

Flagler Schools

Flagler Palm Coast High School



2022-23 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: Robert Bossardet

Start Date for this Principal: 8/22/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	56%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (51%) 2018-19: B (58%) 2017-18: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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.

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	56%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Bossardet, Robert	Principal	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.
Collier, Stacia	Assistant Principal	Organizes academic systems and structures. Helps create and maintain systems and structures that support MTSS, SWD, ESOL, Graduation Rate, and Credit Recovery.
Kraverotis, Mandy	Assistant Principal	Coordinates data quality and educational equity. Creates and maintains systems to promote student acceleration and targeting student groups through data-based evidence.
McNally, Tina	Math Coach	Instructionally support teachers in math as well as support targeted groups of students in Algebra 1, Geometry and Algebra 2.
Paxia, Alexandra	Reading Coach	Steer the literacy vision for the school, support ELA teachers as well as other content area teachers in literacy strategies.

Demographic Information

Principal start date

Monday 8/22/2022, Robert Bossardet

Number of teachers with a 2022 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.*

1

Number of teachers with a 2022 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.*

24

Total number of teacher positions allocated to the school

92

Total number of students enrolled at the school

2,569

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

10

Identify the number of instructional staff who joined the school during the 2022-23 school year.

15

Demographic Data

Early Warning Systems

Using prior year's 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
	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	590	679	633	655	2557
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	128	160	186	171	645
One or more suspensions	0	0	0	0	0	0	0	0	0	109	73	51	43	276
Course failure in ELA	0	0	0	0	0	0	0	0	0	131	167	185	231	714
Course failure in Math	0	0	0	0	0	0	0	0	0	131	167	185	231	714
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	170	157	97	114	538
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	170	157	97	114	538
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	106	78	74	60	318

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Monday 8/22/2022

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

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 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	

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).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	50%	51%	51%				57%	72%	56%
ELA Learning Gains	51%						51%	61%	51%
ELA Lowest 25th Percentile	33%						37%	37%	42%
Math Achievement	37%	35%	38%				53%	59%	51%
Math Learning Gains	38%						52%	51%	48%
Math Lowest 25th Percentile	36%						46%	46%	45%
Science Achievement	65%	39%	40%				74%	68%	68%
Social Studies Achievement	57%	38%	48%				72%	72%	73%

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

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
2022					
2019	74%	68%	6%	67%	7%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	74%	72%	2%	70%	4%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	45%	60%	-15%	61%	-16%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	55%	61%	-6%	57%	-2%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	16	25	16	17	26	25	38	34		70	12
ELL	19	49	43	37	56	82	33	15		94	31
ASN	95	79		50	36			72		93	71
BLK	32	41	28	23	35	28	44	36		86	31
HSP	46	48	32	34	36	51	59	45		90	42
MUL	61	66	53	31	37		72	74		93	25
WHT	53	52	32	43	40	33	71	64		90	55
FRL	43	48	32	32	36	31	60	52		88	38
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
SWD	16	31	29	20	23	19	23	31		74	18
ELL	31	48	38	19	10			55		80	50
ASN	79	79		64						91	90
BLK	36	42	32	20	24	18	35	49		94	43
HSP	54	50	33	35	21	24	56	76		87	59
MUL	50	38	18	30	12		60	84		86	47
WHT	54	49	38	42	29	20	57	72		91	60
FRL	44	43	34	31	24	20	44	64		88	50
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	568

ESSA Federal Index	
Total Components for the Federal Index	11
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners 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
Asian Students	
Federal Index - Asian Students	71
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	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
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	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial 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	53
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	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Analysis of data suggests our initial goals of raising student proficiency were not yet met. Reading and Math proficiency remained stagnant and our Biology and US History proficiency remained in typical ranges for FPCHS. All areas, except for Biology and US History, were below the state averages for proficiency.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on 2022 state assessment data, Reading and math learning gains and learning gains of the lowest quartile were significantly lower than the state, district and historical FPC data reports. Although the Math Lowest Quartile Learning gains increased by 16% they were still at 36%.

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

During the 2021-2022 school year, FPC used a student support model that was not ideal. This model had several staff changes, larger than typical class size and unclear expectations of the model's structure. During the 2022-2023 school year, FPC created a different student support model that kept specific courses at a typical class size and outlined clear standards for supporting students in those

courses. FPC needs continual training for these support model teachers and continued district support for teacher allocations that support this model.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Biology proficiency increased by 12% points.

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

Biology experienced continuity in staffing and support. Additionally, FPC places 9th graders with below proficient reading scores into Environmental Science. This course provides background knowledge and content specific vocabulary to struggling readers before they enter into Biology.

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

Strategies used to accelerate learning include strategic scheduling for students needing academic support, standards remediation opportunities for students, additional push-in support for students in social studies and biology, and embedded coaching support for teachers.

