

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM

## 2009 - 2010 SCHOOL IMPROVEMENT PLAN

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**School Name: FLAGLER-PALM COAST HIGH SCHOOL**

**District Name: Flagler**

**Principal: Mrs. Nancy Willis**

**SAC Chair: Mrs. Laurie Alter**

**Superintendent: Mr. Bill Delbrugge**

**Date of School Board Approval: Pending**

**Last Modified on: 09-24-2009**

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### VISION and MISSION STATEMENTS

Vision Statement: "Raising Student Achievement Every Day, Every Way."

Mission Statement: Flagler Palm Coast High School, in cooperation with the community, is committed to providing a positive learning environment for all students at all levels in order to assist them in becoming productive members of our society. We are committed to providing a high quality education to all of our students.

Flagler Palm Coast High School has developed a guide to Rigor, Relevance, and Relationships in order to achieve the following Academic Aims:

A) High Student Performance:

- #1. Flagler Palm Coast High School will strive to create a culture that embraces the belief that all students need a rigorous and relevant curriculum in order to reach their potential, and we believe that all children can learn.
- #2. We believe that parents are an integral part of student success. Through collaborative efforts parents, students, and community members will provide maximum student achievement.
- #3. We believe that all students regardless of Gender, Ethnicity, & Socio-Economic status will make continuous improvement in all academic areas.
- #4. We believe that we will instill the value of becoming a life-long learner by providing students with authentic, performance-based activities, which incorporate Real-World applications that measure the skills and knowledge taught in the curriculum.

B) Safe, Orderly, & Healthy Learning Environment:

- #1. Flagler Palm Coast High School is committed to providing students with a safe and welcoming learning environment where students are protected.

#2. Flagler Palm Coast High School is committed to maintaining equipment and facilities in an outstanding manner that creates a positive learning environment for all stakeholders.

#3. Flagler Palm Coast High School is dedicated to creating an environment where mutual respect is expected and modeled among the entire school community. The school environment will promote citizenship and civic responsibility, and respect individual diversity.

#4. All of Flagler Palm Coast High School's activities and events will be conducted in a "safety first" manner. School safety and crisis plans will be implemented, practiced, and reviewed on an ongoing basis.

#### C) Collegiality & Professionalism:

#1. Flagler Palm Coast High School will attract, recruit, and retain highly qualified personnel who are dedicated to providing rigorous and relevant instruction to help our students in becoming internationally competitive and productive citizens.

#2. Flagler Palm Coast High School will provide researched-based continuous learning and professional development opportunities that focus on improving instruction aligned with the Sunshine State Standards.

#3. Flagler Palm Coast High School will provide a setting which is conducive for teachers to discuss best practices, conduct small learning communities, and /or engage in curriculum alignment.

#### D) Fiscal Integrity:

#1. Flagler Palm Coast High School will provide funding for personnel, facilities, instructional materials and supplies, equipment, and technology.

#### E) Technology:

#1. Flagler Palm Coast High School will provide instruction in such a manner that students will obtain 21st century technical skills.

#2. Flagler Palm Coast High School will align the school's technology plan with the guidelines mandated by the School District and State regulations.

#### Flagler County School District:

Beliefs: We believe that we will become an internationally competitive High School when we direct our varied resources, talents, dollars and skills in a manner which is consistent with our beliefs.

Belief #1: We believe that the academic culture provided to students will be of the highest caliber when every decision is made on the basis of what is best for student achievement.

Belief #2: We believe all students will learn and excel when provided with authentically engaging work based on high standards that is given in a risk-free environment.

Belief #3: We believe in order to provide an internationally competitive education to all students that teamwork, open communication, honesty and trust must be part of all working relationships.

Belief #4: We believe that all our educators teachers, support staff, administrators and School Board members have special talents and strengths that make a positive impact on student achievement. Educators are encouraged to pursue continual professional development and model life-long learning.

Belief #5: We believe that parents are an integral part of student's success. Working together parents, students, community members and teachers will provide the level of support that is necessary for students to reach their maximum potential.

## PART I: CURRENT SCHOOL STATUS

## SCHOOL PROFILE/DEMOGRAPHICS

### Brief History and Background of the School

Flagler Palm Coast High School is located in a rapidly growing area on the east coast of a Central Florida region within Flagler County. Of the approximate 83,000 residents in Flagler County, 17.2% are of school age, and 24.1% are of retirement age. Located in a school district that averages approximately 120 new students a month, FPC is one of two High Schools within Flagler County. Constructed in 1974, Flagler Palm Coast High School houses 2,400 students, and is a 9-12 center.

Flagler Palm Coast High School is an open campus that houses several free standing buildings which includes a courtyard, 2 gyms, and auditorium, and a technology rich media center. The school is in a partnership with the county to beautify the campus with student run greenhouse. FPC is in the stages of adding a restaurant to host community events.

