Flagler Palm Coast High School

2021-22 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: Gregory Schwartz

Start Date for this Principal: 6/14/2021

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	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	*[Data Not Available]*
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.](http://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	
Schwartz, Gregory	Principal		As the principal of Flagler Palm Coast High School, Mr. Schwartz oversees the leadership team, leadership development, evaluations of faculty and staff, continuous school improvement, and the implementation of programs and curriculum.
Seay, Abra	Assistant Principal		Abra Seay oversees our CTE Programs of Study, MTSS, Title 1, ESOL, SAC, ESE, SIP, Summer School, and evaluates faculty and staff at FPCHS.
Roe, Kiera	Assistant Principal		Kiera Roe oversees the master schedule, course selection, virtual programs, textbook adoption, acceleration (AP, IB, Dual Enrollment), Senior Scholarships, Graduation, Data, Guidance, Curriculum, Tutoring, and evaluates faculty and staff at FPCHS.
Ferrer, Amy	Assistant Principal		Amy Ferrer oversees the teacher induction, recognition, orientation, testing, Graduate 100, guidance, mental health services, nurses, attendance, campus news, website, PR, and evaluates faculty and staff at FPCHS.
Schell, Nick	Assistant Principal		Nick Schell oversees registration, school choice, discipline/deans, parent calls, Title 9, Transportation, Security, PBIS, and evaluates faculty and staff at FPCHS.
Paxia, Alexandra	Reading Coach		Alex Paxia is a literacy coach. She serves as a resource for data analysis, modeling effective teaching practices, and providing professional development throughout the school to generate improvement in reading/writing instruction and student achievement.
Oshesky, Rebecca	Other	Behavior Interventionist	Rebecca Oshesky is a behavior interventionist. She provides positive behavior interventions to students, oversees Behavior MTSS, and provides classroom management training to teachers.
Vigo, David	Other	Behavior Interventionist	David Vigo is a behavior interventionist. She provides positive behavior interventions to

Name	Title	Job Duties and Responsibilities	
			students, oversees Behavior MTSS, and provides classroom management training to teachers.
Halliday, David	Other	Grad 100 Coach	Dave Halliday is the 11th & 12th grade Graduation Coach. Dave identifies students for the Graduate 100 program, meets with the Graduate 100 team (teachers, parents, students, & 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.
Campanella, Anthony	Other	Grad 100 Coach	Anthony Campanella is the 11th & 12th grade Graduation Coach. Dave identifies students for the Graduate 100 program, meets with the Graduate 100 team (teachers, parents, students, & 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.
Gambone, Amy	Other	MTSS Coordinator	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 met eligibility.
Bossardet, David	Assistant Principal		David Bossardet oversees self-contained ESE, safety & security, nurses, mental health, facilities, attendance, threat assessments, and evaluates faculty and staff at FPCHS.

Demographic Information

Principal start date
Monday 6/14/2021, Gregory Schwartz

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

110

Total number of students enrolled at the school

2,670

Identify the number of instructional staff who left the school during the 2020-21 school year.

18

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

15

Demographic Data

Early Warning Systems

2021-22

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	
Attendance below 90 percent	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	
Course failure in ELA	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	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 8/31/2021

2020-21 - 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	0	0	0	0	
Attendance below 90 percent	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	
Course failure in ELA	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	
Level 1 on 2019 statewide ELA assessment	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	

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	

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	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	
Level 1 on 2019 statewide ELA assessment	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	

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	

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	60%	61%	-1%	55%	5%
Cohort Comparison						
10	2021					
	2019	51%	54%	-3%	53%	-2%
Cohort Comparison		-60%				

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**
2021					
2019	74%	68%	6%	67%	7%
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	74%	72%	2%	70%	4%
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	45%	60%	-15%	61%	-16%
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	55%	61%	-6%	57%	-2%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