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 will be able to attend professional learning opportunities that include "Learning Walks" that allow teachers to visit/observe peer teachers' classrooms with targeted look-fors (such as co-teaching and small group instruction). Teachers will also have opportunities to have horizontal and grade level specific data chats that focus on targeted subgroups of students.

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

We will build systems with stakeholders from every level and department at the school to create buy and provide continuity for the future.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

A review of student performance data over the past five years indicates ELA proficiency scores have been above 50% as with the learning gains. However, our lowest quartile learning gains have been consistently below 40% and continue to decline. Since 2017 our lowest quartile learning gains have declined 8 points. Given this trend, our lowest performing students will continue to decline in ELA and Reading and not meet proficiency standards to graduate high school.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

28% of current 10th grade lowest quartile students made a learning gain in 2022 (their 9th grade year). For this year, the focus will be on improving student growth on Grade 10 ELA (lowest quartile) by 5 percentage points. This outcome was set because it would place that category in a D range, instead of the F range. This will be measured by the progress monitoring performance on state wide progress monitoring assessments.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Students will take 2 progress monitoring assessments in ELA before February of 2023. Results from these assessments will help our school and teachers determine which students need additional interventions or classrooms that need additional educational support.

Person responsible for monitoring outcome:

Alexandra Paxia (paxiaa@flaglerschools.com)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

The following strategies will be used to increase student growth in 10th grade ELA:

1. Providing targeted students with phonics and phonemic awareness instruction through Rewards Program.
2. Providing professional learning for teachers on co-teaching models and effective small group instruction.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Grade 10 ELA uses grade level appropriate text, which contains many multisyllabic words, that our many of our students struggle to decode and understand. Evidence-based support for Rewards Secondary shows strong evidence that "the REWARDS multisyllabic word reading strategy is effective in improving students' ability to decode unknown long words."

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Identify students needing foundational reading instruction and classrooms that need professional learning on co-teach, small group, supported classroom models.

Person Responsible Alexandra Paxia (paxiaa@flaglerschools.com)

2. Implement the foundational reading instruction for specific students and provide the professional learning for specific teachers/classrooms.

Person Responsible Alexandra Paxia (paxiaa@flaglerschools.com)

3. Collect and analyze student progress monitoring data to determine effectiveness.

Person Responsible Alexandra Paxia (paxiaa@flaglerschools.com)

4. Continue monitoring implementation.

Person Responsible Alexandra Paxia (paxiaa@flaglerschools.com)

#2. Instructional Practice specifically relating to Math**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

A review of student performance data over the past five years indicates math proficiency scores have been steadily declining in proficiency. Furthermore, our lowest quartile learning gains have been consistently below 50% and experienced a sharp decline in 2021. In 2021 the learning gains of the lowest quartile dropped to 20%. Scores increased by 16 points in 2022. Given this trend, we want to capitalize on the upswing of our lowest performing students and will continue to devote support to this area.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

31% of current 9th grade lowest quartile students made a learning gain in 2022 (their 8th grade year at BTMS). For this year, the focus will be on improving student growth on Grade 9 Algebra 1 (lowest quartile) by 5 percentage points. This outcome was set because that would continue the upward trend. This will be measured by the progress monitoring performance on state wide progress monitoring assessments.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Students will take common summative assessments in Algebra I and Algebra 1A, 1B. Results from these assessments will help our school and teachers determine which students need additional interventions or classrooms that need additional educational support.

Person responsible for monitoring outcome:

Tina McNally (mcnallyt@flaglerschools.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

The following strategies will be used to increase student growth in 9th grade Algebra 1:

1. Providing targeted students with strategies that increase math automaticity of positive and negative integers.
2. Providing professional learning for teachers on co-teaching models and effective small group instruction.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Algebra 1 requires students to be fluent in addition and subtraction of positive and negative integers. According to Baker and Cuevas in The Importance of Automaticity Development in Mathematics “there are studies that have found math fact automaticity to be a predictor of performance on general mathematics tests.”

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Identify students needing math fluency/integers instruction and classrooms that need professional learning on co-teach, small group, supported classroom models.
2. Implement the math fluency instruction for specific students and provide the professional learning for specific teachers/classrooms.
3. Collect and analyze student progress monitoring data to determine effectiveness.
4. Continue monitoring implementation.

Person Responsible Tina McNally (mcnallyt@flaglerschools.com)

2. Implement the math fluency instruction for specific students and provide the professional learning for specific teachers/classrooms.

