FLAGLER-PALM COAST HIGH SCHOOL

2024-25 Schoolwide Improvement Plan

Table of Contents

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and

2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Flagler 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.

Provide the school's vision statement

As a courageous, innovative leader in education, Flagler 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Bobby Bossardet

Position Title
Principal

Job Duties and Responsibilities

Lead our faculty and staff as we all work towards supporting student success.
Steers our student services team, connects with community stakeholders, and serves as our school's liaison to the district office.

Leadership Team Member #2

Employee's Name
Stacia Collier

Position Title
Assistant Principal

Job Duties and Responsibilities

Organizes academic systems and structures. Helps create and maintain systems and structures that support MTSS, SWD, ESOL, Graduation Rate, and Credit Recovery.

Leadership Team Member #3

Employee's Name
Mandy Kraverotis

Position Title
Assistant Principal

Job Duties and Responsibilities

Coordinates data quality and educational equity. Creates and maintains systems to promote student acceleration and targeting student groups through data-based evidence. Oversees acceleration programs, including AP courses, the IB Program, and CTE programs.

Leadership Team Member #4

Employee's Name
Nick Schell

Position Title
Assistant Principal

Job Duties and Responsibilities

Oversees operations and innovation. Coordinates facility needs and school-based capital improvements.

Leadership Team Member #5

Employee's Name
Althia Thompson

Position Title
assistant principal

Job Duties and Responsibilities

Oversees all aspects of the exceptional student education program at FPCHS.

Leadership Team Member #6

Employee's Name
Chris Tincher

Position Title
assistant principal

Job Duties and Responsibilities

Oversees student services, including discipline, mental health, physical health, PBIS, and behavioral MTSS.

Leadership Team Member #7

Employee's Name
Amy Gambone

Position Title
MTSS Coordinator

Job Duties and Responsibilities

Coordinates supports for the academic MTSS program. Ensures fidelity of academic interventions and, if necessary, works with ESE to bring students to eligibility.

Leadership Team Member #8

Employee's Name
Phil DeAugustino

Position Title
Lead School Counselor

Job Duties and Responsibilities

Leads the counseling department and spearheads master scheduling.

Leadership Team Member #9

Employee's Name
Danielle Moss

Position Title
Literacy Coach

Job Duties and Responsibilities

Provides job embedded literacy based support to teachers, including providing professional learning, coaching, modeling, and data analysis

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. *(ESEA 1114(b)(2))*

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Flagler Palm Coast High School gains input from our School Advisory Council at our first SAC meeting of the school year. FPCHS presents data from 23-24 and our preliminary SIP goals to the SAC and then solicits feedback. FPCHS uses this feedback to edit our SIP goals for the 24-25 school year.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

FPCHS School Improvement Plan team will meet quarterly to monitor the effective implementation and impact of our SIP plan. At the end of the 1st, 2nd, and 3rd quarters, FPC will use FAST Data, District Quarterly Data, and student qualitative data to gauge our current plan and will make modifications if necessary.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **9-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**NO**
2023-24 MINORITY RATE	**43.5%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**68.4%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: B** **2022-23: B*** **2021-22: C** **2020-21:** **2019-20: B**

E. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2024-25)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Current Year (2024-25)

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	53	56	55	50	51	50	50	51	51
ELA Grade 3 Achievement **									
ELA Learning Gains	54	56	57	51	51	51			
ELA Learning Gains Lowest 25%	55	59	55						33
Math Achievement *	50	53	45	43	42	38	37	35	38
Math Learning Gains	45	50	47						
Math Learning Gains Lowest 25%	47	47	49			36			36
Science Achievement *	68	70	68	72	72	64	65	39	40
Social Studies Achievement *	61	67	71	62	65	66	57	38	48
Graduation Rate	85	88	90	89	91	89	90	67	61
Middle School Acceleration								34	44
College and Career Readiness	47	48	67	44	50	65	48	61	67
ELP Progress	71	73	49	42	50	45	63		63

