, Katie	Other	Katie Brush is an English intervention teacher. She provides Tier 2 and 3 support to students in the bottom quartile and students in the MTSS process.
Campanella, Anthony	Other	Anthony Campanella is the 9th and 10th grade Graduation Coach. Anthony identifies students for the Graduate 100 program, meets with the Graduate 100 team (teachers, parents, & counselors) to create academic plans so students can successfully receive a diploma in four years, and creates opportunities for students to pursue careers/college after graduation.
Godino-Faircloth, Maria	Other	Maria Godino-Faircloth provides Tier 3 intervention to students that have not successfully completed Algebra and Geometry.
Jackson, Micheal	Other	Michael Jackson is a math intervention teacher. He provides Tier 2 and 3 support to students in the bottom quartile and students in the MTSS process.

Name	Title	Job Duties and Responsibilities
McNally, Tina	Other	Tina McNally is a math and science intervention teacher. She provides Tier 2 and 3 support to students in the bottom quartile and students in the MTSS process.
Gambone, Amy	Other	Amy is the MTSS Coordinator. She collects and analyzes data, schedules MTSS meetings and determines if a student needs to be moved into the MTSS process or if a student is ready to meet eligibility.
Ferrer, Amy	Assistant Principal	Amy Ferrer oversees the Graduate 100 program, MTSS, New Teacher Induction, data, and faculty and staff evaluations at Flagler Palm Coast High School.
Roberson, Toussaint	Assistant Principal	Toussaint Roberson oversees facilities, safety, security, Title 1 budget, and evaluates faculty and staff at Flagler Palm Coast High School.

Demographic Information

Principal start date

Sunday 7/21/2019, James Russell

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

20

Total number of teacher positions allocated to the school

128

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No

<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p>	<p>59%</p>
<p>2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)</p>	<p>Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students</p>
<p>School Grades History</p>	<p>2018-19: B (58%) 2017-18: B (58%) 2016-17: B (56%) 2015-16: C (50%)</p>
<p>2019-20 School Improvement (SI) Information*</p>	
<p>SI Region</p>	<p>Northeast</p>
<p>Regional Executive Director</p>	<p>Dustin Sims</p>
<p>Turnaround Option/Cycle</p>	<p>N/A</p>
<p>Year</p>	
<p>Support Tier</p>	
<p>ESSA Status</p>	<p>TS&I</p>
<p>* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.</p>	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

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

Date this data was collected or last updated

Tuesday 7/21/2020

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	677	671	639	637	2624
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	63	67	86	95	311
One or more suspensions	0	0	0	0	0	0	0	0	0	9	12	12	12	45
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	135	211	185	208	739
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	118	110	92	85	405

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	3	2	6	7	18

The number of students identified as retainees:

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

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	677	671	639	637	2624
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	63	67	86	95	311
One or more suspensions	0	0	0	0	0	0	0	0	0	9	12	12	12	45
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	135	211	185	208	739
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	118	110	92	85	405

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	3	2	6	7	18

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	57%	72%	56%	56%	67%	56%
ELA Learning Gains	51%	61%	51%	50%	60%	53%
ELA Lowest 25th Percentile	37%	37%	42%	40%	39%	44%
Math Achievement	53%	59%	51%	59%	52%	51%
Math Learning Gains	52%	51%	48%	56%	48%	48%
Math Lowest 25th Percentile	46%	46%	45%	54%	45%	45%
Science Achievement	74%	68%	68%	65%	67%	67%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Social Studies Achievement	72%	72%	73%	70%	75%	71%

EWS Indicators as Input Earlier in the Survey						
Indicator	Grade Level (prior year reported)				Total	
	9	10	11	12		
	(0)	(0)	(0)	(0)	0 (0)	

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	60%	61%	-1%	55%	5%
	2018	54%	58%	-4%	53%	1%
Same Grade Comparison		6%				
Cohort Comparison						
10	2019	51%	54%	-3%	53%	-2%
	2018	55%	55%	0%	53%	2%
Same Grade Comparison		-4%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	74%	68%	6%	67%	7%
2018	57%	62%	-5%	65%	-8%
Compare		17%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	74%	72%	2%	70%	4%
2018	69%	71%	-2%	68%	1%
Compare		5%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	45%	60%	-15%	61%	-16%
2018	56%	65%	-9%	62%	-6%
Compare		-11%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	55%	61%	-6%	57%	-2%
2018	52%	59%	-7%	56%	-4%
Compare		3%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	27	21	17	38	32	29	39		74	6
ELL	32	40	23	31	38		44	58		87	38
ASN	65	36		82			75	86		93	86
BLK	37	43	36	25	38	37	51	53		81	32
HSP	55	51	36	55	54	48	75	73		83	49
MUL	56	57	44	52	54		80	62		88	61
WHT	63	53	38	61	55	52	79	78		88	53
FRL	48	47	37	46	50	46	66	65		82	42

