

# Flagler Palm Coast High School



2014-15 School Improvement Plan

## Flagler Palm Coast High School

5500 E HIGHWAY 100, Palm Coast, FL 32164

www.flaglerschools.com

### School Demographics

**School Type**

High

**Title I**

Yes

**Free/Reduced Price Lunch**

60%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

38%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	A	B	B

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Flagler Palm Coast High School strives to become one of the nations premier learning organizations by empowering students to own their education through developing a growth mindset and maintaining a focus on individual student needs. All stakeholders are challenged to ask themselves the question every day: What did I learn about a student today that will make him/her more successful tomorrow?

##### Provide the school's vision statement

Flagler Palm Coast High School will focus our resources around the four district pillars of community engagement, teaching and learning, leadership development, and innovation to ensure personalized learning choices for students that will allow each student to reach their maximum achievement level and ensure they are successful with 21st century skills.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Through our vision of meeting the needs of each individual student, and our challenge to ask ourselves each day, "What did I learn about a student today that will help make that student more successful tomorrow?" a school wide culture has been build that values building relationships with students and learning about their individual culture and needs. This question is posed in all Professional Learning Communities and Leadership Meetings. Our PBS guiding principles as listed below are one means of promoting this culture.

FPCHS's four student success guides developed in PBS describe the expectations of each student and adult and include the following:

- Be Respectful
- Be Responsible
- Be Engaged
- Be Safe

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

Flagler Palm Coast High School implements the Positive Behavior Supports (PBS) program and has been recognized as a Silver Medal School for PBS in Florida. Established Bulldog expectations through PBS that drive the culture and environment are: be respectful, be responsible, be safe, and be engaged. A team of administrators, instructional staff, non-instructional staff, district department personnel, and students guide the program through analyzing data and aligning needs. Classroom and school wide positive rewards are in place and student services personnel work with the team to review and adjust protocols and procedures to support an environment that focuses on our four expectations.

##### Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Flagler Palm Coast High School implements the Positive Behavior Supports (PBS) program and has been recognized as a Silver Medal School for PBS in Florida. Established Bulldog expectations through PBS that drive the culture and environment are: be respectful, be responsible, be safe, and be engaged. A team of administrators, instructional staff, non-instructional staff, district department personnel, and students guide the program through analyzing data and aligning needs. Classroom and school wide positive rewards are in place and student services personnel work with the team to review and adjust protocols and procedures to support an environment that focuses on our four expectations.

District staff and school personnel have worked closely to align behavior expectations and utilize a district wide common rubric to provide consistent protocols for responses. A district and school student code of conduct is published and publicized annually. Training is provided by the Dean's Office for all instructional staff on professional development days on behavior protocols and expectations. Class meetings are held for all students to review expectations and protocols within the first week of school. Code of conduct books are pushed out on to all student computers. (FPCHS is a one to one school with all students having the opportunity to receive Macbook Airs).

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

All students are assigned to a guidance counselor who works to meet with all students and is cognizant of emotional and social needs. Weekly meetings are held that include the Assistant Principal over student services, graduation coaches, MTSS coordinator, behavior specialists, school psychologists, deans, and guidance counselors to review any students who may need additional support. Additionally, supports are available through outside agencies such as Halifax Behavior through contracted agreements to provide group and individual counseling for students. Various groups provide mentoring to students such as the African American Male and Female mentoring groups and the Take Stock in Children mentoring groups.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The Graduation Coaches maintain a data base of students who enter high school and across each grade level that show warning signs in the areas of grades, test scores, behavior, or attendance needs. Additionally, FPC meets with our feeder school to review incoming 8th graders who may be in need of supports for success to determine placement in a support program such as the Bulldog Academy, a need for a mentor, or to be placed immediately on the graduation coach's case load.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

***The number of students identified by the system as exhibiting two or more early warning indicators:***

Indicator	Grade Level	Total
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Students exhibiting two or more indicators

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

The Graduation Coaches work in collaboration with the parents, teachers, mentors, guidance, attendance office, discipline office, district students services to monitor and provide supports for students who earn a level 1 or 2, experience low attendance, course grades of F or D in any courses, and/or exhibit discipline issues.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/188920>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Flagship programs have been implemented in Flagler Schools that are aligned with the Flagler County targeted industries. FPCHS has implemented three initial Flagship Programs; International Baccalaureate (IB), i3 New Tech Academy, and a partnership with Embry Riddle Aeronautical University to offer courses for college credit in the field of aeronautics. These programs include deliberate partnerships with the community. IB students participate in the Community Problem Solving projects which annually involve local businesses and community members as mentors and resources. i3 is continually facilitating internship partnerships with local businesses such as a student host on the local radio station and the journalism class partnering with the Palm Coast Observer to run the Flagler Schools edition of the paper. The school hosts luncheons annually for local organizations such as the Rotary and Kiwanis to educate and partner with the leaders of the community.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

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

Name	Title
Shott, Lynette	Principal
Sims, Dustin	Assistant Principal
Ashman, Sarah	Instructional Coach
Bossardet, Robert	Assistant Principal
Collier, Stacia	Instructional Coach
DeAugustino , Philip	Guidance Counselor
Lee, Travis	Assistant Principal
Lovelette, Nathan	Assistant Principal
Pearson, Phyllis	Assistant Principal
Reed, Angela	Instructional Coach
Mercado, Shoshanah	Psychologist
Tangney, Roger	Other

### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Lynette Shott - Principal - Vision and Mission/Curriculum and Instruction  
 Dusty Sims - Assistant Principal - Curriculum & Professional Learning Communities  
 Sarah Ashman - Reading Coach/MTSS Contact  
 Robert Bossardet - Assistant Principal - Instructional Leader and Discipline  
 Stacia Collier - TIF - SEEK Grant Support Colleague - Instructional Coach  
 Philip DeAugustino - Director of Guidance  
 Nathan Lovelette - Assistant Principal- Instructional Leader - Alternative Programs / Credit Recovery  
 Angela Reed - District Writing Coach - Professional Learning Communities  
 Travis Lee - Assistant Principal - Instructional Leader - Exceptional Education - Facilities  
 Phyllis Pearson - Assistant Principal - Instructional Leader - Testing - Parent Involvement  
 Shanahana Mercado - School Psychologist- member of both academic and behavioral TPST meetings, trainer of personnel on MTSS process, counselor/ internationalist for students

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

Academic: Level one or Two on FCAT and EOC tests, Failure in one or more core classes, teacher recommendations, referrals from middle school all can initiate the MTSS process. Once a student is in the process the TPST mtg is held with staff including: school psychologist, guidance counselors, academic teachers, parents of students, the student and the MTSS specialist. Interventions are planned in accordance to the students needs and to meet common core standards. These interventions can include push in assistance, mentoring, tutoring, direct instruction on specific topics, differentiation of instruction, or other ways to meet the students needs. Monthly meetings are set up with the MTSS team to review progress of all academic students. Teachers are invited as needed depending on the students who are up for review. At these meetings decisions are made on progress, movement between tiers and so on. Teachers have been trained as whole, then by department and then on an individual as needed bases on the effectiveness of MTSS and different interventions

depending on their subject area. Progress monitoring which occurs daily and weekly on a individual basis is documented and turned in weekly. A formal assessment is given in all core subject areas every three weeks, which is included in the data for our already targeted students. Progress monitoring test for Science, Math and History are provided at no cost to the schools by the district. The reading and English progress monitoring tests were provided with reading fund money to buy new text and curriculum which provided tests that can be given to monitor specific progress in those areas based on student. Resource allocation is primarily human resources, with time to learn the process, administer the interventions, and follow up with monitoring and paper work.

Behavior: Students have documentation for every discipline action they receive. When certain types of behavior ie: procedural, behavioral, drug related, and so on, reach a certain limit ie: 5 or 10 offenses, Tier 2 interventions are put in place with the MTSS behavioral teams decision. This team consists of the school psychologist, behavioral specialist, guidance counselors, deans, parents of students, the student and the MTSS specialist. The dean's office, the guidance office, graduation coaches, behavioral specialist, school psychologist, MTSS specialist or teacher can assist with these interventions. This data is monitored bi-monthly with fidelity charts at the bi-monthly meetings where decisions are made on progress, movement between tiers and so on. If progress is not being made, movement to Tier 3 is required which has many interventions with different assistance from outside sources such as a group therapy counselor, drug addiction help, behavior modification team, social skill curriculum and so on that the students can show progress through the tiers to be successful at FPCHS.

FPCHS will coordinate and integrate all funding sources including federal, state, and local funds and human services to train and support teachers and staff to ensure our students perform at increasing levels of proficiency across core academic areas, stay on track for graduation, and graduate college and career ready. The funding sources include the following: Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs, CTE; digital literacy programs, data monitoring programs, and job-embedded professional development.

FPCHS's Principal has provided a common vision for all of our resources including, academic programs, interventions, and support resources to be focused on individual student success to ensure students are college and career ready. Through the formulation of a School-Wide Data Chat Team, FPCHS students, teachers, parents, counselors, mentors, tutors will be provided training on data-based decision-making. Teacher and student learning will be further enhanced through the integration of technology with the support of the Districts' provided range of technology and digital resources. Technology allows students and teachers to use an approach which is "hands on" and relevant to today's learning needs. FPCHS will utilize these resources to immerse our students and teachers in personalized, rigorous and relevant learning experiences that foster 21st century knowledge and skills across disciplines to ensure college and career readiness.