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	636
Total Components for the FPPI	11
Percent Tested	96%
Graduation Rate	85%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
58%	59%	52%	50%		59%	55%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	34%	Yes	5	
English Language Learners	46%	No		
Asian Students	73%	No		
Black/African American Students	44%	No		
Hispanic Students	57%	No		
Multiracial Students	53%	No		
White Students	60%	No		
Economically Disadvantaged Students	53%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	31%	Yes	4	3
English Language Learners	42%	No		
Asian Students	81%	No		
Black/African American Students	46%	No		
Hispanic Students	53%	No		
Multiracial Students	62%	No		
White Students	64%	No		
Economically Disadvantaged Students	53%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	28%	Yes	3	2
English Language Learners	47%	No		
Native American Students				
Asian Students	71%	No		
Black/African American Students	38%	Yes	1	
Hispanic Students	49%	No		
Multiracial Students	57%	No		
Pacific Islander Students				
White Students	53%	No		
Economically Disadvantaged Students	48%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	53%		54%	55%	50%	45%	47%	68%	61%		85%	47%	71%
Students With Disabilities	12%		40%	47%	19%	37%	42%	25%	29%		75%	16%	
English Language Learners	26%		38%	37%	50%	50%	59%	53%	36%		72%	15%	71%
Asian Students	78%		72%		59%	60%	87%	87%			87%	70%	
Black/African American Students	33%		38%	43%	31%	38%	37%	50%	54%		85%	29%	
Hispanic Students	48%		51%	56%	54%	47%	58%	62%	56%		82%	42%	67%
Multiracial Students	62%		53%	33%	49%	43%	41%	62%	60%		68%	54%	
White Students	57%		57%	62%	54%	46%	48%	75%	64%		87%	51%	
Economically Disadvantaged Students	45%		51%	52%	42%	40%	44%	59%	56%		81%	41%	71%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	50%				43%			72%	62%		89%	44%	42%
Students With Disabilities	16%				15%			33%	32%		82%	5%	
English Language Learners	27%				28%			43%	31%		90%	22%	52%
Asian Students	74%				55%			91%			92%	91%	
Black/African American Students	35%				27%			62%	38%		92%	23%	
Hispanic Students	42%				41%			63%	51%		89%	43%	43%
Multiracial Students	48%				37%			68%	79%		86%	53%	
White Students	55%				48%			75%	70%		88%	47%	
Economically Disadvantaged Students	44%				38%			67%	54%		86%	34%	45%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	50%		51%	33%	37%	38%	36%	65%	57%		90%	48%	63%
English Language Learners	19%		49%	43%	37%	56%	82%	33%	15%		94%	31%	63%
Students With Disabilities	16%		25%	16%	17%	26%	25%	38%	34%		70%	12%	
Asian Students	95%		79%		50%	36%			72%		93%	71%	
Native American Students													
Black/African American Students	32%		41%	28%	23%	35%	28%	44%	36%		86%	31%	
Hispanic Students	46%		48%	32%	34%	36%	51%	59%	45%		90%	42%	60%
Multiracial Students	61%		66%	53%	31%	37%		72%	74%		93%	25%	
Pacific Islander Students													
White Students	53%		52%	32%	43%	40%	33%	71%	64%		90%	55%	
Economically Disadvantaged Students	43%		48%	32%	32%	36%	31%	60%	52%		88%	38%	64%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
2023-24 SPRING						
Ela	10	50%	55%	-5%	53%	-3%
Ela	9	54%	56%	-2%	53%	1%
Biology		67%	68%	-1%	67%	0%
Algebra		48%	61%	-13%	50%	-2%
Geometry		48%	60%	-12%	52%	-4%
History		60%	66%	-6%	67%	-7%
2023-24 WINTER						
Algebra		18%	18%	0%	16%	2%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
Biology		36%	36%	0%	27%	9%
Algebra		11%	17%	-6%	17%	-6%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

In the 2023-2024 school year Flagler Palm Coast High School Math (Algebra 1 & Geometry) achievement and learning gains increased. Math achievement rose from 43% to 49% while math learning gains increased from 38% to 48%. There were several new actions that contributed to the increase in math achievement & gains:

-Having a dedicated math coach who met with and supported our math teachers regularly.

-Using Delta Math curriculum resource to support students who have significant gaps in foundational math skills.

-Conducting professional learning communities in Algebra 1 and Geometry content areas where standards and summative assessments were the focus areas for teachers.

-Placing ESE teachers who are math certified in supported math classrooms.

Lowest Performance

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

While there was an increase of 6% in Math learning gains this data was our overall lowest component at 48%.   Math learning gains has shown a steady increase each year as well as in math achievement.   Contributing factors include creating a fully supported classroom environment, ESE teachers that are also math certified and additional resources such as Delta Math.

Greatest Decline

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

Science achievement decreased by 5 points from last year 72% to 67%, factors that contributed to this decline was having a long term substitute teacher for the entire year and not providing enough in-class supports for 10th grade students taking the biology EOC.

Greatest Gap

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.

US History EOC scores were 8% below the state average this year and did see a decline from the previous year achievement rate. We brought in two new teachers to this subject area which may have contributed to the decline in achievement.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Student Attendance

9th Graders failing 2 or more classes.

Highest Priorities

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

Increase the math proficiency rate and learning gains rate to 50% or more overall.