### Unique School Strengths for Next Year

Special Programs include: International Baccalaureate Program (IB); 12 Advanced Placement classes (AP); Dual enrollment with Daytona State College (DSC); Flagler Technical Center (FTC); Curriculum for Special Education students (ESE); English for Speakers of Other Languages (ESOL); Junior Reserve Officer Training Corps (JROTC); Career Academies, including Arts, Business, and Pre-Med; and a curriculum in Vocational and Career Tech (CTE, and Service Learning program in conjunction with Linear Park.

With the wide range of programs and opportunities offered, Flagler Palm Coast High School is able to meet the needs of a diverse population.

Flagler Palm Coast High School in conjunction with the school district underwent staff development training to become a "Learning Focused" school. The faculty will use student data to drive instruction and raise student achievement.

### Unique School Weaknesses for Next Year

Challenges that we have faced at FPC over the last two years include: state funding which has affected several extra-curricular activities. For instance, students may not have transportation for after school tutoring.

We have seen a steady increase in our lower socio-economic status which has increased our poverty rate by 20% in the last two years.

Although FPC has a large faculty, there is only one reading coach to assist content area teachers with coaching on infusing the reading benchmarks across the curriculum.

### Student Demographics

Flagler Palm Coast High School serves a diverse school population that consists of the following:  
Student population by ethnicity: 65% White; 21% Black; 9% Hispanic; 2% Asian; <1% Indian; 4% Multi-Racial.

- 46% of students are eligible for free and reduced lunch; % are Students with Disabilities (SWD); 2% are Limited English Proficiency students (LEP)
- Population by grade level is: 687 - 9th; 614 - 10th; 565 - 11th; 523 - 12th.
- Staff includes: 186 full time faculty members.
- Graduation rate is 78%

**Student Attendance Rates**

The student average attendance rate for FPC is 2006-2007 = 93.18%  
2007-2008 = 92.85% and 2008-2009 = 92.57%.

**Student Mobility**

FPC's student mobility rate is 23% for 2008-2009.

**Student Suspension Rates**

For 2009, there were 348 Out-of-School Suspensions and 1,412 In-School Suspension rates.

**Student Retention Rates**

Flagler Palm Coast High School's retention rate for the 2008-09 school year was 3%.

**Class Size**

An effort has been made to reduce class size and meet the stipulations as mandated by the class size amendment. Our student to teacher ratio is 22.72 to 1.

**Academic Performance of Feeder Pattern**

Buddy Taylor MS in 2008-2009:

Grade: A,

Reading Mastery: 69%, Math Mastery: 66%, Science Mastery: 49%, Writing Mastery: 91%. AYP: 77%, Black, Economically Disadvantaged, and SWD did not make AYP in Reading. White, Black, Economically Disadvantaged, and SWD did not make AYP in Math.

Buddy Taylor MS in 2007-2008:

Grade: A,

Reading Mastery: 68%, Math Mastery: 65%, Science Mastery: 45%, Writing Mastery: 87%. AYP: 87%, Black and SWD did not make AYP in Reading. Black, Economically Disadvantaged, and SWD did not make AYP in Math.

Buddy Taylor MS in 2006-2007:

Grade: A,

Reading Mastery: 67%, Math Mastery: 63%, Science Mastery: 50%, Writing Mastery: 92%. AYP: 92%, Economically Disadvantaged and SWD did not make AYP in Reading. SWD did not make AYP in Math.

Buddy Taylor MS in 2005-2006:

Grade: A,

Reading Mastery: 68%, Math Mastery: 65%, Writing Mastery: 88%. AYP: 87% (provisional), Black and SWD did not make AYP in Reading. Black, Economically Disadvantaged, and SWD did not make AYP in Math.

**Partnerships and Grants**

The school will continue its strong partnership with the Flagler County Education Foundation through its mini-grants, which provide a number of resources, including academic materials to enhance the curriculum, integration of technology, and supplies for instruction.

## STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

## HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Nancy Willis	MA Ed. Leadership from the University of North Florida, B.S.E. from the University of Arkansas at Monticello	4	25	Principal at Indian Trails K-8 School – the school received an "A", 45 years of Educational Experience.
Assis Principal	Travis Lee	B.S. from Florida A&M University; Masters from Nova Southeastern University; Educational Leadership, all levels.	5	1	First year AP
Assis Principal	Kein McCarthy	B.A. American Studies, University of South Florida, B.F.A., Visual Design, University of Oregon, M.F.A., Photography and Design, San Francisco Art Institute, M.Ed., Educational Leadership, University of North Florida, Certified Educational Leadership and Art K-12,	2	5	2008-2009
Assis Principal	Jacob Oliva	MA Ed. Leadership; BS in Elementry Education	1	5	First year back at FPC
Assis Principal	Phyllis Pearson	B.S. from Florida State University; Masters from Nova Southeastern University; Educational Leadership K-12	1	10	First year AP

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

### HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Sarah Poppe	BA in English Education from The College of New Jersey, MS in Reading Education from Nova Southeastern University	4	3	2006-07 School grade of "C" 2007-08 School grade of "A" 2008-09 School year "D"

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

### HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Regular meetings with administrative staff	Principal	On-going	
2. Partnering new teachers with veteran staff	Assistant Principal	On-going	

### Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Stacia Davis	ESOL; Exceptional Stu./Earth/Space 6-12	Reading 10th-12 grade	Ms. Davis has completed three of the Reading Endorsement classes via college coursework. She is registered to take another Reading class this fall to complete the endorsement.

### Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
126	0	17	33	49	34	99	6	6	4

### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Evana Fretterd	Marlyn Tangney	They both work in the foreign language department and teach Spanish.	Teacher- Mentee coaching on planning periods.
Kerri Sands	Jodee Soltes	Both teachers work in CTE department and teach computers.	Teacher-Mentee coaching on planning periods.
Mia Marchio-Orlando	Debra Couch	Ms. Couch is the LA department head and Ms. Orlando is an English teacher.	Teacher-Mentee coaching on planning periods.
Andrea Barton-Warren	Sarah Poppe	Sarah Poppe is the reading coach and Andrea Barton-Warren is teaching reading this year.	Teacher-Mentee coaching on planning periods.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

Note: For Title I schools only

**Title I, Part A**

**Title I, Part C- Migrant**

**Title I, Part D**

**Title II**

**Title III**

**Title X- Homeless**

**Supplemental Academic Instruction (SAI)**

**Violence Prevention Programs**

**Nutrition Programs**

**Housing Programs**

**Head Start**

**Adult Education**

**Career and Technical Education**

**Job Training**

**Other**

**Response to Instruction/Intervention (Rtl)**

**School-based RtI Team**

Identify the school-based RtI Leadership Team.

**Principal:** Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

**Select General Education Teachers (Primary and Intermediate):** Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

**Exceptional Student Education (ESE) Teachers:** Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as coteaching.

**Instructional Coach(es) Reading/Math/Science:**

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

**Reading Instructional Specialist:** Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

**Speech Language Pathologist:** Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

**District Student Services Personnel:** Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

**Staffing Specialist:** Provides quality services and expertise in collecting, implementing, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

Flagler Palm Coast High School's Leadership Team will focus meetings around the question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?

The team meets weekly to: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are

meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Learning-Focused Strategies, implementation of Essential Questions, Activating Strategies, Reading Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

### **RtI Implementation**

Describe the data management system used to summarize tiered data.

Baseline data: Progress Monitoring and Reporting Network (PMRN), Assessment, School-Net Tests, and Florida Comprehensive Assessment Test (FCAT)  
 Progress Monitoring: PMRN/FAIR Testing, School-Net, FCAT Simulation  
 Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR),  
 End of year: FAIR, FCAT, School-Net  
 Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on RtI.

Professional development will be provided during teachers' planning time and small sessions will occur throughout the year. Two professional development sessions will take place in mid-September and in October. The RtI team will also evaluate additional staff PD needs during the weekly RtI Leadership Team meetings.

### **School Wide Florida's Continuous Improvement Model**

**Plan****Data Disaggregation 2008-2009 FCAT Data**

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Strengths: Ninety-eight percent of our 9th and 10th grade students were tested. FPC also made AYP in 9th and 10th grade Math in 2009.

Weaknesses: In 2009, FPC's Mean Developmental Score was below the state average in Reading and Math. In addition, the Percent of Level 3s or Above was also below the state average Reading and Math.

**Instructional Calendar Development**

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

Flagler Palm Coast High School Reading/Writing/Science/Math Staff Development Plan  
2009-2010

Setting the Tone:

Sarah Poppe, reading coach, will present to entire faculty (during preplanning in department meetings) FPC Staff Development Plan.

Tier 1: Developing a common focus.

1. Content Area Teachers: Complete three sessions of Reciprocal Teaching (RT) professional development. Sessions will be turned into podcasts for staff that does not attend the training or needs review of sessions.

Trainer: Sarah Poppe

September Session 1 Reciprocal Teaching Overview

- Teachers will begin RT intro to classes.

(School will develop RT common language).

October Session 2 Adapting RT with pairs in subject area

- Teachers will have students begin working in pairs applying RT strategies.

November Session 3 Implementing RT with 4 person groups

- Teachers will have students begin working in groups applying RT strategies.

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\*Small group in-service on planning periods for all staff focused on the Reciprocal Teaching to be conducted every month. The interventions will be introduced and modeled in these small group settings. Small group session will be held for administrators also. Teachers should sign up with Sarah Poppe at these sessions for classroom modeling opportunities. Several sessions in a row would address the same intervention, allowing for follow-up discussion and feedback for teachers after they have had a chance to try it. Additional sessions of Reciprocal Teaching will be scheduled on an as-needed basis. Reading coach will have teacher volunteers video tape RT in action throughout classrooms. Survey questions will go out to staff for feedback regarding RT challenges and successes.

2. Reading /CARPD/Language Arts/Math Teachers- Data Disaggregation and Benchmarking Standards for instruction.

September 2 (full day subs)

\*Begin with Team Building Presentation to focus on building concept of "finding solutions" to FCAT.