Person Responsible Alexandra Paxia (paxiaa@flaglerschools.com)

3. Collect and analyze student progress monitoring data to determine effectiveness.

Person Responsible Alexandra Paxia (paxiaa@flaglerschools.com)

4. Continue monitoring implementation.

Person Responsible Alexandra Paxia (paxiaa@flaglerschools.com)

#3. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

A review of student performance data over the last 5 years indicates that students with disabilities are making learning gains and achieving proficiency significantly less than their typical peers. In the last 5 years students with disabilities, overall, scored above 30% points only once; earning 39 percentage points in 2018. Given this trend, students with disabilities are not demonstrating knowledge of standards in our core courses and will struggle to meet the requirements for graduation.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

According to the Federal Percent of Points Index, students with disabilities earned 28 percentage points in 2021 and 2022. The ELA indicator showed that only 16% of SWD earned proficiency, which was 34 percentage points below the school average. This will be measured with state progress monitoring and end of year state assessments.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Students will take 2 progress monitoring assessments in ELA before February of 2023. Results from these assessments will help our school and teachers determine which students need additional interventions or classrooms that need additional educational support.

Person responsible for monitoring outcome:

Alexandra Paxia (paxiaa@flaglerschools.com)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

The following strategies will be used to increase student growth in 10th grade ELA:

1. Providing targeted students with phonics and phonemic awareness instruction through Rewards Program.
2. Providing professional learning for teachers on co-teaching models and effective small group instruction.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Grade 10 ELA uses grade level appropriate text, which contains many multisyllabic words, that our many of our students struggle to decode and understand. Evidence-based support for Rewards Secondary shows strong evidence that "the REWARDS multisyllabic word reading strategy is effective in improving students' ability to decode unknown long words."

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Identify students needing foundational reading instruction and classrooms that need professional learning on co-teach, small group, supported classroom models.

Person Responsible Alexandra Paxia (paxiaa@flaglerschools.com)

2. Implement the foundational reading instruction for specific students and provide the professional learning for specific teachers/classrooms.

Person Responsible Alexandra Paxia (paxiaa@flaglerschools.com)

3. Collect and analyze student progress monitoring data to determine effectiveness.

Person Responsible Alexandra Paxia (paxiaa@flaglerschools.com)

4. Continue monitoring implementation.

Person Responsible Alexandra Paxia (paxiaa@flaglerschools.com)

#4. ESSA Subgroup specifically relating to Black/African-American**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

A review of student performance data over the past five years indicates math proficiency scores have been steadily declining in proficiency. Furthermore, our lowest quartile learning gains have been consistently below 50% and experienced a sharp decline in 2021. In 2021 the learning gains of the lowest quartile dropped to 20%. Scores increased by 16 points in 2022, however Black and African American students in this same category only rose to 28%. Given this trend, we want to capitalize on the upswing of our lowest performing students and will continue to devote support to this area.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

31% of current 9th grade lowest quartile students made a learning gain in 2022 (their 8th grade year at BTMS). For this year, the focus will be on improving student growth on Grade 9 Algebra 1 (lowest quartile) by 5 percentage points for Black and African American students. . This outcome was set because that would continue the upward trend. This will be measured by the progress monitoring performance on state wide progress monitoring assessments.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Students will take common summative assessments in Algebra I and Algebra 1A, 1B. Results from these assessments will help our school and teachers determine which students need additional interventions or classrooms that need additional educational support.

Person responsible for monitoring outcome:

Tina McNally (mcnallyt@flaglerschools.com)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

The following strategies will be used to increase student growth in 9th grade Algebra 1:

1. Providing targeted students with strategies that increase math automaticity of positive and negative integers.
2. Providing professional learning for teachers on co-teaching models and effective small group instruction

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy.

Algebra 1 requires students to be fluent in addition and subtraction of positive and negative integers. According to Baker and Cuevas in The Importance of Automaticity Development in Mathematics “there are studies that have found math fact automaticity to be a predictor of performance on general mathematics tests.”

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Identify students needing math fluency/integers instruction and classrooms that need professional learning on co-teach, small group, supported classroom models.

Person Responsible Tina McNally (mcnallyt@flaglerschools.com)

2. Implement the math fluency instruction for specific students and provide the professional learning for specific teachers/classrooms.

Person Responsible Tina McNally (mcnallyt@flaglerschools.com)

3. Collect and analyze student progress monitoring data to determine effectiveness.

Person Responsible Tina McNally (mcnallyt@flaglerschools.com)

4. Continue monitoring implementation.

Person Responsible Tina McNally (mcnallyt@flaglerschools.com)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

FPC puts communication first with staff, students, and parents. Providing these groups with consistent, up to date information that is relevant and timely is our top priority. FPC will have several on-campus events to promote student and parent engagement as well as in the community events (such as our Bulldog Block Party hosted in Bunnell, and various parts of our school zone). Title 1 funds will support several seminar type events to educate and support parents through the educational jargon and processes. These events will include topics centered around: Skyward, IEPs, MTSS Documents, ELL Plans, College and Career opportunities, Financial Aid for college or vocational opportunities, college and career opportunities on campus, and more.

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

Principal & Administration Team- Set the standard and tone for staff, students, parents, and the community for communication, safety & security, and energy.

Teachers and Staff-Be positive with students and parents and be available for questions or concerns.

Uphold procedures that support student safety and ensure security on campus.

Community-Provide support and feedback on FPC's school culture and environment.