Freshman Success: All FPCHS freshmen students participate in our Freshman Success Transition to High School Program. Beginning in the spring before the freshmen enter high school, the counselors conduct an orientation to high school session at the middle school during the day. They meet with small groups of students to provide them with a comprehensive overview of high school, including steps to success beginning with course selection. Guidance then meets one-on-one with students and their parents in the evening to complete the course selection process and personally address parent and student questions and concerns. As a follow-up to these sessions, Student Government Association (SGA) members meet the incoming freshmen during their spring term at the middle school to train them in areas of school success, including how to achieve and maintain a high GPA. Incoming freshmen and their parents also participate in an evening Spring session conducted at the high school. During this session, all students and their parents receive information and are invited to join extra-curricular activities. To encourage the use of technology as an intricate part of student success at the high school level, several curricular programs are presented through an expose' highlighting technology integration across the curriculum. SGA members also conduct campus tours to further acclimate the students and their families to the campus. Prior to the opening of the new school year, a Welcome to FPCHS Freshmen night is also held.

During the first week of school FPC holds "Freshmen Success Day" as the next step in guiding and supporting our freshman through the process of transitioning successfully into their new high school environment. All freshmen participate in a grade level workshop, led by an inspirational motivational speaker. While in small groups freshmen participated in three concurrent sessions, a personal campus tour, participating in small group activities, and making the grade/GPA's.

The school has implemented the graduation coaches who will continue to work to support the students throughout their high school experiences toward setting and meeting their academic and overall success goals, graduating from high school college and career ready.

Content Area meetings are held to address the specific needs of students. Guidance counselors meet with students in the classroom setting about graduation requirements and the course selection process. A major part of the course selection process involves the student reviewing their course selections prior to meeting individually with the counselor. Students have time to make adjustments in their schedule and are encouraged to follow-up with the counselor with questions or concerns.

FPCHS will use its 2014-2015 differentiated Title II site allocation to support ongoing research-based professional development programs involving Common Core Curriculum Standards and effective instructional practices, Problem Solving through the MTSS -Response to Intervention process, and effective use of Formative Assessment Data to differentiate and drive instruction. FPCHS teacher volunteers will also participate in school PLC's and district professional development involving Content Area Reading Professional Development, College and Career Common Core Anchor Standards. All Title II-funded professional development programs at FPCHS were planned to support student performance needs determined by the measurable objectives indicate that the academic performance goals have not been met and aligns with standards and goals within our Flagler County School District Strategy Plan.

All of FPCHS's English language learners (ELLs) are served in mainstream classrooms and receive supplemental services from ESOL endorsed teachers in their mainstream classrooms. District annual Title III entitlement funds are used to purchase materials, equipment, and supplies to supplement ELL instruction in FPCHS's mainstream classrooms that serve ELLs. Students, parents/guardians, and teachers have access to translated texts, dictionaries, graphic organizers, worksheets, and computer software packages designed to increase ELLs English and academic proficiencies. FPCHS's ESOL lead teacher will attend all District provided workshops and training to acquire training and resources on effective ELL strategies that can be used by mainstream classroom teachers to improve ELL instruction and student achievement. Title III funds will also be used to train our ESOL lead teacher how to better use computer software designed to improve ELL's English and academic proficiencies. Software purchased with Title III funds, like Rosetta Stone, will be regularly used to supplement mainstream classroom instruction and to increase ELLs academic proficiencies.

FPCHS's student services team will work with the District Student Services Department staff to provide intervention initiatives for our students and families. These initiatives and activities consist of substance abuse evaluations and assessments, grief counseling, drug testing, student drug awareness classes, crisis intervention services, classroom substance abuse instruction, parent drug awareness classes, parent drug intervention training, substance abuse protocol training for staff and administrators, tobacco awareness classes, Involuntary Marchman Act petitions where necessary, and treatment referral services. Furthermore, prevention and intervention programs are in place to address bullying and harassment throughout the district. Our staff regularly participates in district professional development programs on violence and substance abuse prevention. The district's Student Services Dept. initiated additional instructional programs for issues such as anger management, conflict resolution and sexual harassment that will be used in lieu of lengthy suspensions in order to minimize loss of instructional time at FPCHS in 2014-2015.

As part of the district's Food & Nutrition Department, FPCHS's cafeteria staff provides balanced, attractive, well- prepared meals with good variety; give good, courteous, friendly service; meet high sanitary standards; are receptive to students' ideas and suggestions; and constantly strive for improvement. FPCHS's cafeteria staff provides free and/or reduced-price lunches for our students who qualify to participate in the U.S. Dept. of Agriculture's National School Lunch Program. New this year, the district food service will provide nutritional meals to students participating in after school

programs or activities at no cost to our students.

Each CTE program, wherever possible, will lead to an industry certification outcome. Instructors have undergone, and will continue to receive professional development training in the areas of industry certification, FOR-PD and CAR-PD. Class texts have been reviewed and realigned to meet reading grade level expectations and produce industry certification outcomes. Contracts have been negotiated with external testing organizations so that students can take their industry certification tests at FPCHS if at all possible. Web-based learning packages have been purchased that encourages students to decode, analyze and work on main idea principles within the context of their career area.

FPCHS's MTSS Academic Coach will provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing RtI, conduct assessment of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support RtI implementation, and communicate with parents regarding school-based MTSS plans and activities. A District funded School Psychologist and a District funded Behavior Specialist are available to meet students needs immediately as they are located on the campus 2 to 3 days per week.

Our Reading Coach, in collaboration with the other Academic Coaches and Instructional Leaders, will implement the reading plan, provide teachers with on-going professional development in reading across the curriculum and monitoring of student progress in reading.

Academic Coaches, PBS Team, and Education Support Colleagues will assist with all data analysis for MTSS interventions and monitoring and provide professional development regarding the Florida Standard Assessment Test Item Specifications and Florida Standards and how they relate to student achievement.

FPCHS's Data Chat Team, will analyze student performance throughout the school year, establish and monitor students' progress toward their goals and work together with students, parents, academic coaches, teachers, counselors, mentors, and tutors to develop more individualized student learning goals and practices, relative interventions, and student academic self-monitoring strategies to facilitate improved performance outcomes across all student groups.

Title I will support increased parent involvement through supporting access to guidance personnel and other school resources in settings that are conducive to parent participation and accessibility.

Supplemental personnel for reading/language arts, ESE support and two graduation coaches will be utilized through the Title I grant. An additional classroom position targeted towards providing intensive reading instruction and a differentiated curriculum for students repeating English I has been included in the staffing plan. The graduation coaches will work specifically with an identified group of students to monitor academic progress and follow up on attendance and discipline concerns, have parent communication, serve as liaisons to ensure outside counseling is provided if needed, guide students toward post-secondary schooling/employment and direct students toward dual enrollment where appropriate. An ESE certified instructor will work with students on career prep and service learning projects to increase engagement, relevance, and interventions, with a goal towards increasing graduation rates for students with disabilities.

Guidance Counselors will participate in collection, interpretation, analysis, and dissemination of data; facilitate development of intervention plans through the Student Study Team process and provide support for intervention fidelity and documentation relating to students being on track for graduation and student development of a college and career plan for beyond high school.

## **School Advisory Council (SAC)**

### **Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Micah Gore	Student
Kelvin Tran	Student
Katie Wells	Student
Denise DePoalo	Parent
Lana Schultz	Parent
Brenda Schultz	Parent
Bertina Guerrier	Student
Dan Sprague	Parent
Kedron Abbott	Student
Janine Jao	Student
Rachel Sheffield	Parent
Colleen Conklin	Parent
Cornelia Manfre	Parent
Debra Naughton	Parent
Debra Ellis	Teacher
Linda Longo	Education Support Employee
Anna Mae Ruiz	Education Support Employee
Beverly McDonald	Education Support Employee
Kerry Ellis	Teacher
Kerry Sands	Teacher
Brandon Seminara	Education Support Employee
Natasha Rodrigez	Education Support Employee
Bruce Brady	Education Support Employee
Roger Tangney	Teacher
Elizabeth Cabral	Teacher
	Student

### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

Previous years school data is reviewed at the beginning of each school year with the SAC group in reference to goals and focus of the previous year's school improvement plan. Initiatives to be continued, sunset, and new initiatives are shared for input at this initial meeting for the next year's SIP.

*Development of this school improvement plan*

The SIP plan was presented to the SAC Committee on September 22, 2014 for review and input.

*Preparation of the school's annual budget and plan*

Resources aligned with general budget and grants that support initiatives detailed in the School Improvement Plan are shared in the initial SAC meeting at the beginning of each school year.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

There are no longer allocated School Improvement Funds.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Ashman, Sarah	Instructional Coach
Collier, Stacia	Instructional Coach
Reed, Angela	Instructional Coach
Sims, Dustin	Assistant Principal
Shott, Lynette	Principal
Mercado, Shoshannah	Psychologist
Pearson, Phyllis	Assistant Principal
Lee, Travis	Assistant Principal
Lovelette, Nathan	Assistant Principal

**Duties**

**Describe how the LLT promotes literacy within the school**

The LLT will focus on providing supports and interventions for students at the bottom quartile, promoting literacy across the content areas, and educating parents on resources available to support student success in advancing their high level thinking and overall academic performance outcomes.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

FPCHS is a Professional Learning Community School, where learning applies as much to teachers, administrators, volunteers, community partners, and parents as it does to each of our students. Professional Learning Communities meet 3-5 times per year formally to facilitate collegial work among the instructional staff anchored in identified needs of students and staff. PLC's are designed to support a growth mindset and provide the resources of time, training, and materials to promote continual professional growth that is constantly self-evaluated. The culture of our Professional Learning Communities are guided by our Mantra, "What did I learn about a student today that will help make them more successful tomorrow?"