STAR assessment - 9th through 12th

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	39%	34%	18%
	Economically Disadvantaged			
	Students With Disabilities	2%	2%	3%
	English Language Learners	5%	5%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	43%	39%	43%
	Economically Disadvantaged			
	Students With Disabilities	7%	0%	2%
	English Language Learners	0%	6%	6%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40%	35%	34%
	Economically Disadvantaged Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	21%	29%	29%
	Economically Disadvantaged			
	Students With Disabilities	3%	0%	0%
	English Language Learners	0%	0%	5%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20

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 2017-18	C & C Accel 2017-18
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 2016-17	C & C Accel 2016-17
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
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 Review

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
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 Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

After analyzing our data the following trends are evident: 1) 9th grade achievement declined in both ELA and Math. 2) 10th grade achievement in ELA and Algebra increased but declined in Geometry.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data components that demonstrate the greatest need for improvements are our achievement levels of Students with Disabilities in all grade levels, in both ELA and Math.

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

Student absences and attending school via remote instruction were contributing factors for the decline in SWD achievement. Students are now all attending face-to-face and are receiving high levels of support through our tiered classes in ELA, Science, US History, Algebra 1, and Geometry. Two content area teachers, an ESE teacher, and an interventionist provide instruction and support to our ESE students in our lowest quartile.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

10th grade ELA and Math achievement showed the most improvement.

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

The contributing factors were as follows: 1) Our Graduation Coaches met with all 9th & 10th grade students and their parents in the bottom quartile to discuss credits, GPA, and develop success plans for each student. 2) The Building Our Bulldogs mentoring program was implemented which paired a student in the bottom quartile with a mentor on campus to meet monthly to review academic progress and provide resources for students to be successful.

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

The following strategies will be implemented to accelerate learning: Teachers will use Collaborative Pairs and Distributive Summarizing in all lessons. These two strategies are high-effect learning strategies that will increase student achievement.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers were provided training on effective use of Collaborative Pairs and Distributive Summarizing by our literacy coach, Alex Paxia, during pre-planning professional learning days. Mrs. Paxia will continue to provide support to teachers throughout the year via coaching cycles, monthly examples of how to use the strategies, and planning sessions with teachers.

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

Admin meets weekly with our tiered support classes providing support with planning lessons, classroom management, and data disaggregation. T class teachers are also given additional planning time each month for team building and common planning time.

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to Student Academic Success	
Area of Focus Description and Rationale:	In the 2020-2021 school year 34% of students in the lowest quartile achieved a level 3 or higher on the ELA FSA. In addition,16% of students with disabilities in the lowest quartile achieved a level 3 or higher.
Measureable Outcome:	Students in the lowest quartile will increase achievement on the ELA FSA by at least one subcategory.
Monitoring:	Progress monitoring will be done in all ELA classrooms using the newly adopted HMH progress monitoring tool. Administration and our Literacy Coach will meet with teachers to conduct data chats.
Person responsible for monitoring outcome:	Abra Seay (seaya@flaglerschools.com)
Evidence-based Strategy:	FPC has identified two high-yield teaching strategies that teachers in all content areas will be implementing this year, Collaborative Pairs and Distributive Summarizing. We will implement these strategies in all classrooms. Both Collaborative Pairs and Distributive Summarizing are evidence-based strategies with a high effect size.
Rationale for Evidence-based Strategy:	John Hattie is an educational researcher who has compiled a comprehensive meta-analyses of research trials on aspects of education that influence achievement. He clearly identifies key factors that have been evidenced to influence the achievement of learners. Having our teachers use two highly effective teaching strategies will assist in increasing student achievement. Any strategy with an effective size of .40 or higher is considered highly effective in raising student achievement. Collaborative Pairs has an effect size of .92 and Distributive Summarizing has an effective size of 1.00.