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	17	43	37	32	61	57	21	43		57	18
ELL	17	24	23	35	50						
ASN	81	74		76	50		75			91	70
BLK	34	40	32	44	41	38	43	49		71	33

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
HSP	56	51	41	60	61	71	61	68		78	46
MUL	42	49	50	57	61	60	43	81		85	59
WHT	62	51	42	64	59	55	74	76		82	55
FRL	48	46	40	56	55	53	58	66		75	43

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	646
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners

Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students

Federal Index - Asian Students	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students

Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO

Black/African American Students	
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

Algebra I showed the lowest performance with only 45% of our students earning a 3 or higher on the FSA. In 2018-19 all students in an Algebra course sat for the Florida State Assessment to allow students ample opportunity to for remediation and retesting in the future. In the past students that were struggling in Algebra 1A were removed from the course and re-took Algebra 1A again and did not sit for the Florida State Assessment.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

Algebra I showed a decline with only 45% of our students earning a 3 or higher on the FSA. In 2017-2018, 59% of students earned a 3 or higher on the state FSA. In 2018-19 all students in an Algebra course sat for the Florida State Assessment to allow students ample opportunity to for remediation and retesting in the future. In the past students that were struggling in Algebra 1A were removed from the course and re-took 1A again and did not sit for the Florida State Assessment.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

Algebra I showed the greatest gap compared to the state. FPCHS had 45% of their students earn a 3 or higher on the state FSA, where the state had 62% of their students earn a 3 or higher on the state FSA. In 2017-2018, 59% of students earned a 3 or higher on the state FSA. The decline was due to having all students in an Algebra course sit for the Florida State Assessment to allow students ample opportunity to for remediation and retesting in the future. In the past students that were struggling in Algebra 1A were removed from the course and re-took 1A again and did not sit for the Florida State Assessment.

Which data component showed the most improvement? What new actions did your school take in this area?

In the 2018-2019 school year, Biology showed the most improvement with 74% of students earning a level 3 or higher on the state End of Course exam. Prior to the start of the school year, teachers were given the opportunity to participate in a professional learning community where they created common assessment, labs, and activities. Teachers met regularly in 2018-2019 to discuss student data from the common assessment, labs, and activities. These actions led to a 13 point gain in biology scores.

In addition to the previous year's data, Biology continued to show improved achievement on the Biology End of Course exam in December of 2019, with 85% of 9th grade students earning a 3 or higher. This increase in achievement can be attributed to the tier 2 and 3 support to bottom quartile students and students in the MTSS process by the Biology intervention teacher, Tina McNally.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

There are several areas of concern on the EWS data. One area of concern is our attendance data. Last year 25% of our students missed more than 10% of school. Another area of concern is our course failures. 32% of our students had more than one course failure in ELA or math.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. ELA Achievement of L25 students
2. Attendance of students
3. Career and College Acceleration of SWD
4. Increase Graduation Rate of all students
5. Academic Achievement of SWD

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to Literacy and High Expectations

Area of Focus Description and Rationale: In the 2018-2019 school only 37% of students in the lowest quartile achieved a level 3 or higher on the English Language Arts Florida State Assessment. Further, only 21% of students with disabilities in the lowest quartile achieved a level 3 or higher.

Measurable Outcome: If we implement literacy strategies in ELA, math, and science classrooms then the achievement of students in the lowest quartile on the state ELA assessment will increase by at least 5%, which will be monitored through progress monitoring assessments.

Person responsible for monitoring outcome: Amy Ferrer (ferrera@flaglerschools.com)

Evidence-based Strategy: English 1 and 2, Intensive Reading, Biology, US History, Algebra 1a/1b, and Informal Geometry/Geometry courses will administer progress monitoring assessments during the 2020-2021 school year. Intervention teachers will analyze the progress monitoring data, identify problem standards for students, and work in collaboration with the general education teacher to make more informed instructional decisions.