Our PLC School Community is based on:

Promoting Adult Agency

Collegial vs. congenial work

Support

Cooperation vs. competition

Focus intensely on the mission, vision, goals, and values

Improvement of the whole vs. striving to get ahead individually

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

FPCHS works closely with the District to recruit and retain highly qualified teachers.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

FPCHS hired 10 teachers this year, which includes 1 first year teacher.

The teachers new to FPCHS are supported through on going job embedded professional development and mentoring using a Professional Learning Community model that was initially established here four years ago.

\*PLC – New Teacher Orientation took place prior to the start of the 2014-2015 school year

\*Teachers new to teaching, new to Flagler Schools, or new to FPCHS are provided with mentoring services

\*PLC's in the Content Areas are scheduled and take place throughout the school year

\*Teacher - Academic Coach Sessions are arranged by teachers on a volunteer basis and/or an as need basis according to student data results from progress monitoring

\*Classroom visitations and team teaching are encouraged and supported through Title 1 funds and are voluntary

\*On-going training on Effective Questioning Strategies, Formative Assessment, and Data Chats that Support Learning Growth are provided to teachers by both teacher colleagues, academic coaches, and professional support colleagues/administrators

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

#### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

FPCHS ensures the alignment of instructional programs and materials in the following ways:

At FPCHS, Florida State Standards and Florida State Assessments, the District Pupil Progression Plan, and Professional Growth opportunities are used as the framework to form an effective support system (technical, expertise, and resources) to ensure the instructional alignment needed to build the capacity for school staff and faculty members to help them understand, analyze, and develop plans to implement action steps to address instructional needs of each student toward academic progress and overall success.

FPCHS uses PLC's and a system of support colleagues to develop, monitor and adjust alignment of core instructional programs and materials to Florida standards. Collaboration occurs with the district to review and adopt new materials and develop content focus reports for all courses based on Florida Standards. There is horizontal and vertical alignment across the content areas through the involvement of the teachers in the process of developing the content focus reports.

Professional Learning Communities are utilized to monitor student growth and maintain alignment

between the curriculum standards and classroom instruction, through effective use of formative data, building capacity for student progress and teacher efficacy and fidelity.

## Instructional Strategies

**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

Through Professional Learning Communities, FPCHS teachers use state and local summative assessment data and state and local progress monitoring data in addition to informal classroom data to help drive the specific focus of instruction. Each department (Science, Math, Language Arts, and Social Studies) meets multiple times throughout the year to discuss data from common formative assessments and what changes need to be made to pacing, lessons and classroom summative assessments. There are several ways that FPCHS teachers differentiate instruction based on data; some examples include resubmitting assignments, providing additional time on assignments (after teacher or group feedback on assignment was given) and “swapping” classes to provide remediation and teachers based on identified weak standards or benchmarks for individual students. Additionally scaffolded support classes are provided in math, reading, and science. Students are identified for support in these classes through a review of multiple data points that may include: multiple years of summative data, grades, and informal formative or placement assessments.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 0

The following opportunities are offered as extended learning opportunities for students. These are heavily encouraged but are not mandatory and as such are not listed as adding minutes to the school day.

After school tutoring for language arts, math, science, and American History 2x per week with transportation available

Online tutoring available in an evening setting for the above content areas

Saturday tutoring blitzes offered for the two weeks prior to each FSA/EOC administration

### **Strategy Rationale**

### **Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

### **Person(s) responsible for monitoring implementation of the strategy**

Sims, Dustin, simsd@flaglerschools.com

### **Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Progress monitors are administered in the content areas listed above and data is stored in Performance Matters for review by school administration-Education Support Colleagues, academic coaches, data chat team, and individual teachers for the purposes of determining the effectiveness of instruction and supports. Professional Learning Communities will be utilized to train staff on data chat protocols that allow for a systematic review of data within a problem solving structure.

## Student Transition and Readiness

### PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

#### ***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

The Principal, Assistant Principals, and leadership team, Parents, Mentors, Volunteers, Instructional Coaches, Guidance Counselors, the IB-AP Coordinator, Flagship Program Coordinators, Activity Director, Athletic Director, and the Graduation Coaches work collaboratively with our feeder middle school administrative/guidance team and district support teams, community partners, and college and university contacts to ensure a smooth transition for our students across different school levels. Supports include but are not limited to: mentor assignments, Freshman Success Day, Guidance support on college and career readiness choices, and training on financial aide paths.

### College and Career Readiness

#### ***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

FPCHS provides students with numerous course offerings in CTE that are sequentially taught that lead to industry certification. A major focus for the 2014-15 school year was to expand the number of students participating in the AP and IB programs. A plan was implemented in the spring of 2014 to reach out to parents of upper elementary and middle school age students to educate them on the International Baccalaureate Program so that they may make educated choices on course selections throughout middle school and to ensure they make an educated choice on their educational path through high school. Following the implementation of this strategy the number of freshman entering the IB program has nearly doubled. Additionally, high school students who were on the AP potential list and/or were level 4 or 5 in both math and reading on previous state assessments met with community members and school personnel in the spring of 2014 to encourage them to sign up for Advanced Placement Courses. Approximately 85 students elected to take an advanced level course for the first time after these meetings.

The guidance department collaborates with CTE Team members and the Education Support Colleague / Administrator and the IB/AP Program Coordinator to analyze and meet student needs. The Guidance Department also coordinates with post secondary institutions and businesses to connect them with students through the college fairs, career days, and associations such as the Future Business leaders of America program. Guidance Counselors meet with each student individually to review and complete course selection sheets on an annual basis.

#### ***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

FPCHS provides students with many opportunities to learn from an integrated learning approach. Students are encouraged to participate in Career and Technical Education (CTE) courses or programs. Students are also encouraged to participate in STEM designed programs including college preparatory or credit bearing courses such as Advanced Placement, International Baccalaureate, or Dual Enrollment.

Our career and technical courses are continually being transitioned towards STEM courses and to high demand, high wage identified career paths. Stagecraft was transformed to Digital Audio Production within the past 4 years. Carpentry and cabinet making was transitioned to Construction Technology implemented in the 2012-13 school year. Automotive Service has been converted to Power and Energy Technology and was implemented in the 2013-14 school year.

#### ***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

As a premier learning institution, FPC recognizes the importance of preparing students for college and careers. To that end FPC has partnered with Flagler Technical Institute to provide post-secondary certificate programs on the FPC campus. High school students are able to accelerate their post-secondary education during the regular school day, and the credits they earn are transferable to FTI programs in Early Childhood Education, Landscape and Nursery Management, Electrician, HVAC, and Cosmetology. The goal is to better prepare students not only for the workforce directly, but also to assist students in preparing for further post-secondary education. Students are also encouraged to participate in STEM designed programs including college preparatory or credit bearing courses such as Advanced Placement, International Baccalaureate, or Dual Enrollment.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

Based on the 2012 High School Feedback Report 54.5 percent of Flagler Graduates enrolled at a postsecondary institution in the fall. 73.5% of the students enrolled in fall postsecondary courses maintained a GPA of 2.0 or above. To assist in improving student readiness for postsecondary education the College Readiness Exam will be administered throughout the 2014-2015 school year to monitor college and career readiness and determine students needs for specific intervention. Based on PERT and SAT data students are provided further opportunity to enhance their readiness skills through our college readiness math and reading courses. All students in English 3 and English 4 are taught test-taking strategies for the SAT and /or ACT to help increase their performance outcomes on the college entrance assessments. Further, two Graduation Coaches have been hired to help facilitate students setting and meeting their academic goals, increase attention to setting academic priorities and staying focused on producing quality work that results in increased GPA's. Additionally, a mentoring group is working with African American students to promote postsecondary education and assist in facilitating the process for enrollment. Also, guidance conducts on-going seminars for students on post-secondary and career readiness in the classroom and some evenings for students and parents. A representative from DSC is on campus and available during lunch or by appointment through guidance to assist students in the college application process. Students can receive assistance with any college application. The representative is also available to assist our seniors with scholarship application to DSC and other colleges at the request of the student.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Increase the reading proficiency levels of all student subgroups as reported on the 2015 AMO Targets. In 2015 the number and percent of students scoring at or above a level 3 in reading will increase by 5% or higher to at least 56%.
- G2.** Increase the writing levels of ELL students on the CELLA Assessment. In 2015 100% of matching students will show growth in their writing proficiency levels from 2014 to 2015. There will be an increase of 10% scoring at the proficient level.
- G3.** Mathematics - Increase the proficiency levels of all student subgroups as reported on the 2015 AMO Targets. In 2015 the number/percent of students scoring at or above a level 3 on the Algebra EOC will increase by 5% to 73% and remain above the state average on the Math FSA.
- G4.** Increase the percentage of students scoring college ready in reading on PERT In 2015 the number and percent of students scoring college ready will increase by 5 percent year over year.
- G5.** Increase student proficiency levels of 3.0 and above on the Biology EOC. In 2015 the number and percent of students scoring at or above a level 3.0 will increase from 70 % to at least 75%.
- G6.** See FPCHS 2014-2015 Parent Involvement Plan - Uploaded September, 2015
- G7.** Encourage students to participate in accelerated academic programs, such as AP and IB to better prepare themselves for success in college, careers, and life after graduation. Increase the percent of students enrolling in postsecondary education programs by 10%.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** Increase the reading proficiency levels of all student subgroups as reported on the 2015 AMO Targets. In 2015 the number and percent of students scoring at or above a level 3 in reading will increase by 5% or higher to at least 56%. 1a

G045460

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	67.0

**Resources Available to Support the Goal** 2

- PLC trainings in Reading across the content areas Academic Reading Coach Tutoring and Mentoring