Action Steps to Implement

1. Identify students in ELA courses that are in the MTSS process or lowest quartile.
2. Administer the HMH assessment in each ELA course
3. Intervention teachers and general education teachers will review data and identify student needs
4. Support will be provided to increase student achievement. Teachers will continue to be expected to utilize collaborative pairs and distributive summarizing
5. Teachers will administer the HMH assessment at the middle of the semester/year and then at the end, review data and provide the necessary interventions to increase student achievement

Person Responsible Alexandra Paxia (paxiaa@flaglerschools.com)

#2. Other specifically relating to Student Equity and Access

Area of Focus Description and Rationale:	In the 20-21 graduating class, 57% of all students earned an acceleration point. Further, 18% of students with a disability earned an acceleration point.
Measureable Outcome:	Increase the number of all students, including SWD, that complete a college course, AP/IB course, and/or Industry Certification Exam.
Monitoring:	Student acceleration data will be reviewed quarterly to insure that students are on track for earning an acceleration point.
Person responsible for monitoring outcome:	Kiera Roe (roek@flaglerschools.com)
Evidence-based Strategy:	Guidance counselors, case managers, graduation coaches, and school administrators will develop pathways for students with disabilities to have access to accelerated courses, and create incentives for students who earn acceleration points.
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 & Cussess, 2013, p. 17)

Action Steps to Implement

In August 2021, 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 2022, 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 2022, 10th and 11th graders will be notified of the acceleration courses they qualify for. In March, the 10th and 11th graders 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 January 2022, the graduation coaches, MTSS interventionists, and the support facilitators will go to BTMS to meet with incoming 9th grade students. They will explain our Programs of

Study and create an academic plan geared towards their future, whether that be college of career readiness.

Person Responsible	Amy Ferrer (ferrera@flaglerschools.com)

#3. Other specifically relating to Teacher, Administrator, and School Excellence

Area of Focus Description and Rationale:	Building stronger instructional leaders will empower our teachers to lead their departments and infuse high effect teaching strategies throughout their lessons.
Measureable Outcome:	At least 5% of the instructional staff will participate in leadership development meetings.
Monitoring:	This area of focus will be monitored by participation in monthly leadership development meetings.
Person responsible for monitoring outcome:	Gregory Schwartz (schwartzg@flaglerschools.com)
Evidence-based Strategy:	The evidence based strategy being used is a professional learning community.
Rationale for Evidence-based Strategy:	Teacher leaders will participate in this community to help grow the culture and climate of the school, as well as partaking in leadership opportunities that will increase their pedagogy in instructional leadership.

Action Steps to Implement

1. Teacher leaders will be invited to attend monthly meetings to gain a better understanding of administrative responsibilities throughout the school.
2. Teachers will be given opportunities to participate in leadership development in the following areas: discipline, SAC meetings, supervision of events, Testing, job shadowing Administrators, and other projects as needed.

Person Responsible	Gregory Schwartz (schwartzg@flaglerschools.com)

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Out of 10 subgroups, FPCHS is below the Federal Index number in the Students with Disabilities. The ESSA subgroup, Students with Disabilities (SWD), federal index number is 28%.
Measureable Outcome:	Increase of at least 3% in the federal index number for the ESSA subgroup Students with Disabilities (SWD).
Monitoring:	Administrative staff will have weekly planning meetings with our T-class teachers (content area teachers, interventionists, and ESE teachers). They will also have monthly gradebook checks and analyze HMH progress monitoring data. Administrators will meet with teachers during their planning time.
Person responsible for monitoring outcome:	Abra Seay (seaya@flaglerschools.com)
Evidence-based Strategy:	ESE 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. ESE Support Facilitators and intervention teachers will push into classes on a daily basis to provide interventions, remediation, and reassessment as needed.
Rationale for Evidence-based Strategy:	John Hattie is an educational researcher who has compiled a comprehensive meta-analyses of research trials on aspects of education that influence achievement. He clearly identifies key factors that have been evidenced to influence the achievement of learners. Interventions for students with learning needs has an effect size of .77.

Action Steps to Implement

1. Identify SWD in areas of lowest achievement, ELA, Math, & Science
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. Review HMH (ELA) and Edulastic (Math) progress monitoring data with teachers and plan instruction accordingly
4. Utilize district Curriculum Specialist to assist in planning and instructional delivery.