Parameters will then be established for reading teacher/classroom expectations:

- Continual review of ongoing data, both big pieces and classroom info
- Walk-throughs in classrooms, via Sarah Poppe and Lynette Shott, with encouragement for them to be in each others rooms with admin removing barriers to this.
- Review required components of reading classes and discuss as a group what that means for LA classes and how the two can best ensure curriculums are collaborating. IE: So much emphasis is placed on informational text in reading classes, elements of literature gets less time, students have to get this in LA classes. Poetry is touched on in IR classes, but in a unit type setting; a strong emphasis in LA classes will balance that. Level 3's and up are not in IR and not getting extensive instruction in informational text: How do we address that? Etc.

\*Data will then be disaggregated and goals will be set:

- Reminder of what constitutes a Learning Gain
- Set a goal for percentage of students making Learning Gains
- Discuss need to know where we're at to determine where we're going
- Share their learning gains from last year
- Review cluster data from last year/focus on which standards are heavily weighted on outcome measure/review trends in success on those clusters by grade level as a school.

\*Teachers will then be asked to benchmark standard using curriculum map and in light of info above; they will work in pairs or threes by grade level and content to benchmark standards (prioritize and look at time allotment.) Teachers will correct curriculum map if needed. They will then look at individual data on new kids from Navigator Plus, with cluster info. Coach/teacher discussion on what this means for their class in terms of planning etc...If time permits teacher/coach will move into discussion on where to find and how to use ongoing classroom assessments tied to standards. (Kaplan mini assessments, Amsco resource, adapting from Impact, etc.)

\*September 9th: On planning periods:

- Revisit Benchmarking standards and assessments
- Share lessons for clusters
- Schedule dates in classrooms to model lessons for clusters
- Have teachers bring in last assessment for identified primary cluster and compare to lessons learned bulleted points relevant to that cluster.

\*Remaining 3 weeks of September

Sarah Poppe and Lynette Shott will be in classrooms to observe full vocabulary lessons. Debrief and determine areas of need for support on effective vocabulary instruction.

\*October 7: Meeting on Planning Periods:

- Review Kaplan/School-Net cluster data in relation to trends from 09 outcome measure and benchmarked standards.
- Discussion in terms of instruction.
- Schedule further dates in classes for coach to model.
- Share digital word walls, (Frayer model style vocabulary maps in digital format using keynote) Schedule dates for Sue Nocella and Maria McGovern to train kids in classes (and teachers concurrently on how to produce these in keynote).

\*Remainder of October

Follow up on cluster lessons with Lynette Shott and Sarah Poppe, training on digital word maps, with Sue

Nocella and Maria McGovern.

\*Remainder of School Year

-Meet with reading coach on planning periods to focus on areas of concern such as bottom quartile, and students not making a year's growth. Pull in on planning periods to meet with Sarah Poppe, reading coach where progress monitoring tools such as School-Net, and F.A.I.R will be reviewed/evaluated. Reading coach will continue teacher/coach model in classrooms as needed based on standards being benchmarked.

3. Literacy Team- This team will be made up of teachers, media specialist, admin, etc. Bi-monthly meetings will be set to raise awareness of literacy through community (Families Building Better Readers, Literacy Luncheons, FCAT night and other school-wide functions).

4. Strategy of the Week: Reading coach will email one strategy a week via podcast beginning September. Strategy will serve as a review or introduction to a reading strategy that can be used in classrooms.

5. Reading Teacher Monthly Meetings/Book Study: Literacy in the 21st Century will be read and discussed in reading meetings. Reading teachers will present chapters at meetings and offer a common strategy that can be used in classrooms.

6. Content Area Teachers Vocabulary Development: Teachers will meet in common planning groups to choose/tier words for school year. Common vocabulary will be used in reading classrooms to help struggling readers with Tier III words.

Tier 2: Implementing interventions into daily classroom routines.

1. Content Area Teachers and Reading Teachers-

- a. Implementation of Reciprocal Teaching-evidence of interventions already presented should be documented in classroom walk-throughs and lesson plan checks.
- b. Reading coach will work with SS and Science teachers to incorporate reading interventions. Walkthroughs and lesson plan checks will take place.
- c. Implementation of the Essential Six, Test-taking strategies, and Active Reading strategies in reading classrooms will be monitored via walkthroughs and lesson plans.
- d. Implementation of common vocabulary will be seen through word walls, walkthroughs and lesson plans.

Tier 3: Collaboration, Planning, and Refocusing

1. Reading Teachers/Reading Coach will focus on continual collaboration among reading teachers to plan, discuss students, offer suggestions, and adjust instruction to meet ongoing identified needs. A specific focus will be on Reciprocal Teaching. A book study on RT may be conducted as part of these meetings and would occur during the content specific small group sessions.

2. Peer observations- As teacher's become more proficient in integrating the interventions into their content area specific dates will be scheduled to showcase a particular intervention. Faculty will sign up to observe in the identified teacher's classroom and complete observation sheets to add to their notebooks. Some teacher's could be identified immediately and dates scheduled.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading: Reference and Research was one of the least proficient strands and will be given priority focus.

Mathematics: Number Sense for the 9th grade and Algebraic Thinking for the 10th grade were the least proficient strands and will be given priority focus.