**Targeted Barriers to Achieving the Goal** 3

- --Students entering high school with low grades and low test scores Students need to improve their reading comprehension in order to be able to engage with complex and high quality literary and informational texts
- -----Teachers need to use progress monitoring data more effectively to focus on identified student learning needs

**Plan to Monitor Progress Toward G1.** 8

Data Chat Team On-Going Collection and review of FAIR Testing  
MTSS Progress Monitors

Results of Progress Monitors will be presented to and reviewed by FPC's School Leadership Team

**Person Responsible**

Dustin Sims

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Monthly Summary Reports of Results of Progress Monitors

**G2.** Increase the writing levels of ELL students on the CELLA Assessment. In 2015 100% of matching students will show growth in their writing proficiency levels from 2014 to 2015. There will be an increase of 10% scoring at the proficient level. 1a

G045461

**Targets Supported** 1b

Indicator	Annual Target
CELLA Writing Proficiency	10.0

**Resources Available to Support the Goal** 2

- College and Career Readiness - Writing Coach Teacher Support Colleague PLC Trainings

**Targeted Barriers to Achieving the Goal** 3

- -Students need to learn to use formative assessments with respect to questions representing different levels of cognitive complexity across the content areas

**Plan to Monitor Progress Toward G2.** 8

Sample - Student work

**Person Responsible**

Angela Reed

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

CELLA Scores

**G3. Mathematics** - Increase the proficiency levels of all student subgroups as reported on the 2015 AMO Targets. In 2015 the number/percent of students scoring at or above a level 3 on the Algebra EOC will increase by 5% to 73% and remain above the state average on the Math FSA. 1a

G045462

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	71.0

**Resources Available to Support the Goal** 2

- PLC trainings in Critical Thinking and Problem Solving across the content areas Career and College Readiness Coach Teacher Support Colleagues Tutoring and Mentoring Programs

**Targeted Barriers to Achieving the Goal** 3

- High level questioning may not be a consistent part of the student's daily lessons Students will be challenged to think, as the teacher will employ a variety of questioning levels on a daily basis.

**Plan to Monitor Progress Toward G3.** 8

Data Chat Team and Academic Coaches conduct analysis of data results from district math progress monitor

Results of Progress Monitors will be presented to and reviewed by FPC's School Leadership Team

**Person Responsible**

Dustin Sims

**Schedule**

Monthly, from 9/18/2014 to 5/22/2015

**Evidence of Completion**

Monthly Summary Reports of Results of Progress Monitors

**G4.** Increase the percentage of students scoring college ready in reading on PERT In 2015 the number and percent of students scoring college ready will increase by 5 percent year over year. 1a

G045463

**Targets Supported** 1b

Indicator	Annual Target
College Readiness Reading	70.0

**Resources Available to Support the Goal** 2

- PLC trainings in Literacy across the content areas Academic Coaches Student and Adult Mentors

**Targeted Barriers to Achieving the Goal** 3

- -Students need to be able to engage in learning through the effective use of text evidence to explain cognitively complexity concepts in history as presented in the U.S. History standards -- Teachers need more experience in exploring the Florida Standards and District Focus Areas

**Plan to Monitor Progress Toward G4.** 8

Data Chat Team - Data Collection and Analysis of Progress Monitor Test Results  
Results of MTSS Progress Monitors  
Findings of results of Progress Monitors will be shared with FPC's School Leadership Team

**Person Responsible**

Dustin Sims

**Schedule**

Monthly, from 9/18/2014 to 6/5/2015

**Evidence of Completion**

Monthly Review of Summary Reports of Results of Progress Monitors and Standardized Tests  
Data Chat Team

**G5.** Increase student proficiency levels of 3.0 and above on the Biology EOC. In 2015 the number and percent of students scoring at or above a level 3.0 will increase from 70 % to at least 75%. 1a

G045464

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	75.0

**Resources Available to Support the Goal** 2

- PLC Trainings on Common Core Standards and Science and Technical Literacy Tutoring and Mentoring

**Targeted Barriers to Achieving the Goal** 3

- Students lack experience needed to be able to engage in learning using both quantitative and qualitative scientific strategies, using numbers, symbols, and words

**Plan to Monitor Progress Toward G5.** 8

Data Chat Team On-Going Collection and analysis of Progress Monitor Results  
Results of Progress Monitors will be reviewed by FPC's School Leadership Team

**Person Responsible**

Dustin Sims

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Monthly Summary Reports of Results of Progress Monitors Data Chat Team

**G6. See FPCHS 2014-2015 Parent Involvement Plan - Uploaded September, 2015** 1a

G045466

**Targets Supported** 1b

Indicator	Annual Target
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**Resources Available to Support the Goal** 2

- Students, Teachers, Guidance Team, Graduation Coaches, Leadership Team

**Targeted Barriers to Achieving the Goal** 3

- Families' time is limited and demands on families has increased.

**Plan to Monitor Progress Toward G6.** 8

Surveying students, teachers, guidance counselors, director of activities, web site management contact to ensure parents are regularly informed about student grades, activities, and progress through available outlets.

**Person Responsible**

Phyllis Pearson

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Parent Survey results, parent participation rosters at school events, website visitor counters where possible

**G7.** Encourage students to participate in accelerated academic programs, such as AP and IB to better prepare themselves for success in college, careers, and life after graduation. Increase the percent of students enrolling in postsecondary education programs by 10%. 1a

 G045468

**Targets Supported** 1b

Indicator	Annual Target
Postsecondary Enrollments	10.0

**Resources Available to Support the Goal** 2

- Teachers, Counselors at the middle and high school, Guidance, and the IB/AP Coordinator will provide more comprehensive information about the accelerated programs to students and parents through meetings and media outlets.

**Targeted Barriers to Achieving the Goal** 3

- Students have misconceptions about accelerated learning programs, afraid to try a new academic experience.

**Plan to Monitor Progress Toward G7.** 8

Guidance Director, IB/AP Coordinator and Administrators will review information from school level articulation meetings, family information sessions with students and parents, and questions or suggestions from other stakeholders.

**Person Responsible**

Dustin Sims

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Results of Potential Student Participant Semester Grades in Math and Science List of Potential Student Participant Course Selections

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal                      **B** =  
   Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Increase the reading proficiency levels of all student subgroups as reported on the 2015 AMO Targets. In 2015 the number and percent of students scoring at or above a level 3 in reading will increase by 5% or higher to at least 56%. **1**

G045460

**G1.B2** --Students entering high school with low grades and low test scores Students need to improve their reading comprehension in order to be able to engage with complex and high quality literary and informational texts **2**

B112312

**G1.B2.S1** FPCHS PLC's will provide job-embedded teacher trainings that guide and support teachers in transitioning to the Florida State curriculum standards, supplemented by the College and Career Readiness Standards Teachers across the curriculum areas will have on-going training opportunities that will provided them with reading comprehension strategies designed to motivate students to read by engaging them in reading activities using more complex and high quality literary and informational texts FPC's Teacher Support Colleague (TSC) will assist teachers in adapting their instruction to deliberately train students to process text using highly cognitive strategies, including higher order questioning techniques. **4**

S123676

### Strategy Rationale

Use of effective strategies to increase reading proficiency levels of all student groups.

### Action Step 1 **5**

Teachers across the curriculum areas will have on-going training opportunities that will provided them with reading comprehension strategies designed to motivate students to read by engaging them in reading activities using more complex and high quality literary and informational texts

#### Person Responsible

Dustin Sims

#### Schedule

Monthly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Shared Best Practices - written, video recorded, classroom visitations by colleagues  
Classroom Visitations by Education Support Colleagues - Administrators FAIR Testing  
Results - September, December, and March Reading FCAT 2.0

**Action Step 2** 5

Teachers across the curriculum areas will have on-going training opportunities that will provided them with reading comprehension strategies designed to motivate students to read by engaging them in reading activities using more complex and high quality literary and informational texts

**Person Responsible**

**Schedule**

Monthly, from 8/11/2014 to 6/5/2015

**Evidence of Completion**

Shared Best Practices - written, video recorded, classroom visitations by colleagues  
Classroom by Education Support Colleagues - Administrators FAIR Testing Results -  
September, December, and March Reading FCAT 2.0

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

FPCHS's Data Team including the Education Support Colleagues, the Instructional Leadership Team members, Academic Coaches, and the Guidance Department meet weekly to discuss student progress based on progress monitoring results, student course grades on progress reports or report cards, Student Study Team contracts, state assessment results, and mentoring or tutoring participation data

**Person Responsible**

Dustin Sims

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Reading FCAT 2.0

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7**

FPCHS's Data Team including the Education Support Colleagues, the Instructional Leadership Team members, Academic Coaches, Graduation Success Coaches, Guidance Department, Teacher representatives across the curriculum areas will meet monthly to discuss student progress based on progress monitoring results, student course grades on progress reports or report cards, Student Study Team contracts, student data on attendance, student discipline data state assessment results,

**Person Responsible**

Dustin Sims

**Schedule**

Monthly, from 8/11/2014 to 6/5/2015

***Evidence of Completion***

Continual Improvements on standards mastered across progress monitors throughout the year and an meeting or exceeding the AMO achievement targets for each subgroup on the FCAT in Reading 2.0.

**G1.B5** -----Teachers need to use progress monitoring data more effectively to focus on identified student learning needs **2**

 B112315

**G1.B5.S1** Through their PLC's and ongoing job-embedded trainings and supports, teachers will be provided training on formative assessment and use the Data Chat Protocol and modeling of effective ways to conduct Data Chats with their colleagues, students, and parents to guide the improvement of student and teacher learning and performance outcomes. **4**

 S123677

### **Strategy Rationale**

Increased use of the use of formative data and reflecting on the data with support colleagues and students and using the data to adapt instruction will increase the reading proficiency levels across student groups.