Person Responsible	Abra Seay (seaya@flaglerschools.com)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to the School Safety Dashboard, FPCHS falls into the moderate category with 3.1 incidents per 100 students. The incidents of crime, violence, and disruptive behaviors have been organized into three categories and FPCHS ranks as follows: violent incidents (Low), property incidents (Very Low), and drug/public order incidents (High). We also rank High in Total Reported Suspensions. Or primary area of concern will be to decrease the number of drug/ public order incidents. We will accomplish this by installing sensors in all bathroom throughout the campus. We will also have our SROs visit classroom to explain the consequences of drug possession on campus. Students will also be referred to substance abuse counseling as needed.

The school culture and environment will be monitored by conducting bi-weekly Behavior MTSS meetings. We recently added two Behavior Intervention teachers to our staff and their main focus is to improve tier 1 classroom management in all classrooms while supporting students that have tier 2 and 3 behavior interventions.

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.

FPCHS will offer its parents and families the opportunity to attend evening events, whether virtually or in person, such as Freshman Orientation, FPC Showcase, SAC and ESOL Parent Night. In addition, Title 1 funds will be providing community outreach throughout the year at various parks around the county when students have sporting events, teachers will contact all 1st period teachers during each semester to "check-in", and we will host a Course Selection Open House where teachers will showcase their Program of Study. In addition, FPCHS will host quarterly school visits by local colleges and universities to provide information to students (as allowed due to Covid-19).

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

Parents- supporting teachers and their students to uphold the FPCHS expectations: Be Respectful, Be Responsible, Be Safe, and Be Engaged
Community Business Partners- collaborate with our Programs of Study Career and Technical Education classes to provide students with observation/volunteer hours, mentoring, and coaching
Mentoring Organizations- provide mentoring to subgroups that are typically underperforming

Part V: Budget

1	III.A.	Areas of Focus: Other: Student Academic Success				$389,475.26
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0091 - Flagler Palm Coast High School	Title, I Part A		$217,355.75
			Notes: Salary for Intervention Teachers			
	5100	210-Retirement	0091 - Flagler Palm Coast High School	Title, I Part A		$21,735.58
			Notes: Retirement for Intervention Teachers			
	5100	220-Social Security	0091 - Flagler Palm Coast High School	Title, I Part A		$13,476.06
			Notes: interventionists 220 SOCIAL SECURITY			
	5100	220-Social Security	0091 - Flagler Palm Coast High School	Title, I Part A		$3,151.66
			Notes: interventionists 221 SOCIAL SECURITY MEDICARE			
	5100	230-Group Insurance	0091 - Flagler Palm Coast High School	Title, I Part A		$27,600.00
			Notes: interventionists 230 GROUP INSURANCE			
	5100	231-Health and Hospitalization	0091 - Flagler Palm Coast High School	Title, I Part A		$717.27
			Notes: interventionists 231 GROUP INS. INCOME PROTECTION			
	5100	240-Workers Compensation	0091 - Flagler Palm Coast High School	Title, I Part A		$2,173.56
			Notes: interventionists 240 WORKERS COMPENSATION			
	5100	120-Classroom Teachers	0091 - Flagler Palm Coast High School	Title, I Part A		$74,442.22
			Notes: MTSS Coordinator Salary-216 days			
	5100	210-Retirement	0091 - Flagler Palm Coast High School	Title, I Part A		$7,444.22
			Notes: MTSS Coordinator-210 RETIREMENT			
	5100	220-Social Security	0091 - Flagler Palm Coast High School	Title, I Part A		$4,615.42
			Notes: MTSS Coordinator-220 SOCIAL SECURITY			