Rationale for Evidence-based Strategy: "According to the National Center on Student Progress Monitoring, progress monitoring has the following benefits when it is implemented correctly: 1) students learn more quickly because they are receiving more appropriate instruction; 2) teachers make more informed instructional decisions; 3) documentation of student progress is available for accountability purposes; 4) communication improves between families and professionals about student progress; 5) teachers have higher expectations for their students; and, in many cases, 6) there is a decrease in special education referrals (Fuchs, Compton, Fuchs et al., 2008)."

Action Steps to Implement

1. Identify students in ELA and Math courses that are in the MTSS process or are in the lowest quartile.
2. Administer a baseline STAR assessment in each of the identified courses.
3. Intervention teachers, general education teachers, and support facilitators will review data and identify student needs.
4. Supports will be provided to increase student achievement.
5. Teachers will administer the STAR assessment quarterly, review the data and provide the necessary interventions to increase student achievement.
6. FPCHS will offer live credit recovery tier 3 courses for English 1 and 2, and Algebra and Geometry, with highly effective content area teachers. These teachers will provide interventions to increase the overall academic success of the students.

Person Responsible Amy Gambone (gambonea@flaglerschools.com)

#2. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale: In the 2018-2019 graduation rate was above state average at approximately 86% of our students receiving a high school diploma. We believe this was due to the implementation of the Graduate 100 program. If we continue to implement, refine and review the Graduate 100 program we will continue to see growth in the amount of students that graduate in four years.

Measureable Outcome: If Flagler Palm Coast High School continues to grow and implement the Graduate 100 program there will be an increase in graduation rate, which will be monitored and refined through the monitoring of early warning indicators.

Person responsible for monitoring outcome: Amy Ferrer (ferrera@flaglerschools.com)

Evidence-based Strategy: Graduation Coaches, the MTSS Coordinator, and the intervention teachers will provide intensive, individualized support to students how have fallen off track and face significant challenges to success. The will identify students that are not currently on track for graduation through the monitoring of early warning indicators.

Rationale for Evidence-based Strategy: According to Institute of Education Sciences 2017 Practice Guide for Preventing Secondary Dropout, "Students who are already off track, who have not responded to interventions Recommendation 1 (monitoring progress and intervening proactively), or who must overcome large personal obstacles are unlikely to graduate without more intense intervention. Regularly monitoring ABC data will help staff identify which students are chronically absentor have failed multiple courses, which students are not responding to interventions, and which are facing significant personal challenges."

Action Steps to Implement

1. In May 2020, Graduate 100 team will identify Graduate 100 students.
2. Graduation coaches will meet with the identified students, their parents and guidance counselors to create an academic success plan for the 2020-2021 school year.
3. Students will be placed in credit recovery courses.
4. Students will meet with the Graduation Coach and Graduate 100 Lead Teacher regularly to discuss academics.
5. Graduation Coaches will set up Opportunity Fridays based on student interest.
6. Graduate 100 team will set up meetings with 10th and 11th grade during the first semester to create an academic success plan.
7. Graduate 100 team will meet biweekly and set up meetings accordingly with seniors that are not meeting requirements.

Person Responsible David Halliday (hallidayd@flaglerschools.com)

#3. Culture & Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale: In the 2018-2019 school year 24.5% of students missed 18 or more days of instruction due to absences.

Measureable Outcome: If Flagler Palm Coast High School increases parent and student awareness regarding the importance of attendance, then we will see the percentage of students of missing more than 18 days decrease by 10%, from the previous year. This will be monitored and refined through monthly attendance reports.

Person responsible for monitoring outcome: James Russell (russellj@flaglerschools.com)

Evidence-based Strategy: Flagler Palm Coast High School will engage both students and families by conducting a community wide public relations effort that will stress the importance of school attendance and the necessity of family involvement.

Rationale for Evidence-based Strategy: According to a Report on Absenteeism in the Nation's Public Schools, "Chronic absenteeism is most prevalent among low-income students, and it is low-income students who benefit the most from being in school every day. This indicates that one of the most effective strategies for providing pathways out of poverty is to do what it takes to get students who live in high-poverty neighborhoods to attend school every day, and that this alone, even without any additional qualitative improvements in the American education system, will drive up achievement, high school graduation, and college attainment rates and through them economic productivity and social progress."

Balfanz, R., and Byrnes, V., The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools. Johns Hopkins University Center for Social Organization of Schools, Baltimore, Md., 2012.