Science: Physical and Chemical Science was one of the least proficient strands and will be given priority focus.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Once FCAT scores were released, the administration determined student learning gains by teacher and adjusted the master schedule to prevent low-performing teachers from teaching the same class again. Teachers were also given professional development on differentiating instruction through Learning-Focused. Teachers will spend a day in September analyzing their data to ensure that students' needs are met.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Flagler Palm Coast High School offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. For instance our business career academy is integrated with our advanced culinary program to run an in school restaurant. Through our professional development in Rigor, Relevance, and Relationships each faculty member is encouraged and expected to apply content in relevant real life examples and situations.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Several times a year FPC's guidance staff meets with students to monitor academic success/progress. Each spring guidance counselors meet with students individually to assist in choosing their course selection and program of study to meet graduation requirements. During this meeting guidance counselors will assist students in choosing classes based on their interest and/or career goals. Each student also chooses a major area of interest and take courses in that field.

**DO****Direct the Instructional Focus**

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Grade level teachers will meet weekly with the reading coach or team leader to determine the areas/clusters of concern that students demonstrate weaknesses. Through Learning-Focused, teachers were given instruction on how to benchmark/align standards across grade levels and in subject areas. Teachers will meet to create lesson plans to differentiate instruction to teach students to mastery.

How are instructional focus lessons developed and delivered?

Focus lessons were developed based on review of previous assessments by the reading coach. The focus lessons were selected by the reading coach and curriculum specialist who aligned the Benchmarks and standards for each subject area and cover those Benchmarks that are assessed annually on the FCAT. Teachers will incorporate 10 minute focus lessons based on the gradual release model.

How will instructional focus lessons be revised and monitored?

Teachers will administer mini-assessments using School-Net, FCAT Explorer, and other resources to determine if the focus lessons need to be revised or re-taught. The reading coach will meet with teachers bi-weekly to analyze data results from the focus lessons and mini-assessments throughout the year. Evidence of skills and Benchmarks being taught will be found in teachers' acquisition lessons.

**CHECK****Assessment**

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Core classroom for FCAT tested grade levels will use the School-Net baseline assessments as a formative assessment to monitor student progress and guide further instruction. The School-Net assessment will be given three times a year. In addition, to School-Net the FAIR assessment monitor will be used with intensive reading students. These standardized formative assessments are used in conjunction with teachers' informal assessments that are written based on the Benchmarks for the subjects.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Mastery will be set at 80%. Mastery is set at higher than the traditional score of 70% to ensure student proficiency of each Benchmark.

These assessment results will be used to determine the instructional focus of whole group lessons and item analysis of the assessment will be utilized to reteach the questions that students missed most frequently.

Teachers will differentiate their instruction as indicated by assessment results to provide intensive instruction to those students earning less than 50%, additional instruction and practice materials for those students earning between 50% and 70%, and enrichment/advanced instruction for students earning 80%-100%.

**Maintenance**

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Students at and above mastery level will receive opportunities to enhance or enrich current skills by participating in project activities, hands-on activities, or other supplemental lessons which will reinforce the skill and maintain the level of mastery/proficiency.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Teachers will meet with the reading coach/curriculum specialist weekly for ongoing maintenance checks. Administrative staff will also attend meetings on a rotating basis. The meetings will be facilitated by the reading coach or team leader.

**Monitoring**

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Assistant Principal of Curriculum and Instruction and the Reading Coach will meet with teachers in groups on their planning periods based on content area to discuss assessment results and student progress. During these meetings, lesson plans, School-Net data, and student progress monitoring folders will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs.

**ACT****Supplemental and Intensive Instruction/Interventions**

Identify the core, supplemental, and intensive instruction and interventions.

Resources from state adopted textbooks which are designed for intensive instruction will be utilized (e.g. READ180). Computerized programs or instructional software, in addition to Internet instructional Web sites such as FCAT Explorer will also be utilized.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Teachers will utilize instructional strategies or best practices discussed in department meetings to provide different methods of providing instruction to students in non-mastered areas. Professional development resources will be utilized. Tutorial sessions after school will be provided for students that consistently demonstrate non-mastery.

How does the school identify staff's professional development needs to improve their instructional strategies?

With collaboration from the district office curriculum department, data is analyzed to identify patterns of areas of strengths and weaknesses and professional development opportunities are developed according to those patterns.

Which students will be targeted for supplemental and intensive instruction/interventions?

As a result of progress monitoring and observations, students who consistently demonstrates academic difficulty will receive interventions and additional instruction. Students not making mastery will be offered assistance during the regular school day from personnel hired for tutorial services.

How will the effectiveness of the interventions be measured throughout the year?

Personnel providing instruction to students not making mastery will meet to discuss the strategies and interventions that were used. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions. Focus assessments through FCAT Explorer and School-Net will also be utilized to determine the effectiveness of supplemental instruction.

**Enrichment**

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Students who typically exceed mastery levels participate in the school's IB program or Advanced Placement program. Students also may dually enroll at Daytona State College to pursue their Associates degree.