	5100	220-Social Security	0091 - Flagler Palm Coast High School	Title, I Part A		$1,049.71
		Notes: MTSS Coordinator-221 SOCIAL SECURITY MEDICARE				
	5100	230-Group Insurance	0091 - Flagler Palm Coast High School	Title, I Part A		$6,900.00
		Notes: MTSS Coordinator-230 GROUP INSURANCE				
	5100	231-Health and Hospitalization	0091 - Flagler Palm Coast High School	Title, I Part A		$245.66
		Notes: MTSS Coordinator-231 GROUP INS. INCOME PROTECTION				
	5100	240-Workers Compensation	0091 - Flagler Palm Coast High School	Title, I Part A		$744.42
		Notes: MTSS Coordinator-240 WORKERS COMPENSATION				
	5900	120-Classroom Teachers	0091 - Flagler Palm Coast High School	Title, I Part A		$400.00
		Notes: Tutoring Blitz SAT and ACT- 2 teachers for 4 hours for 2 days @ $25/hr				
	5900	210-Retirement	0091 - Flagler Palm Coast High School	Title, I Part A		$40.00
		Notes: Blitz Stipends- 210 RETIREMENT				
	5900	220-Social Security	0091 - Flagler Palm Coast High School	Title, I Part A		$24.80
		Notes: Blitz Stipends- 220 SOCIAL SECURITY				
	5900	220-Social Security	0091 - Flagler Palm Coast High School	Title, I Part A		$5.80
		Notes: Blitz Stipends- 221 SOCIAL SECURITY MEDICARE				
	5900	120-Classroom Teachers	0091 - Flagler Palm Coast High School	Title, I Part A		$3,750.00
		Notes: ESOL Tutoring- 1 teacher, 75 days x 2 hr/day x $25 hr				
	5900	210-Retirement	0091 - Flagler Palm Coast High School	Title, I Part A		$375.00
		Notes: ESOL Tutoring- 210 RETIREMENT				
	5900	220-Social Security	0091 - Flagler Palm Coast High School	Title, I Part A		$232.50
		Notes: ESOL Tutoring- 220 SOCIAL SECURITY				
	5900	220-Social Security	0091 - Flagler Palm Coast High School	Title, I Part A		$54.38
		Notes: ESOL Tutoring- 221 SOCIAL SECURITY MEDICARE				
	5100	120-Classroom Teachers	0091 - Flagler Palm Coast High School	Title, I Part A		$1,500.00
		Notes: Graduation Coach meetings with MTSS students and families- 15 days, 4 hours per day, @ $25/hr.				
	5100	210-Retirement	0091 - Flagler Palm Coast High School	Title, I Part A		$150.00
		Notes: Graduation Coach meetings-210 RETIREMENT				

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	220-Social Security	0091 - Flagler Palm Coast High School	Title, I Part A		$93.00
			Notes: Graduation Coach meetings- 220 SOCIAL SECURITY			
	5100	220-Social Security	0091 - Flagler Palm Coast High School	Title, I Part A		$21.75
			Notes: Graduation Coach meetings- 221 SOCIAL SECURITY MEDICARE			
	6150	120-Classroom Teachers	0091 - Flagler Palm Coast High School	Title, I Part A		$1,000.00
			Notes: Parent Outreach - Quarterly Calls- teacher stipends- 50 teacher 4 days at 3 hr per day, $25/hr.			
	6150	210-Retirement	0091 - Flagler Palm Coast High School	Title, I Part A		$100.00
			Notes: Parent Outreach - Quarterly Calls- teacher stipends 210 RETIREMENT			
	6150	220-Social Security	0091 - Flagler Palm Coast High School	Title, I Part A		$62.00
			Notes: Parent Outreach - Quarterly Calls- teacher stipends 220 SOCIAL SECURITY			
	6150	220-Social Security	0091 - Flagler Palm Coast High School	Title, I Part A		$14.50
			Notes: Parent Outreach - Quarterly Calls- teacher stipends 221 SOCIAL SECURITY MEDICARE			
2	**III.A.**	**Areas of Focus: Other: Student Equity and Access**				**$4,411.88**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6150	120-Classroom Teachers	0091 - Flagler Palm Coast High School	Title, I Part A		$1,875.00
			Notes: Course Selection Open House teacher stipends- 25 teachers, 3 hours, $25/hr.			
	6150	210-Retirement	0091 - Flagler Palm Coast High School	Title, I Part A		$187.50
			Notes: Course Selection Open House teacher stipends- 210 RETIREMENT			
	6150	220-Social Security	0091 - Flagler Palm Coast High School	Title, I Part A		$116.25
			Notes: Course Selection Open House teacher stipends- 220 SOCIAL SECURITY			
	6150	220-Social Security	0091 - Flagler Palm Coast High School	Title, I Part A		$27.19
			Notes: Course Selection Open House teacher stipends- 221 SOCIAL SECURITY MEDICARE			
	6150	120-Classroom Teachers	0091 - Flagler Palm Coast High School	Title, I Part A		$1,875.00
			Notes: Course Selection Open House teacher stipends- 25 teachers, 3 hours, $25/hr.			
	6150	210-Retirement	0091 - Flagler Palm Coast High School	Title, I Part A		$187.50
			Notes: Course Selection Open House teacher stipends- 210 RETIREMENT			