### **Action Step 1** **5**

Teachers will be trained on how to effectively use their FCAT 2.0 and FAIR test results to guide their instruction and monitor student progress. They will receive on-going training on the use of Performance Matters to access individual student data and classroom data and ways to cross-reference their Skyward course level class/student grades with the data provided through Performance Matters.

Teachers will be trained on effective use of Formative Assessment as a daily progress monitor strategy. Students will be trained on ways they can engage in the process of monitoring and reflecting on their academic progress using results of their their daily formative assessments, data from course assignments, and class test results as shown in skyward.

Teachers, counselors, and graduation coaches will receive training and tips on how to train students to engage in Data Reviews and Data Chats as an individual reflective activity and with their peers, parents, teachers, mentors, graduation coaches, and counselors, to help chart their progress toward meeting or exceeding their academic goals.

### **Person Responsible**

Dustin Sims

### **Schedule**

Monthly, from 8/11/2014 to 6/5/2015

### **Evidence of Completion**

Survey Results and Reflections Sheets from students engaging in self-monitoring and data chats Results of Progress Monitoring Results of FAIR Results of FCAT 2.0

**Plan to Monitor Fidelity of Implementation of G1.B5.S1 6**

Education Support Colleague Walk-Throughs and Classroom Visitations  
Teacher Feedback on Surveys  
Student Feedback on Surveys  
Data Chat Team On-going Reviews of Student Progress

**Person Responsible**

Lynette Shott

**Schedule**

Monthly, from 9/21/2014 to 6/5/2015

**Evidence of Completion**

Classroom Visitations and Follow-up, Teacher-Education Support Colleague Reflections  
Data Chat Team Reports

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7**

Teacher Feedback Surveys  
Student Feedback Surveys  
Data Chat Team On-Going Collection and review of FAIR Testing  
MTSS Progress Monitor Data

**Person Responsible**

Dustin Sims

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Monthly Reports and on-going updates to be shared with stakeholder groups through Data Chats

**G2.** Increase the writing levels of ELL students on the CELLA Assessment. In 2015 100% of matching students will show growth in their writing proficiency levels from 2014 to 2015. There will be an increase of 10% scoring at the proficient level. 1

G045461

**G2.B1** -Students need to learn to use formative assessments with respect to questions representing different levels of cognitive complexity across the content areas 2

B112316

**G2.B1.S1** Writing Coach working with teachers to develop effective writing strategies to emerge students in literacy and language learning. 4

S123678

### Strategy Rationale

Increase the writing proficiency levels of ELL students.

### Action Step 1 5

Writing Coach to work with teachers and students on the following:

- 1) possible different patterns of organization and development where their texts may seem incoherent or incomplete.
- 2) Learn different forms of writing
- 3) Teach use complex grammar and vocabulary to make their writing more sophisticated.
- 4) Reading and writing slowed tremendously by need to use references for translation for processing complex language of university-level texts.

#### Person Responsible

Angela Reed

#### Schedule

Biweekly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Increase in writing proficiency levels on the CELLA assessment.

### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Sample student work

#### Person Responsible

Angela Reed

#### Schedule

Monthly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Sample - student work

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Sample - Student Work

**Person Responsible**

Angela Reed

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Sample - Student work

**G3. Mathematics** - Increase the proficiency levels of all student subgroups as reported on the 2015 AMO Targets. In 2015 the number/percent of students scoring at or above a level 3 on the Algebra EOC will increase by 5% to 73% and remain above the state average on the Math FSA. 1

G045462

**G3.B1** High level questioning may not be a consistent part of the student's daily lessons. Students will be challenged to think, as the teacher will employ a variety of questioning levels on a daily basis. 2

B112319

**G3.B1.S1** Students will be challenged to think, as the teacher will develop a framework for infusing lower order and higher order questions and engage in scaffolding of the process to allow the students to practice a variety of questioning levels on a daily basis. Students will be trained to formulate higher order questions as a method of developing critical thinking and problem solving skills. 4

S123679

### Strategy Rationale

Increase the proficiency levels of all student groups in the area of math.

### Action Step 1 5

Teachers across the curriculum areas will have on-going training opportunities that will provide them with critical thinking and problem solving strategies designed to motivate students to engage in higher order questioning activities to determine the information or mathematical practices needed to demonstrate understanding and increased proficiency achievement outcomes.

#### Person Responsible

Dustin Sims

#### Schedule

Monthly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Teacher Shared Best Practices - written, video recorded, classroom visitations by colleagues, surveys Classroom Visitations by Education Support Colleagues - Administrators District Progress Monitoring Results in Performance Matters - September, December, and March Algebra EOC Results and Geometry EOC Results

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Education Support Colleague-Administrator Walk-Throughs -Classroom Visitations and Support  
Colleague Biweekly Reflections  
Teacher Feedback on Surveys  
Student Feedback on Surveys  
Data Chat Team On-going Reviews of Student Progress

**Person Responsible**

Lynette Shott

**Schedule**

Biweekly, from 9/18/2014 to 5/22/2015

**Evidence of Completion**

Classroom Visitations Follow-up Teacher-Education Support Colleague Reflections Data  
Chat Team Reports

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

**Person Responsible**

Dustin Sims

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

**G4.** Increase the percentage of students scoring college ready in reading on PERT In 2015 the number and percent of students scoring college ready will increase by 5 percent year over year. **1**

 G045463

**G4.B1** -Students need to be able to engage in learning through the effective use of text evidence to explain cognitively complexity concepts in history as presented in the U.S. History standards --Teachers need more experience in exploring the Florida Standards and District Focus Areas **2**

 B112320

**G4.B1.S1** Provide training across the curriculum 9-12 teachers in Florida State Standards and District Content Focus Areas Increase the percentage of students graduating on time from Decrease the number and percentage of students dropping out of school from 1.7% less than 1 percent. **4**

 S123680

### **Strategy Rationale**

Increase the percentage of students graduating on time from from 75 to 80% and decrease the number and percentage of students dropping out of school from 1.7% less than 1 percent.

### **Action Step 1 **5****

Teachers will be provided with PLC's professional development and on-going training opportunities to collaborate with colleagues to extend their instructional strategies in the areas of active listening, literacy, and writing across the curriculum. designed to teach their students to them in reading activities using more complex and high quality literary and informational texts.

#### **Person Responsible**

Dustin Sims

#### **Schedule**

Monthly, from 8/18/2014 to 6/5/2015

#### **Evidence of Completion**

Shared Best Practices - written, video recorded, classroom visitations by colleagues  
Classroom Visitations by Education Support Colleagues - Administrators Teacher Grades  
and Common Assessment Results

**Action Step 2** 5

On-going articulation meetings among our feeder patterns school leaders including elementary, middle, and high school. Continued flow of information about the benefits and challenges of the academic programs to potential students and their parents.  
Encourage students to participate in accelerated academic programs, such as AP and IB to better prepare themselves for success in college, careers, and life after graduation.

**Person Responsible**

Dustin Sims

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

First time AP and IB - report/ records of increase in participation, retention and academic success - student and parent survey data

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

Education Support Colleague Classroom Visitations  
Teacher Feedback on Surveys  
Student Feedback on Surveys  
Data Chat Team On-going Reviews of Student Progress

**Person Responsible**

Dustin Sims

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Classroom Visitations and Follow-up, Teacher-Education Support Colleague Reflections  
Data Chat Team Reports

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

Teacher Feedback Surveys  
Student Feedback Surveys  
Skyward Grade Reports  
Data Chat Team On-Going Collection and review of Progress Monitors

**Person Responsible**

Dustin Sims

**Schedule**

Monthly, from 9/18/2014 to 6/5/2015

**Evidence of Completion**

Monthly Reports and on-going updates to be shared with stakeholder groups through Data Chats

**G5.** Increase student proficiency levels of 3.0 and above on the Biology EOC. In 2015 the number and percent of students scoring at or above a level 3.0 will increase from 70 % to at least 75%. 1

G045464

**G5.B1** Students lack experience needed to be able to engage in learning using both quantitative and qualitative scientific strategies, using numbers, symbols, and words 2

B112321

**G5.B1.S1** FPCHS PLC's will provide job-embedded teacher trainings that guide and support teachers in transitioning to the common core curriculum standards, supplemented by the College and Career Readiness Anchor Standards in Science and Technical Subjects. 4

S123681

### Strategy Rationale

Increase the percent of student scoring proficient on the Biology EOC.

### Action Step 1 5

Science teachers will have on-going training opportunities that will provided them with engaging study in learning science and technical subjects through effective use of numbers, symbols, and words to gain meaning from complex science concepts. Teachers and students will continue to participate in the Florida Learns STEM Scholars Program - Teacher mentors six 9th grade students taking accelerated learning course and trainings, including Student S.T.E.M. Scholar regional forums, meetings and conferences.

#### Person Responsible

Dustin Sims

#### Schedule

Monthly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Shared Best Practices - written, video recorded, classroom visitations by colleagues  
Classroom visitations by Education Support Colleagues - Administrators District Progress  
Monitor Results - September, December, and March

**Plan to Monitor Fidelity of Implementation of G5.B1.S1** 6

Education Support Colleague Walk-Throughs and Classroom Visitations  
Teacher Feedback on Surveys  
Student Feedback on Surveys  
Data Chat Team On-going Reviews of Student Progress

**Person Responsible**

Dustin Sims

**Schedule**

On 6/5/2015

**Evidence of Completion**

Classroom visitations and follow-up, Teacher-Education Support Colleague Reflections Data Chat Team Reports

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** 7

Teacher Feedback Surveys  
Student Feedback Surveys  
Skyward Grade Reports  
Data Chat Team On-Going Collection and review of Progress Monitors

**Person Responsible**

Dustin Sims

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Monthly Reports and on-going updates to be shared with stakeholder groups through Data Chats

**G6.** See FPCHS 2014-2015 Parent Involvement Plan - Uploaded September, 2015 **1**

G045466

**G6.B1** Families' time is limited and demands on families has increased. **2**

B115512

**G6.B1.S1** Increased parent and family involvement in monitoring and supporting student progress through face to face activities and the effective use of technologies to engage students, families, and educators in students' college and career readiness and success, including skyward and school website.