Describe how students are identified for enrichment strategies.

FCAT results, PSAT scores, and teacher recommendations are used to determine placement in higher level

courses and academic programs. Teacher recommendation is also taken into consideration. Guidance counselors hold parent conferences with the recommending teacher, IB/AP coordinator, and a member of the administrative team. Parents are given information on the expectations for the student in the higher level course.

## Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
The entire 9th grade class is divided into Small Learning Communities. The make up of each learning community consists of three core academic teachers including Math, Science, and English.	Nancy Willis: Principal Paige Mattox: Coordinator	Monthly	Tuesday's during common planning time.	The focus of the Small Learning Communities is to ensure that freshman transition successfully into high school. The cohort scheduling will help build relationships between the teachers and the students. The common planning time will help provide opportunity to discuss the results of common assessments and plan further instruction.
The 9-12 Intensive Reading teachers are formed into a Professional Learning Community.	Sarah Poppe: Reading Coach	Weekly	Wednesday's during common plan time.	The focus of this PLC is to review assessment data and plan further instruction based on individual student need.

## NCLB Public School Choice

Note: For Title I schools only

Notification of (School in Need of Improvement) SINI Status

**No Attached Notification of (School in Need of Improvement) SINI Status**

Public School Choice with Transportation (CWT) Notification

**No Attached Public School Choice with Transportation (CWT) Notification**

Notification of (School in Need of Improvement) SINI Status

**No Attached Supplemental Educational Services (SES) Notification**

## Pre-School Transition

FPC has a teen parenting program that is run through Adult Education in conjunction with the parenting coalition of Flagler and Volusia county. Onsite day care is provided for students in need.

## Postsecondary Transition

**Note: Required for High School- Sec. 1008.37(4), F.S.**

In 2008, Flagler Palm Coast High School's percentage of graduates completing a college prep curriculum include 45% of the students attending a 2-year college, 40% attending a 4-year college, 4% military, 4% technical school, 7% work/other.

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

<b>Needs Assessment:</b>	<p>Based on School Grade and Adequate Yearly Progress Data:</p> <p>Did the total percent proficient increase or decrease? What is the percent change?</p> <p>What clusters/strands, by grade level, showed decrease in proficiency?</p> <p>Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?</p> <p>Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?</p> <p>Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?</p>
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<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
In grades 9-10, 42% of students achieved mastery on the 2009 administration of the FCAT Reading Test.		In grades 9-10, a minimum of 65% of the students will achieve mastery for reading on the 2010 FCAT Reading Test.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	1. The school will implement the new FAIR assessments to monitor student progress.	1. Principal and the Reading Coach	1. Review FAIR data reports to ensure teachers are assessing students according to the created schedule.	1. Printout of FAIR assessments.
2	2. Teachers will have to use Learning-Focused lessons to include reading strategies and higher order thinking questions.	2. Principal and the Reading Coach	2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Curriculum AP.	2. Classroom walkthrough log and "look fors" and "ask fors" checklist.
3	3. Develop and Instructional Focus Calendar for Reading, CARPD, and Language Arts classes.	3. Reading Coach and Curriculum Specialist	3. Administration will use "look fors" and "ask fors" to monitor instructional focus during walkthroughs.	3. Effectiveness will be determined through FAIR assessments.

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>	<b>Objective Linked to Area of Improvement</b>
--	--

In grades 9-10, 46% of students achieved learning gains on the 2009 administration of the FCAT Reading Test.		In grades 9-10, 65% of students will achieve learning gains on the 2010 administration of the FCAT Reading Test.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	1. Content area teachers will explicitly infuse the reading benchmarks in lesson plans and instructional delivery.	1. Principal, Reading Coach	1. When visiting content area classrooms, administrators will focus their attention to the frequency of explicitly teaching to the reading benchmarks in content areas.	1. FAIR assessments will be disaggregated by content-area teachers to determine the effectiveness of reading benchmark instruction in content areas.
2	2. Reading teachers will infuse reading benchmarks in lesson plans and instructional delivery.	2. Principal, Reading Coach	2. When visiting reading classrooms, administrators will focus their attention to the frequency of explicitly teaching to the reading benchmarks.	2. FAIR assessments will be disaggregated by reading teachers to determine the effectiveness of reading benchmark instruction.

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grades 9-10, a minimum of 65% of the students will achieve mastery for reading on the 2010 FCAT Reading Test.	Effective Implementation of Learning-Focused and Instructional Focus Calendar	Reading Coach	August 2009	Lesson Plans Classroom Visits	Reading Coach, Assistant Principal
In grades 9-10, a minimum of 65% of students will achieve learning gains on the 2010 administration of the FCAT Reading Test	Effective Implementation of Learning-Focused and Instructional Focus Calendar	Reading Coach	August 2009	Lesson Plans Classroom Visits	Reading Coach, Assistant Principal

**For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher**

On a bi-weekly basis, the Reading Coach will review an activity from Learning-Focused or other research-based books/programs to build the knowledge base of all teachers. Instructional Focus Calendars will also be used in content areas that will be aligned with the reading instructional focus based on Learning-Focused.