	2500	220-Social Security	0091 - Flagler Palm Coast High School	Title, I Part A		$116.25
			Notes: Course Selection Open House teacher stipends- 220 SOCIAL SECURITY			
	6150	220-Social Security	0091 - Flagler Palm Coast High School	Title, I Part A		$27.19
			Notes: Course Selection Open House teacher stipends- 221 SOCIAL SECURITY MEDICARE			
3	**III.A.**	**Areas of Focus: Other: Teacher, Administrator, and School Excellence**				**$0.00**
4	**III.A.**	**Areas of Focus: ESSA Subgroup: Students with Disabilities**				**$31,172.99**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	0091 - Flagler Palm Coast High School	Title, I Part A		$6,790.19
			Notes: Rewards program- reading intervention			
	6400	311-Subagreements up to $25,000	0091 - Flagler Palm Coast High School	Title, I Part A		$1,500.00
			Notes: Rewards program PD			
	5100	369-Technology-Related Rentals	0091 - Flagler Palm Coast High School	Title, I Part A		$5,000.00
			Notes: Vocab.com			
	6400	120-Classroom Teachers	0091 - Flagler Palm Coast High School	Title, I Part A		$8,200.00
			Notes: Professional Learning for High Support Teacher stipends- 20 teachers @ 10 days x 2 hr/day x $25/hr.			
	6400	210-Retirement	0091 - Flagler Palm Coast High School	Title, I Part A		$820.00
			Notes: Professional Learning for High Support Teacher stipends-210 RETIREMENT			
	6400	220-Social Security	0091 - Flagler Palm Coast High School	Title, I Part A		$508.40
			Notes: Professional Learning for High Support Teacher stipends-220 SOCIAL SECURITY			
	6400	220-Social Security	0091 - Flagler Palm Coast High School	Title, I Part A		$118.90
			Notes: Professional Learning for High Support Teacher stipends-221 SOCIAL SECURITY MEDICARE			
	6400	120-Classroom Teachers	0091 - Flagler Palm Coast High School	Title, I Part A		$7,000.00
			Notes: Summer Professional Learning for High Support Teacher stipends- 20 teachers, 4 days, 4 hrs/ day @ $25/ hr			
	6400	210-Retirement	0091 - Flagler Palm Coast High School	Title, I Part A		$700.00
			Notes: Summer Professional Learning for High Support Teacher stipends-210 RETIREMENT			
	6400	220-Social Security	0091 - Flagler Palm Coast High School	Title, I Part A		$434.00

			Notes: Summer Professional Learning for High Support Teacher stipends-220 SOCIAL SECURITY			
	6400	220-Social Security	0091 - Flagler Palm Coast High School	Title, I Part A		$101.50
			Notes: Summer Professional Learning for High Support Teacher stipends-221 SOCIAL SECURITY MEDICARE			
					Total:	**$425,060.13**