**4**

S127127

**Strategy Rationale**

Increase parent involvement in student college and career readiness and success.

**Action Step 1** **5**

Refer to PIP 2015

**Person Responsible**

Philip DeAugustino

**Schedule**

Every 6 Weeks, from 9/24/2014 to 6/5/2015

**Evidence of Completion**

Parent Survey

**Plan to Monitor Fidelity of Implementation of G6.B1.S1** **6**

Parent Improvement Plan Goals

**Person Responsible**

Phyllis Pearson

**Schedule**

Every 6 Weeks, from 9/24/2014 to 6/5/2015

**Evidence of Completion**

Parent Involvement Plan, parent participation in parent nights, parent conferences, parent use of skyward to monitor student progress, and parent survey.

**Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7**

Surveying students, teachers, guidance counselors, director of activities, web site management contact to ensure parents are regularly informed about student grades, activities, and progress through available outlets.

**Person Responsible**

Phyllis Pearson

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Parent Survey results, parent participation rosters at school events, website visitor counters where possible

**G7.** Encourage students to participate in accelerated academic programs, such as AP and IB to better prepare themselves for success in college, careers, and life after graduation. Increase the percent of students enrolling in postsecondary education programs by 10%. **1**

 G045468

**G7.B1** Students have misconceptions about accelerated learning programs, afraid to try a new academic experience. **2**

 B114674

**G7.B1.S1** Use the AP Potential report, State Assessment score report, and the teacher grade report to develop a list of the students that are likely to experience success in advanced courses. Meet with the students to provide information on advanced courses and invite them to register to take at least 1 advanced course in 2014-2015. Offer a companion course for first time AP course takers to support academic success allowing the student to become acculturated into advanced study courses. Contact the parents to seek their input and support regarding their children taking advanced courses. Follow up with the students, parents, and the teachers to identify student needs, monitor their progress, and provide the support necessary for individual student success. **4**

 S126210

### **Strategy Rationale**

Increased college and career readiness among diverse student groups through increasing enrollment and supports needed for success among students taking advanced courses.

### **Action Step 1 **5****

Offer a companion course for first time AP course takers to support academic success allowing the student to become acculturated into advanced study courses. Contact the parents to seek their input and support regarding their children taking advanced courses. Follow up with the students, parents, and the teachers to identify student needs, monitor their progress, and provide the support necessary for individual student success.

#### **Person Responsible**

Dustin Sims

#### **Schedule**

Monthly, from 7/1/2014 to 6/30/2015

#### **Evidence of Completion**

Increased enrollment and success among students taking AP and IB courses in 2014-2015.

**Plan to Monitor Fidelity of Implementation of G7.B1.S1 6**

The AP-IB coordinator will work with the AP-IB teachers, parents, and guidance counselor to monitor student success.

**Person Responsible**

Dustin Sims

**Schedule**

Monthly, from 8/11/2014 to 6/5/2015

**Evidence of Completion**

Samples of student work, student course grades, and EOC scores, and AP/IB practice assessments.

**Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7**

The AP-IB coordinator will work with the AP-IB teachers to review student course grades and EOC scores, and AP/IB practice assessments.

**Person Responsible**

Dustin Sims

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Samples of student work, student course grades, and EOC scores, and AP/IB practice assessments.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1	Teachers across the curriculum areas will have on-going training opportunities that will provided them with reading comprehension strategies designed to motivate students to read by engaging them in reading activities using more complex and high quality literary and informational texts	Sims, Dustin	8/18/2014	Shared Best Practices - written, video recorded, classroom visitations by colleagues Classroom Visitations by Education Support Colleagues - Administrators FAIR Testing Results - September, December, and March Reading FCAT 2.0	6/5/2015 monthly
G1.B5.S1.A1	Teachers will be trained on how to effectively use their FCAT 2.0 and FAIR test results to guide their instruction and monitor student	Sims, Dustin	8/11/2014	Survey Results and Reflections Sheets from students engaging in self-monitoring and data chats Results of	6/5/2015 monthly

**Flagler - 0091 - Flagler Palm Coast High School - 2014-15 SIP**  
*Flagler Palm Coast High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	progress. They will receive on-going training on the use of Performance Matters to access individual student data and classroom data and ways to cross-reference their Skyward course level class/student grades with the data provided through Performance Matters. Teachers will be trained on effective use of Formative Assessment as a daily progress monitor strategy. Students will be trained on ways they can engage in the process of monitoring and reflecting on their academic progress using results of their their daily formative assessments, data from course assignments, and class test results as shown in skyward. Teachers, counselors, and graduation coaches will receive training and tips on how to train students to engage in Data Reviews and Data Chats as an individual reflective activity and with their peers, parents, teachers, mentors, graduation coaches, and counselors, to help chart their progress toward meeting or exceeding their academic goals.			Progress Monitoring Results of FAIR Results of FCAT 2.0	
G3.B1.S1.A1	Teachers across the curriculum areas will have on-going training opportunities that will provided them with critical thinking and problem solving strategies designed to motivate students to engage in higher order questioning activities to determine the information or mathematical practices needed to demonstrate understanding and increased proficiency achievement outcomes.	Sims, Dustin	8/18/2014	Teacher Shared Best Practices - written, video recorded, classroom visitations by colleagues, surveys Classroom Visitations by Education Support Colleagues - Administrators District Progress Monitoring Results in Performance Matters - September, December, and March Algebra EOC Results and Geometry EOC Results	6/5/2015 monthly
G4.B1.S1.A1	Teachers will be provided with PLC's professional development and on-going training opportunities to collaborate with colleagues to extend their instructional strategies in the areas of active listening, literacy, and writing across the curriculum. designed to teach their students to them in reading activities using more complex and high quality literary and informational texts.	Sims, Dustin	8/18/2014	Shared Best Practices - written, video recorded, classroom visitations by colleagues Classroom Visitations by Education Support Colleagues - Administrators Teacher Grades and Common Assessment Results	6/5/2015 monthly
G5.B1.S1.A1	Science teachers will have on-going training opportunities that will provided them with engaging study in learning science and technical subjects through effective use of numbers, symbols, and words to gain meaning from complex science concepts. Teachers and students will continue to participate in the Florida Learns STEM Scholars Program - Teacher mentors six 9th grade students taking accelerated learning course and trainings, including Student S.T.E.M. Scholar regional forums, meetings and conferences.	Sims, Dustin	8/18/2014	Shared Best Practices - written, video recorded, classroom visitations by colleagues Classroom visitations by Education Support Colleagues - Administrators District Progress Monitor Results - September, December, and March	6/5/2015 monthly
G7.B1.S1.A1	Offer a companion course for first time AP course takers to support academic success allowing the student to	Sims, Dustin	7/1/2014	Increased enrollment and success among students taking AP and IB courses in 2014-2015.	6/30/2015 monthly

**Flagler - 0091 - Flagler Palm Coast High School - 2014-15 SIP**  
*Flagler Palm Coast High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	become acculturated into advanced study courses. Contact the parents to seek their input and support regarding their children taking advanced courses. Follow up with the students, parents, and the teachers to identify student needs, monitor their progress, and provide the support necessary for individual student success.				
G2.B1.S1.A1	Writing Coach to work with teachers and students on the following: 1) possible different patterns of organization and development where their texts may seem incoherent or incomplete. 2) Learn different forms of writing 3) Teach use complex grammar and vocabulary to make their writing more sophisticated. 4) Reading and writing slowed tremendously by need to use references for translation for processing complex language of university-level texts.	Reed, Angela	8/18/2014	Increase in writing proficiency levels on the CELLA assessment.	6/5/2015 biweekly
G6.B1.S1.A1	Refer to PIP 2015	DeAugustino , Philip	9/24/2014	Parent Survey	6/5/2015 every-6-weeks
G1.B2.S1.A2	Teachers across the curriculum areas will have on-going training opportunities that will provided them with reading comprehension strategies designed to motivate students to read by engaging them in reading activities using more complex and high quality literary and informational texts		8/11/2014	Shared Best Practices - written, video recorded, classroom visitations by colleagues Classroom by Education Support Colleagues - Administrators FAIR Testing Results - September, December, and March Reading FCAT 2.0	6/5/2015 monthly
G4.B1.S1.A2	On-going articulation meetings among our feeder patterns school leaders including elementary, middle, and high school. Continued flow of information about the benefits and challenges of the academic programs to potential students and their parents. Encourage students to participate in accelerated academic programs, such as AP and IB to better prepare themselves for success in college, careers, and life after graduation.	Sims, Dustin	8/18/2014	First time AP and IB - report/ records of increase in participation, retention and academic success - student and parent survey data	6/5/2015 monthly
G1.MA1	Data Chat Team On-Going Collection and review of FAIR Testing MTSS Progress Monitors Results of Progress Monitors will be presented to and reviewed by FPC's School Leadership Team	Sims, Dustin	8/18/2014	Monthly Summary Reports of Results of Progress Monitors	6/5/2015 monthly
G1.B2.S1.MA1	FPCHS's Data Team including the Education Support Colleagues, the Instructional Leadership Team members, Academic Coaches, Graduation Success Coaches, Guidance Department, Teacher representatives across the curriculum areas will meet monthly to discuss student progress based on progress monitoring results, student course grades on progress reports or report cards, Student Study Team contracts, student data on attendance, student discipline data state assessment results,	Sims, Dustin	8/11/2014	Continual Improvements on standards mastered across progress monitors throughout the year and an meeting or exceeding the AMO achievement targets for each subgroup on the FCAT in Reading 2.0.	6/5/2015 monthly