Action Steps to Implement

1. 9th grade students that had chronic absenteeism in 8th grade have been identified and will be working with a graduation coach to increase the number of days they are in school.
2. 10-12th graders with attendance issues that are in MTSS will be working with an intervention teacher that will call home if attendance issues arise.
3. Mailers will be sent home to students that have missed 3 consecutive days of school.
4. Family nights will focus on attendance, grades, and programs at FPCHS. They can be virtual when needed.
5. Create a faculty attendance committee.

Person Responsible Nathan Lovelette (loveletten@flaglerschools.com)

#4. Other specifically relating to Acceleration

Area of Focus Description and Rationale:

The percent of students at Flagler Palm Coast High School that earn an acceleration point before graduation.

Measureable Outcome:

In the 18-19 graduating class, only 50% of all students earned an acceleration point. Further, only 6% of students with a disability earned an acceleration point. If we identify students who have not received an acceleration point, provide them with the necessary placement tests, and place the student in an acceleration course then we will see an increase in the number of all students, including SWD, that complete a college course, AP/IB course, and/or Industry Certification Exam.

Person responsible for monitoring outcome:

Kiera Roe (roek@flaglerschools.com)

Evidence-based Strategy:

Guidance counselors, case managers, graduation coaches, and school administrators will strongly advocate for students with disabilities to have access to accelerated courses, and create incentives for students.

Rationale for Evidence-based Strategy:

“Designing multiple pathways is increasingly proving to be an effective strategy in providing all students with alternative methods of instruction and support across a wide range of college and career preparatory content areas. Providing multiple pathways that link academics and career preparation more tightly through flexible learning opportunities in the classroom and beyond is becoming a popular strategy for reforming secondary education and creating stronger links to postsecondary education and careers” (College & Career Readiness & Success, 2013, p. 17).

Action Steps to Implement

In August of 2020, guidance counselors will identify 12th grade students that still need an opportunity to sit for an acceleration course. Guidance counselors, graduation coaches, and support facilitators will contact parents of students on their caseload to inform them of the opportunity. If a student needs a PERT exam to qualify for an acceleration course, the testing coordinator will contact parents and provide students the opportunity to take the exam.

Person Responsible

Philip DeAugustino (deaugustinop@flaglerschools.com)

In January 2021, school leaders will review the AP Potential report. A parent meeting will be coordinated for qualifying students. Families will be notified they qualify for accelerated courses and the meeting will explain the benefits of taking an accelerated course.

Person Responsible

Kiera Roe (roek@flaglerschools.com)

In January 2021, 10th and 11th grade students will be notified of the acceleration courses they qualify for. In March, the 10th-11th grade students will meet with their guidance counselor and discuss their options, and if necessary, guidance will schedule students to take the PERT.

Person Responsible Philip DeAugustino (deaugustinop@flaglerschools.com)

In March 2021, the graduation coaches, MTSS interventionists, and the support facilitators will go to BTMS to meet with incoming 9th grade students. They will explain our flagships and CTE programs and create an academic plan geared towards their future, whether that be college or career readiness.

Person Responsible Amy Ferrer (ferrera@flaglerschools.com)

#5. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: According to the Every Student Succeeds Act, schools must have a Federal Index percentage of 41% or above for each subgroup. Out of the 10 subgroups, FPC is below the Federal Index number in the Students with Disabilities subgroup. The ESSA subgroup, Students with Disabilities (SWD), federal index number 30%.

Measureable Outcome: In the 18-19 school year, the SWD Federal Index was 30%. If we focus on increasing student achievement for SWDs in ELA, Science, and earning an acceleration point by providing support facilitation and intervention, we will see an increase of at least 2% in the federal index number for the ESSA Subgroup: SWD.

Person responsible for monitoring outcome: Abude Koushakjy (koushakjya@flaglerschools.com)

Evidence-based Strategy: Support facilitators and intervention teachers will collaborate on planning and teaching with general education teachers and monitor progress on common assessments to ensure students with disabilities are increasing achievement. Support facilitators and intervention teachers will push in to classes on a daily basis and pull students out for remediation and reassessment as needed.