**Budget:**

<b>Evidence-based Program(s)/Material(s)</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
READ180/Other Textbooks	District Funds	\$21,000.00
		<b>Total: \$21,000.00</b>
<b>Technology</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
IPOD Integration	Teacher Grants	\$3,000.00
Macbooks	District	\$6,000.00
		<b>Total: \$9,000.00</b>
<b>Professional Development</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
<b>Other</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$30,000.00</b>

*End of Reading Goal*

## Mathematics Goal

**Needs Assessment:**

Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>	<b>Objective Linked to Area of Improvement</b>
--	--

In grades 11th-12th, 44% of students met the graduation requirement on the FCAT retake.		In grades 9-10, a minimum of 60% of students will meet the graduation requirement on the FCAT retake.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students that were not proficient will be assigned an intensive math class.	Principal, Assistant Principal	1. Classroom walkthroughs via administrators	1. Progress of students on assessments.
2	2. A pullout program from elective classes will be designated for students.	Principal, Assistant Principal	2. Pullout teacher will maintain a record of strategies/interventions utilized.	2. Increased achievement between assessments.

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grades 9-10, a minimum of 60% of students will meet the graduation requirement on the FCAT retake.	Differentiated Instruction	Pullout Teacher	January 2010	Observation of lesson plans and center activities	Assistant Principal

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
State Approved Text Books	District	\$24,000.00
<b>Total: \$24,000.00</b>		
Technology		
Description of Resources	Funding Source	Available Amount
Macbooks	District	\$17,000.00
<b>Total: \$17,000.00</b>		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

<b>Total: \$0.00</b>
<b>Final Total: \$41,000.00</b>

*End of **Mathematics** Goal*

## Science Goal

**Needs Assessment:** Based on School Grade Data:  
 Did the total percent proficient increase or was the percent proficient maintained?  
 What clusters/strands showed decrease in proficiency?

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
In grade 11, 39% of students achieved mastery on the 2009 administration of the FCAT Science Test.		In grade 11, students will exceed the state average on the 2010 FCAT Science Test.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	1. Effective Implementation of Learning-Focused/ Benchmarking Standards	Assistant Principal	1. Science teachers will meet to review results of common assessments to determine progress toward benchmarks.	1. Common assessments tied to FSS administered with School-Net

**Professional Development Aligned with Objective:**

<b>Objective Addressed</b>	<b>Content/Topic</b>	<b>Facilitator</b>	<b>Target Date</b>	<b>Strategy for Follow-up/ Monitoring</b>	<b>Person Responsible for Monitoring</b>
In grade 11, students will exceed the state average on the 2010 FCAT Science Test.	Physical and Chemical Science	Assistant Principal	September 2009	Assistant Principal will attend meetings to ensure strategies are implemented in cluster of concern.	Assistant Principal

**Budget:**

<b>Evidence-based Program(s)/Material(s)</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
State Approved Textbooks	District	\$10,000.00
		<b>Total: \$10,000.00</b>
<b>Technology</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Macbooks	District	\$10,000.00
		<b>Total: \$10,000.00</b>
<b>Professional Development</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
<b>Other</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$20,000.00</b>

*End of Science Goal*

## Writing Goal

<b>Needs Assessment:</b>	Based on School Grade Data:  Did the total percent proficient increase or was the percent proficient maintained?  What clusters/strands showed decrease in proficiency?
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<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
In grade 10, 80% of students achieved mastery on the 2009 administration of the FCAT Writing Test.		In grade 10, a minimum of 85% of the students will achieve mastery for reading on the 2010 FCAT Writing Test.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	1. Facilitation of professional development in writing thesis statements and organization.	Assistant Principal	1. Facilitator will model lessons in the classrooms while also evaluating teacher lessons.	Scored writing samples will be used to determine progress between Pre-test prompt and Mid-year

				Prompt.
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**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grades 9-10, a minimum of 85% of the students will achieve mastery for reading on the 2010 FCAT Writing Test.	Thesis Statements, Organization, Expository Prose	Nancy Dean	September 23-ongoing monthly	Facilitator will evaluate teacher lessons	Assistant Principal

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
State Approved Textbooks	District	\$25,000.00
		<b>Total: \$25,000.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
Macbooks	District	\$20,000.00
		<b>Total: \$20,000.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
Writing Professional Development	District	\$7,000.00
		<b>Total: \$7,000.00</b>
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$52,000.00</b>

*End of Science Goal*

## Parent Involvement Goal

**Needs Assessment:** Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Based on the 2009 FCAT, 45% of the students in the lowest 25% in reading made learning gains.		A minimum of 50% of the lowest 25% of students will achieve mastery on the 2010 FCAT Reading Test.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	1. Encourage families of lowest 25% to participate in Families Building Better Readers	1. Reading Coach	1. Collect participation data and survey families.	Parent Attendance Sign-in sheets