**Flagler - 0091 - Flagler Palm Coast High School - 2014-15 SIP**  
*Flagler Palm Coast High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA1	FPCHS's Data Team including the Education Support Colleagues, the Instructional Leadership Team members, Academic Coaches, and the Guidance Department meet weekly to discuss student progress based on progress monitoring results, student course grades on progress reports or report cards, Student Study Team contracts, state assessment results, and mentoring or tutoring participation data	Sims, Dustin	8/18/2014	Reading FCAT 2.0	6/5/2015 monthly
G1.B5.S1.MA1	Teacher Feedback Surveys Student Feedback Surveys Data Chat Team On-Going Collection and review of FAIR Testing MTSS Progress Monitor Data	Sims, Dustin	8/18/2014	Monthly Reports and on-going updates to be shared with stakeholder groups through Data Chats	6/5/2015 monthly
G1.B5.S1.MA1	Education Support Colleague Walk-Throughs and Classroom Visitations Teacher Feedback on Surveys Student Feedback on Surveys Data Chat Team On-going Reviews of Student Progress	Shott, Lynette	9/21/2014	Classroom Visitations and Follow-up, Teacher-Education Support Colleague Reflections Data Chat Team Reports	6/5/2015 monthly
G2.MA1	Sample - Student work	Reed, Angela	8/18/2014	CELLA Scores	6/5/2015 monthly
G2.B1.S1.MA1	Sample - Student Work	Reed, Angela	8/18/2014	Sample - Student work	6/5/2015 monthly
G2.B1.S1.MA1	Sample student work	Reed, Angela	8/18/2014	Sample - student work	6/5/2015 monthly
G3.MA1	Data Chat Team and Academic Coaches conduct analysis of data results from district math progress monitor Results of Progress Monitors will be presented to and reviewed by FPC's School Leadership Team	Sims, Dustin	9/18/2014	Monthly Summary Reports of Results of Progress Monitors	5/22/2015 monthly
G3.B1.S1.MA1	[no content entered]	Sims, Dustin	8/18/2014		6/5/2015 monthly
G3.B1.S1.MA1	Education Support Colleague-Administrator Walk-Throughs - Classroom Visitations and Support Colleague Biweekly Reflections Teacher Feedback on Surveys Student Feedback on Surveys Data Chat Team On-going Reviews of Student Progress	Shott, Lynette	9/18/2014	Classroom Visitations Follow-up Teacher-Education Support Colleague Reflections Data Chat Team Reports	5/22/2015 biweekly
G4.MA1	Data Chat Team - Data Collection and Analysis of Progress Monitor Test Results Results of MTSS Progress Monitors Findings of results of Progress Monitors will be shared with FPC's School Leadership Team	Sims, Dustin	9/18/2014	Monthly Review of Summary Reports of Results of Progress Monitors and Standardized Tests Data Chat Team	6/5/2015 monthly
G4.B1.S1.MA1	Teacher Feedback Surveys Student Feedback Surveys Skyward Grade Reports Data Chat Team On-Going Collection and review of Progress Monitors	Sims, Dustin	9/18/2014	Monthly Reports and on-going updates to be shared with stakeholder groups through Data Chats	6/5/2015 monthly
G4.B1.S1.MA1	Education Support Colleague Classroom Visitations Teacher Feedback on Surveys Student Feedback on Surveys Data Chat Team On-going Reviews of Student Progress	Sims, Dustin	8/18/2014	Classroom Visitations and Follow-up, Teacher-Education Support Colleague Reflections Data Chat Team Reports	6/5/2015 monthly
G5.MA1	Data Chat Team On-Going Collection and analysis of Progress Monitor Results Results of Progress Monitors	Sims, Dustin	8/18/2014	Monthly Summary Reports of Results of Progress Monitors Data Chat Team	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	will be reviewed by FPC's School Leadership Team				
G5.B1.S1.MA1	Teacher Feedback Surveys Student Feedback Surveys Skyward Grade Reports Data Chat Team On-Going Collection and review of Progress Monitors	Sims, Dustin	8/18/2014	Monthly Reports and on-going updates to be shared with stakeholder groups through Data Chats	6/5/2015 monthly
G5.B1.S1.MA1	Education Support Colleague Walk-Throughs and Classroom Visitations Teacher Feedback on Surveys Student Feedback on Surveys Data Chat Team On-going Reviews of Student Progress	Sims, Dustin	9/18/2014	Classroom visitations and follow-up, Teacher-Education Support Colleague Reflections Data Chat Team Reports	6/5/2015 one-time
G6.MA1	Surveying students, teachers, guidance counselors, director of activities, web site management contact to ensure parents are regularly informed about student grades, activities, and progress through available outlets.	Pearson, Phyllis	8/18/2014	Parent Survey results, parent participation rosters at school events, website visitor counters where possible	6/5/2015 monthly
G6.B1.S1.MA1	Surveying students, teachers, guidance counselors, director of activities, web site management contact to ensure parents are regularly informed about student grades, activities, and progress through available outlets.	Pearson, Phyllis	8/18/2014	Parent Survey results, parent participation rosters at school events, website visitor counters where possible	6/5/2015 monthly
G6.B1.S1.MA1	Parent Improvement Plan Goals	Pearson, Phyllis	9/24/2014	Parent Involvement Plan, parent participation in parent nights, parent conferences, parent use of skyward to monitor student progress, and parent survey.	6/5/2015 every-6-weeks
G7.MA1	Guidance Director, IB/AP Coordinator and Administrators will review information from school level articulation meetings, family information sessions with students and parents, and questions or suggestions from other stakeholders.	Sims, Dustin	8/18/2014	Results of Potential Student Participant Semester Grades in Math and Science List of Potential Student Participant Course Selections	6/5/2015 monthly
G7.B1.S1.MA1	The AP-IB coordinator will work with the AP-IB teachers to review student course grades and EOC scores, and AP/IB practice assessments.	Sims, Dustin	8/18/2014	Samples of student work, student course grades, and EOC scores, and AP/IB practice assessments.	6/5/2015 monthly
G7.B1.S1.MA1	The AP-IB coordinator will work with the AP-IB teachers, parents, and guidance counselor to monitor student success.	Sims, Dustin	8/11/2014	Samples of student work, student course grades, and EOC scores, and AP/IB practice assessments.	6/5/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Increase the reading proficiency levels of all student subgroups as reported on the 2015 AMO Targets. In 2015 the number and percent of students scoring at or above a level 3 in reading will increase by 5% or higher to at least 56%.

**G1.B2** --Students entering high school with low grades and low test scores Students need to improve their reading comprehension in order to be able to engage with complex and high quality literary and informational texts

**G1.B2.S1** FPCHS PLC's will provide job-embedded teacher trainings that guide and support teachers in transitioning to the Florida State curriculum standards, supplemented by the College and Career Readiness Standards Teachers across the curriculum areas will have on-going training opportunities that will provided them with reading comprehension strategies designed to motivate students to read by engaging them in reading activities using more complex and high quality literary and informational texts FPC's Teacher Support Colleague (TSC) will assist teachers in adapting their instruction to deliberately train students to process text using highly cognitive strategies, including higher order questioning techniques.

### PD Opportunity 1

Teachers across the curriculum areas will have on-going training opportunities that will provided them with reading comprehension strategies designed to motivate students to read by engaging them in reading activities using more complex and high quality literary and informational texts

#### Facilitator

FPCHS College and Career Readiness Coach/District Writing Coach FPCHS Reading Coach - MTSS Coordinator FPCHS Teacher Support Colleague Education Support Colleagues - School-Based Administrative Team

#### Participants

Teachers: Language Arts, Reading, Writing, Math, CTE, ESE, Biology, Physical Education, Social Studies, Fine Arts, and Science

#### Schedule

Monthly, from 8/18/2014 to 6/5/2015

## **PD Opportunity 2**

Teachers across the curriculum areas will have on-going training opportunities that will provided them with reading comprehension strategies designed to motivate students to read by engaging them in reading activities using more complex and high quality literary and informational texts

### **Facilitator**

FPCHS College and Career Readiness Coach/District Writing Coach FPCHS Reading Coach - MTSS Coordinator FPCHS Teacher Support Colleague FPCHS Education Support Colleagues - Administrative Team

### **Participants**

Teachers: Fine Arts, World Language, Physical Education, CTE, ESE, Language Arts, U.S. History, Math, and Science

### **Schedule**

Monthly, from 8/11/2014 to 6/5/2015

**G1.B5** -----Teachers need to use progress monitoring data more effectively to focus on identified student learning needs

**G1.B5.S1** Through their PLC's and ongoing job-embedded trainings and supports, teachers will be provided training on formative assessment and use the Data Chat Protocol and modeling of effective ways to conduct Data Chats with their colleagues, students, and parents to guide the improvement of student and teacher learning and performance outcomes.