Increase US History EOC proficiency rate to 65%

Increase Biology EOC proficiency rate to 70%

Increase FAST ELA proficiency rate to 57%

Increase the number of student earning an acceleration opportunity.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our primary area of focus is to improve ESE ELA achievement and learning gains. Currently, ESE ELA achievement stands at 12%, with learning gains at 37%. These figures indicate a significant need for targeted interventions to support our ESE students in achieving better outcomes in ELA.

ELA skills are fundamental to a student's overall academic success and future opportunities. Reading, writing, and critical thinking abilities developed through ELA are crucial for understanding and engaging with content in other subject areas, such as science and social studies. Improving ESE ELA outcomes will empower students with the necessary skills to succeed academically across the board, leading to higher overall achievement and more robust learning gains in all subjects.

The need for improvement in ESE ELA was identified through a thorough review of the prior year's data. The ESE ELA achievement rate of 12% is notably low, indicating that a majority of our ESE students are not meeting grade-level standards. The learning gains of 37%, while showing some progress, still reflect a gap that needs to be bridged to ensure that all students are making adequate yearly progress.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase in ESE ELA proficiency to 22% and ESE ELA learning gains to 47% by utilizing FAST ELA PM3 data in Spring 2025.
Look at progress monitoring data- PM 1, 2, 3.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Look at progress monitoring data- PM 1, 2, 3.

Develop a comprehensive professional development plan for the supported classrooms (PL, modeling, coaching, gradebook alignment, use of Power Up), utilize the walkthrough tool in the supported classrooms with a focus on the ESE students.

During the first semester of school the Literacy Coach and Assistant Principal will conduct weekly walk-throughs in the classrooms that include the targeted ESE students and the classrooms using the Power Up curriculum. If there is a need for additional supports regarding the curriculum, the LIteracy Coach and Assistant Principal will meet with the necessary teachers.

Person responsible for monitoring outcome
Danielle Moss, Mandy Kraverotis

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Use progress monitoring data derived from the Lexia PowerUp program (Word recognition, Grammar, Comprehension) to determine student progress and small group instruction. Teacher usage of the PowerUp program will be monitored.

Rationale:
The PowerUP has received a "Strong" Rating from Evidence for ESSA.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:
List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Identify ESE students for targeted intervention

Person Monitoring:	**By When/Frequency:**
Danielle Moss	Once PM1 ELA is complete

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
After PM1 for ELA is complete the Literacy Coach will review the data and compile a list of ESE students needing the targeted invention from Power Up. Once this list is complete the Literacy Coach will meet with ELA, ESE, and Intervention teachers who support these students.

Action Step #2
Review PM2 Data and Re-evaluate

Person Monitoring:
Danielle Moss

By When/Frequency:
Immediately following PM2 for ELA

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
After the completion of the PM2 for ELA the Literacy Coach, Assistant Principal and identified teachers will review the data of the targeted ESE students. Based on the data from PM2 and the classroom walk-throughs the team will re-adjust the intervention strategy as necessary.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Acceleration

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

During the 2022-2023 school year 47% of the class of 2023 completed a college course, passed an AP/IB exam, or passed an industry certification, however many more students were enrolled in an acceleration course, but did not pass or take the exam (AP/IB/ICE). Our internal data reviews shows we need to offer acceleration opportunities to more students and provide academic support to students enrolled in acceleration courses that may struggle with passing the exam.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

FPC will increase our acceleration rate by 5% points for the class of 2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Assistant Principal, IB/AP coordinator, and specific teachers will monitor student progress towards passing IB/AP/IC exams.

Person responsible for monitoring outcome

Mandy Kraverotis

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
NA

Rationale:
NA

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Identify students enrolled in acceleration courses who have not met acceleration success

Person Monitoring:	**By When/Frequency:**
Mandy Kraverotis	By September 1, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Assistant Principal will identify students enrolled in acceleration courses who have not met acceleration success and notify the IB/AP coordinator and specific teachers of those students in their classes.

Action Step #2
Provide Supports to Identified Students

Person Monitoring:	**By When/Frequency:**
Mandy Kraverotis	As needed

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers and paraprofessionals will provide academic supports to the targeted list of students as needed, based on progress monitoring data that is available.

Action Step #3
Review progress monitoring data and teacher supports

Person Monitoring:	**By When/Frequency:**
Mandy Kraverotis	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Assistant principal will meet with specific teachers to review student progress monitoring data and what additional supports the teachers need to help their students pass the AP/IB/IC exam.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

FPC is initiating Collaborative Team Meetings for the four major content areas. The focus of these PLC groups will be to desegregate student performance data from summative and state assessments, so that our staff can then have common backwards planning for small group instruction based on demonstrated student need.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Staff will meet weekly in professional learning groups throughout the school year. During these meetings staff will backwards plan from formative and state assessments creating, common summative tests and small group differentiated lessons to increase student achievement.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

While facilitating professional learning community groups FPC academic coaches will complete Agenda Note Catchers detailing the PLC process the data reviewed and the common assessments and small group plans that will be implemented.