Rationale for Evidence-based Strategy: “Recent studies show the benefits of co-teaching arrangements for students, teachers, and school organizations (Nevin, Cramer, Salazar, & Voigt, 2008). At the secondary level, co-teaching has been found to be effective for students with a variety of instructional needs including learning disabilities (Rice & Zigmond, 1999). Miller et al. (1998) described how a co-teacher team blended whole-class and small-group instruction, peer teaching, and small cooperative learning groups to provide language remediation strategies and activities within the general education curriculum resulting in increased literacy achievement for their students. Positive student learning outcomes encourage schools to adopt cooperative models such as co-teaching for the effective education of students with disabilities as well as students with differentiated learning needs based on ethnicity, culture, and language barriers (Arguelles, Hughes, & Schumm, 2000).”

Cramer, Elizabeth. “CO-TEACHING IN URBAN SECONDARY SCHOOL DISTRICTS TO MEET THE NEEDS OF ALL TEACHERS AND LEARNERS.” Florida International University

Action Steps to Implement

1. Identify SWD students in areas of lowest achievement: ELA, Science, and College & Career Readiness.
2. Provide Professional Learning opportunities for support facilitators, intervention teachers, and general education teachers to plan curriculum collaboratively using high yield Learning Focused strategies.
3. Create common assessments in ELA and Science for progress monitoring for the 20-21 school year.
3. Progress monitoring in ELA and Science courses by intervention teachers, support facilitators, and graduation coaches.
4. Provide Learning Focused Professional Learning opportunities for teachers of acceleration

courses such as IB, AP, and CTE.

5.. Monitor progress of SWD in acceleration courses such as IB, AP, Dual Enrollment, and Industry Certification courses.

Person Responsible Amy Ferrer (ferrera@flaglerschools.com)

#6. Other specifically relating to Enhanced Acceleration

Area of Focus Description and Rationale: In the 20-21 school year, due to the learning loss caused by Covid 19, FPCHS will focus on addressing student acceleration.

Measurable Outcome: Due to the learning loss in the fourth quarter, students were unable to master all standards in their math and english courses. Teachers will work to close the achievement gap using acceleration strategies and progress monitoring of students throughout the 20-21 school year.

Person responsible for monitoring outcome: Kiera Roe (roek@flaglerschools.com)

Evidence-based Strategy: English and math teachers will implement Learning Focused acceleration strategies in the classroom and administer progress monitoring assessments. Learning Focused strategies include but are not limited to: effective vocabulary instruction strategies including the use of vocabulary.com, the use of effective essential questions in instruction, and the use of content-appropriate graphic organizers.

Rationale for Evidence-based Strategy: In the book, Learning in the Fast Lane by Suzy Pepper Rollins, she discusses the difference between remediation and acceleration and why acceleration works. "Rather than concentrating on a litany of items that students have failed to master, acceleration readies students for new learning. Past concepts and skills are addressed, but always in the purposeful context of future learning." "As we know, students learn faster and comprehend at a higher level when they have prior knowledge of a given concept. The correlation between academic background knowledge and achievement is staggering: prior knowledge can determine whether a 50th-percentile student sinks to the 25th percentile or rises to the 75th (Marzano, 2004)."

Action Steps to Implement

In July 2020, identified English and math teachers will attend a professional learning to identify standards of struggle or standards lost during the 19-20 school year.

Person Responsible Kiera Roe (roek@flaglerschools.com)

In August 2020, all teachers will attend a training on acceleration. English and math teachers will meet with their content areas to discuss the identified standards from July and how they can incorporate those standards into their pacing guide at the next grade level. Teachers will also adjust their common assessments to address standards lost in the previous grade level.

Person Responsible Kiera Roe (roek@flaglerschools.com)

English teachers will administer the STAR assessment to all English 1-3 classes and English 4 tiered classes for progress monitoring in the 20-21 school year.

Person Responsible Katie Brush (brushk@flaglerschools.com)

Math teachers will administer Edulastic progress monitoring assessments created by the math coach for progress monitoring in the 20-21 school year.

Person Responsible Maria Godino-Faircloth (godinofaircloth@flaglerschools.com)

Math and English teachers will meet quarterly for data chats to discuss progress monitoring assessments and learn strategies for addressing struggling students.