**PD Opportunity 1**

Teachers will be trained on how to effectively use their FCAT 2.0 and FAIR test results to guide their instruction and monitor student progress. They will receive on-going training on the use of Performance Matters to access individual student data and classroom data and ways to cross-reference their Skyward course level class/student grades with the data provided through Performance Matters. Teachers will be trained on effective use of Formative Assessment as a daily progress monitor strategy. Students will be trained on ways they can engage in the process of monitoring and reflecting on their academic progress using results of their their daily formative assessments, data from course assignments, and class test results as shown in skyward. Teachers, counselors, and graduation coaches will receive training and tips on how to train students to engage in Data Reviews and Data Chats as an individual reflective activity and with their peers, parents, teachers, mentors, graduation coaches, and counselors, to help chart their progress toward meeting or exceeding their academic goals.

**Facilitator**

Academic Coaches, Teacher Support Colleague, Education Support Colleagues.

**Participants**

Teachers: Language Arts, Reading, Writing, Math, Whole Language, ESE, CTE, Physical Education, Fine Arts, Social Studies and Science

**Schedule**

Monthly, from 8/11/2014 to 6/5/2015

**G3.** Mathematics - Increase the proficiency levels of all student subgroups as reported on the 2015 AMO Targets. In 2015 the number/percent of students scoring at or above a level 3 on the Algebra EOC will increase by 5% to 73% and remain above the state average on the Math FSA.

**G3.B1** High level questioning may not be a consistent part of the student's daily lessons. Students will be challenged to think, as the teacher will employ a variety of questioning levels on a daily basis.

**G3.B1.S1** Students will be challenged to think, as the teacher will develop a framework for infusing lower order and higher order questions and engage in scaffolding of the process to allow the students to practice a variety of questioning levels on a daily basis. Students will be trained to formulate higher order questions as a method of developing critical thinking and problem solving skills.

### **PD Opportunity 1**

Teachers across the curriculum areas will have on-going training opportunities that will provide them with critical thinking and problem solving strategies designed to motivate students to engage in higher order questioning activities to determine the information or mathematical practices needed to demonstrate understanding and increased proficiency achievement outcomes.

#### **Facilitator**

College and Career Readiness Coach – Writing Coach Reading Coach - MTSS Coordinator  
Teacher Support Colleague Education Support Colleagues - Administrative Team

#### **Participants**

Teachers: Fine Arts, World Language, Physical Education, CTE, ESE, Language Arts, U.S. History, Math, and Science

#### **Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**G4.** Increase the percentage of students scoring college ready in reading on PERT In 2015 the number and percent of students scoring college ready will increase by 5 percent year over year.

**G4.B1** -Students need to be able to engage in learning through the effective use of text evidence to explain cognitively complexity concepts in history as presented in the U.S. History standards --Teachers need more experience in exploring the Florida Standards and District Focus Areas

**G4.B1.S1** Provide training across the curriculum 9-12 teachers in Florida State Standards and District Content Focus Areas Increase the percentage of students graduating on time from Decrease the number and percentage of students dropping out of school from 1.7% less than 1 percent.

### **PD Opportunity 1**

Teachers will be provided with PLC"s professional development and on-going training opportunities to collaborate with colleagues to extend their instructional strategies in the areas of active listening, literacy, and writing across the curriculum. designed to teach their students to them in reading activities using more complex and high quality literary and informational texts.

#### **Facilitator**

College and Career Readiness Coach – Writing Coach Reading Coach - MTSS Coordinator  
Teacher Support Colleague Education Support Colleagues - Administrative Team

#### **Participants**

Teachers: Language Arts, Reading, Writing, Math, CTE, ESE, Biology, Physical Education, Social Studies, Fine Arts, and Science

#### **Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**G5.** Increase student proficiency levels of 3.0 and above on the Biology EOC. In 2015 the number and percent of students scoring at or above a level 3.0 will increase from 70 % to at least 75%.

**G5.B1** Students lack experience needed to be able to engage in learning using both quantitative and qualitative scientific strategies, using numbers, symbols, and words

**G5.B1.S1** FPCHS PLC's will provide job-embedded teacher trainings that guide and support teachers in transitioning to the common core curriculum standards, supplemented by the College and Career Readiness Anchor Standards in Science and Technical Subjects.

### **PD Opportunity 1**

Science teachers will have on-going training opportunities that will provided them with engaging study in learning science and technical subjects through effective use of numbers, symbols, and words to gain meaning from complex science concepts. Teachers and students will continue to participate in the Florida Learns STEM Scholars Program - Teacher mentors six 9th grade students taking accelerated learning course and trainings, including Student S.T.E.M. Scholar regional forums, meetings and conferences.

#### **Facilitator**

College and Career Readiness Coach – Writing Coach Reading Coach - MTSS Coordinator  
Teacher Support Colleague Literacy Leadership Team Education Support Colleagues -  
Administrative Team

#### **Participants**

Teachers: Language Arts, Reading, Writing, Math, CTE, ESE, Science, Physical Education, Fine Arts, and Social Studies

#### **Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**G7.** Encourage students to participate in accelerated academic programs, such as AP and IB to better prepare themselves for success in college, careers, and life after graduation. Increase the percent of students enrolling in postsecondary education programs by 10%.

**G7.B1** Students have misconceptions about accelerated learning programs, afraid to try a new academic experience.

**G7.B1.S1** Use the AP Potential report, State Assessment score report, and the teacher grade report to develop a list of the students that are likely to experience success in advanced courses. Meet with the students to provide information on advanced courses and invite them to register to take at least 1 advanced course in 2014-2015. Offer a companion course for first time AP course takers to support academic success allowing the student to become acculturated into advanced study courses. Contact the parents to seek their input and support regarding their children taking advanced courses. Follow up with the students, parents, and the teachers to identify student needs, monitor their progress, and provide the support necessary for individual student success.

### **PD Opportunity 1**

Offer a companion course for first time AP course takers to support academic success allowing the student to become acculturated into advanced study courses. Contact the parents to seek their input and support regarding their children taking advanced courses. Follow up with the students, parents, and the teachers to identify student needs, monitor their progress, and provide the support necessary for individual student success.

#### **Facilitator**

AP - IB Professional Development Trainers

#### **Participants**

AP - IB Teachers

#### **Schedule**

Monthly, from 7/1/2014 to 6/30/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

**G6.** See FPCHS 2014-2015 Parent Involvement Plan - Uploaded September, 2015

**G6.B1** Families' time is limited and demands on families has increased.

**G6.B1.S1** Increased parent and family involvement in monitoring and supporting student progress through face to face activities and the effective use of technologies to engage students, families, and educators in students' college and career readiness and success, including skyward and school website.

### **PD Opportunity 1**

Refer to PIP 2015

#### **Facilitator**

Phil DeAugustino

#### **Participants**

Students, Parents, Mentors, Guidance, & Educators

#### **Schedule**

Every 6 Weeks, from 9/24/2014 to 6/5/2015

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Increase the reading proficiency levels of all student subgroups as reported on the 2015 AMO Targets. In 2015 the number and percent of students scoring at or above a level 3 in reading will increase by 5% or higher to at least 56%.	29,200
<b>Goal 3:</b> Mathematics - Increase the proficiency levels of all student subgroups as reported on the 2015 AMO Targets. In 2015 the number/percent of students scoring at or above a level 3 on the Algebra EOC will increase by 5% to 73% and remain above the state average on the Math FSA.	5,400
<b>Goal 5:</b> Increase student proficiency levels of 3.0 and above on the Biology EOC. In 2015 the number and percent of students scoring at or above a level 3.0 will increase from 70 % to at least 75%.	4,200
<b>Goal 6:</b> See FPCHS 2014-2015 Parent Involvement Plan - Uploaded September, 2015	4,505
<b>Goal 7:</b> Encourage students to participate in accelerated academic programs, such as AP and IB to better prepare themselves for success in college, careers, and life after graduation. Increase the percent of students enrolling in postsecondary education programs by 10%.	4,200
<b>Grand Total</b>	<b>47,505</b>

**Goal 1: Increase the reading proficiency levels of all student subgroups as reported on the 2015 AMO Targets. In 2015 the number and percent of students scoring at or above a level 3 in reading will increase by 5% or higher to at least 56%.**

Description	Source	Total
<b>B2.S1.A1</b> - NEFEC SEEC Grant	Other	18,000
<b>B2.S1.A2</b> - NEFEC - SEEC Grant	Other	7,200
<b>B5.S1.A1</b> - NEFEC SEEC Grant	Other	4,000
<b>Total Goal 1</b>		<b>29,200</b>

**Goal 3: Mathematics - Increase the proficiency levels of all student subgroups as reported on the 2015 AMO Targets. In 2015 the number/percent of students scoring at or above a level 3 on the Algebra EOC will increase by 5% to 73% and remain above the state average on the Math FSA.**

Description	Source	Total
<b>B1.S1.A1</b> - NEFEC - SEEC Grant		5,400
<b>Total Goal 3</b>		<b>5,400</b>

**Goal 5: Increase student proficiency levels of 3.0 and above on the Biology EOC. In 2015 the number and percent of students scoring at or above a level 3.0 will increase from 70 % to at least 75%.**

Description	Source	Total
<b>B1.S1.A1</b> - NEFEC SEEC Grant	Other	4,200
<b>Total Goal 5</b>		<b>4,200</b>

**Goal 6: See FPCHS 2014-2015 Parent Involvement Plan - Uploaded September, 2015**

Description	Source	Total
<b>B1.S1.A1</b> - Family Nights at FPCHS and BTMS	Title I Part A	4,505
<b>Total Goal 6</b>		<b>4,505</b>

**Goal 7: Encourage students to participate in accelerated academic programs, such as AP and IB to better prepare themselves for success in college, careers, and life after graduation. Increase the percent of students enrolling in postsecondary education programs by 10%.**

Description	Source	Total
B1.S1.A1	Other	4,200
Total Goal 7		4,200