Person responsible for monitoring outcome

Academic Coaches and Adminstration

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Flagler Schools has partnered with SolutionTree to provide high quality and deliberate learning opportunities for teachers through professional learning communities (PLCs). These PLCs are founded on a "focus on student learning", "building a collaborative culture", and a "focus on results." These are achieved with a shared mission and vision as well as shared values and goals collaborative teams Collective inquiry A commitment to continuous improvement An action and results-oriented mindset.

Rationale:
PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement. Moreover, PLCs that make data a part of an on-going cycle of instructional improvement, establish a clear vision for schoolwide data use, and provide support that foster a data-driven culture have been

shown to promote positive change in student outcomes measures. Sources: https://ies.ed.gov/ncee/wwc/PracticeGuide/12 https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/blogs/RELMW-ESSA-Tiers-Video-Handout-508.pdf https://www.cde.state.co.us/uip/strategyguide-plcv2

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Initiate PLC

Person Monitoring:	**By When/Frequency:**
Academic Coaches	October 1st 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During the initial PLC meeting FPC academic coaches will facilitate the development of a social contract, that will create a common vision and workflow that all PLC members can agree to to maximize productivity and efficiency .

Action Step #2
Weekly

Person Monitoring:	**By When/Frequency:**
Academic Coaches	Weekly Beginning in September 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
PLC groups will meet weekly throughout the year to desegregate benchmark aligned formative, summative, state, and progress monitoring data, in order to plan future common assessments and small group instruction focused on remediation of demonstrated learning gaps and student needs.

Action Step #3
Administrative Monitoring of PLC Objective Completion

Person Monitoring:	**By When/Frequency:**
FPC Administration	Monthly Beginning Nov 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Academic coaches will complete Agenda Note Catchers during the bi weekly PLC meetings. These note catchers will detail data reviewed and assessments and small group differentiated lessons planned. These note catchers will be turned into FPC administrations for monthly review.

IV. Positive Culture and Environment

Area of Focus #1

Teacher Retention and Recruitment

Area of Focus Description and Rationale
Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Flagler-Palm Coast High School (FPC) consistently recruits 10-20 new educators annually due to attrition and various external factors. For the 2024-2025 academic year, FPC has onboarded 20 new teachers, representing approximately 20% of our teaching staff. Each of these new educators will engage with over 150 students, significantly influencing student learning and outcomes.

Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In the 2023-2024 school year approximately 50% of our new teachers attended all of the new teacher trainings. For the 2024-2025 school year 80% of the new teachers will attend all of our new teacher trainings.

Monitoring
Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Literacy Coach will monitor new teacher attendance at the new teacher trainings each month.

Person responsible for monitoring outcome
Danielle Moss

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).
Description of Intervention #1:
NA
Rationale:
NA
Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1

Provide Orientation for New Teachers

Person Monitoring:
Danielle Moss

By When/Frequency:
August 16, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Literacy Coach will provide an online and in-person orientation for FPC's new teachers. This orientation will cover foundational FPC concepts, beliefs, and operational systems.

Action Step #2
Provide Monthly Training for New Teachers

Person Monitoring:
Danielle Moss

By When/Frequency:
Once a month during the 2024-2025 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Literacy Coach will provide in-person trainings monthly to new teachers that will review FPC operational systems and instructional strategies that align to the Flagler Forward initiative.

Action Step #3
Additional Support when necessary

Person Monitoring:
Danielle Moss

By When/Frequency:
As needed throughout the 2024-2025 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Literacy Coach will provide 1:1 or small group training and support to any new teacher who displays a need for support or who requests support.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

At the district level funding and resource allocations are determined through several processes such as staffing plans & position control, comprehensive needs assessments, instructional resource review, and Title I funding.

At the school level, funding and resource allocations are determined by needs identified by the analysis of student academic and behavioral data

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Students with Disabilities FAST ELA Achievement was at 12% for the 2024 school year.

Supported Classrooms

In an effort to provide as much support to our students with disabilities, we have established a "Supported Classroom Model" which pairs a general education teacher and an ESE teacher (who is also content area certified) to create a co-taught type of environment. These pairs of teachers teach together each day and plan together as well.

Power Up Reading Program

PowerUp is a computer-based program that adapts instruction to the specific needs of adolescent learners. The activities in PowerUp support and build on our adopted whole school curriculum, while focusing on developing reading skills in three areas: word study, grammar, and comprehension. This is the first year all English classes will be using Power Up. This program was purchased with Comprehensive Literacy State Development (CLSD) Grant.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00