Person Responsible Kiera Roe (roek@flaglerschools.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The School Improvement Plan currently addresses all priorities in the Needs Assessment/Analysis. The school leadership team at FPCHS will organize meetings monthly with those responsible for each action step to review progress and data. Any identified priorities during these meetings will be addressed and a plan will be created to address said priorities.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Flagler Palm Coast High School will offer its parents and families the opportunity to attend the general evening events, whether virtually or in person, such as Open House, Freshman Orientation, FPC Showcase, SAC and ESOL Parent Night. In addition, Title 1 Funds will be providing those families who are both current and new to FPCHS, mini-bulldog orientations on a monthly basis in the evenings. These meetings will provide information related to testing, activities, and services provided to our students, as well as, guest speakers of outside agencies. Title 1 funds will also provide stipends for school personnel to go out into to the community to provide individual or groups of families information and/or assistance. Once COVID-19 subsides, Flagler Palm Coast High School will offer monthly tours open to the public, school board members, and business partners, which include classroom visits to the six flagship programs on campus. Flagler Palm Coast will also offer the opportunity for monthly

school visits by local colleges and universities, Daytona State College and Embry Riddle Aeronautical University, to provide information to students (when allowed).

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget						
1	III.A.	Areas of Focus: Other: Literacy and High Expectations				\$457,612.47
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0091 - Flagler Palm Coast High School	Title, I Part A	1.0	\$62,724.49
			<i>Notes: Intervention Teacher - Katie Brush will provide tier 2 and 3 interventions to our English 2 SWD, MTSS, and bottom quartile students.</i>			
	5100	120-Classroom Teachers	0091 - Flagler Palm Coast High School	Title, I Part A	1.0	\$63,843.85
			<i>Notes: Intervention Teacher - Michael Jackson will provide tier 2 and 3 interventions to our Math SWD, MTSS, and bottom quartile students.</i>			
	5100	120-Classroom Teachers	0091 - Flagler Palm Coast High School	Title, I Part A	1.0	\$59,839.88
			<i>Notes: Intervention Teacher - Tina McNally will provide tier 2 and 3 interventions to our biology and math SWD, MTSS, and bottom quartile students.</i>			
	5100	120-Classroom Teachers	0091 - Flagler Palm Coast High School	Title, I Part A	1.0	\$70,124.23
			<i>Notes: Tier 3 Credit Recovery- Rebecca Oshesky will provide tier 3 support to our level 1/2 readers through credit recovery English 1/2 courses. Rebecca will also serve as our ESOL coordinator and instructor</i>			
	5100	120-Classroom Teachers	0091 - Flagler Palm Coast High School	Title, I Part A	1.0	\$74,921.31
			<i>Notes: Intervention Teacher- Sydney Hendricks will provide tier 2 and 3 interventions to our Math SWD, MTSS, and bottom quartile students.</i>			
	5100	120-Classroom Teachers	0091 - Flagler Palm Coast High School	Title, I Part A	1.0	\$93,036.01
			<i>Notes: MTSS Coordinator - Amy Gambone will coordinate, collect data, and facilitate meetings for all students in the MTSS process.</i>			
	6400	750-Other Personal Services	0091 - Flagler Palm Coast High School	Title, I Part A		\$4,869.60
			<i>Notes: Substitute funds to allow teachers to conduct data analysis, review assessments, and exchange best practices.</i>			
	6400	120-Classroom Teachers	0091 - Flagler Palm Coast High School	Title, I Part A		\$12,487.40
			<i>Notes: Teacher Summer PD - MTSS Tiers of Support-interventions and Strategies, Edulastic Training, and Best Inclusion practices.</i>			
	5100	500-Materials and Supplies	0091 - Flagler Palm Coast High School	Title, I Part A		\$2,847.70
			<i>Notes: Edulastic - Progress monitoring for students in math. 1000 licenses at \$4 a piece. Unlimited teachers resources and each student has their own account.</i>			

	5900	120-Classroom Teachers	0091 - Flagler Palm Coast High School	Title, I Part A		\$12,918.00
			<i>Notes: PFE Stipends- Bulldog Bash, Grad 100/MTSS Meetings for Summer, MTSS Coordinator for Summer</i>			
2	III.A.	Areas of Focus: Instructional Practice: Graduation				\$8,906.55
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5900	120-Classroom Teachers	0091 - Flagler Palm Coast High School	Title, I Part A		\$1,058.85
			<i>Notes: SAT/ACT Concordant Blitz</i>			
	5100	500-Materials and Supplies	0091 - Flagler Palm Coast High School	Title, I Part A		\$7,847.70
			<i>Notes: Apex- will be used for students that are tier 3 and transition back to campus after being at an alternative location (home instruct or Rise-up). There will be 25 spots available</i>			
3	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems				\$0.00
4	III.A.	Areas of Focus: Other: Acceleration				\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
6	III.A.	Areas of Focus: Other: Enhanced Acceleration				\$0.00
					Total:	\$466,519.02