**Professional Development Aligned with Objective:**

<b>Objective Addressed</b>	<b>Content/Topic</b>	<b>Facilitator</b>	<b>Target Date</b>	<b>Strategy for Follow-up/Monitoring</b>	<b>Person Responsible for Monitoring</b>
A minimum of 50% of the lowest 25% of students will achieve mastery on the 2010 FCAT Reading Test.	Parents whose children are in the lowest 25% in Reading based on the FCAT	Reading Coach	November 2009	Satisfaction survey for parents	Reading Coach

**Budget:**

<b>Evidence-based Program(s)/Material(s)</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
FBBR Materials	District	\$500.00
		<b>Total: \$500.00</b>
<b>Technology</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
<b>Professional Development</b>		

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
<b>Other</b>		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$500.00</b>

*End of Parent Involvement Goal*

## Other Goals

No Other Goals were submitted for this school

## FINAL BUDGET

<b>Evidence-based Program(s)/Material(s)</b>			
<b>Goal</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Reading	READ180/Other Textbooks	District Funds	\$21,000.00
Mathematics	State Approved Text Books	District	\$24,000.00
Writing	State Approved Textbooks	District	\$25,000.00
Science	State Approved Textbooks	District	\$10,000.00
Parental Involvement	FBBR Materials	District	\$500.00
			<b>Total: \$80,500.00</b>
<b>Technology</b>			
<b>Goal</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Reading	IPOD Integration	Teacher Grants	\$3,000.00
Reading	Macbooks	District	\$6,000.00
Mathematics	Macbooks	District	\$17,000.00
Writing	Macbooks	District	\$20,000.00
Science	Macbooks	District	\$10,000.00
			<b>Total: \$56,000.00</b>
<b>Professional Development</b>			
<b>Goal</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Writing	Writing Professional Development	District	\$7,000.00
			<b>Total: \$7,000.00</b>
<b>Other</b>			
<b>Goal</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	No Data	\$0.00
			<b>Total: \$0.00</b>
			<b>Final Total: \$143,500.00</b>

## Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene    
  II Correct    
  II Prevent    
  I Correct    
  I Prevent    
  NA

[Show Attached school's Differentiated Accountability Checklist of Compliance](#) (Uploaded on 8/31/2009 2:21:10 PM)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ **Yes. Agree with the above statement.**

Projected use of SAC Funds	Amount
There are currently zero SAC funds allocated for the 2009/10 school year.	0

### Describe the Activities of the School Advisory Council for the Upcoming Year

The School Advisory Council (SAC) will meet eight times during the school year. Their activities will focus on developing a collaborative effort towards school success. Our SAC was selected in compliance with the rules set forth by the state legislature. Some of the activities that the SAC committee will engage in are: identification of school needs, appropriate dispersal of state monies according to those needs and taking part in discussions centered on school culture leading to identifying challenges, and planning joint parent/staff approaches to positive change.

The School Advisory Council is in compliance with state requirements that include a balance of racial, ethnic and gender representation from the community at large. A majority of the members are not employed by the school and the meetings are open to the public. Elections were to be held during the first meeting of the SAC. The meetings will follow standard Robert's Rules of Order and will follow by-laws similar to the other SAC groups in the district's schools.

The SAC committee will be responsible for implementation and monitoring of the school improvement plan.

The SAC chair is Lorie Alter and the SAC secretary is Nick Morerria.

### SAC Members

#### Members

- 1) Alter, Laurie, SAC Chair
- 2) Alter, Joseph, Student
- 3) DeAugustino, Jacyln, Student
- 4) Earle, Brandon, Student
- 5) Green, William, Student
- 6) Lucien, Abby, Student
- 7) Maiori, Nick, Student

- 8) Couch, Debra, Teacher
- 9) Appleman, Leslie, Teacher
- 10) Cabral, Liz, Parent
- 11) Chann, Chamroeun, Parent
- 12) Clingerman, Melissa, Parent
- 13) Kearney, Donna, Parent
- 14) Kemper, Dennis, Parent
- 15) Kilonia Kalawaini, Fetu, Parent
- 16) Ellis, Debbie, Parent
- 17) Ellis, Kerry, Parent
- 18) Fitzhugh, Bill, Parent
- 19) Fitzhugh, Teresa, Parent
- 20) Green, Vikki, Parent
- 21) Maiori, Lori, Parent
- 22) Spiller, Robin, Parent
- 23) Willis, Nancy, Parent
- 24) Woerner, Maria, Parent
- 25) Zvierko, Cindi, Parent
- 26) Waters, Kevin, Community Member
- 27) Jackson, Gwen, Community Member
- 28) Diamond, Shannon, School Support Personnel
- 29) Barton, Toni, School Support Personnel
- 30) Brady, Bruce, School Support Personnel
- 31) McDonald, Bev, School Support Personnel
- 32) Ruiz, Anna Mae, School Support Personnel

## AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Flagler FLAGLER-PALM COAST HIGH SCHOOL 01											
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>													Read: 1176 Math: 1174		2008-2009 School Grade <sup>1</sup> : D		Did the School make Adequate Yearly Progress?			NO				
<b>This section shows the percent tested and performance for each group used to determine AYP (Parts a and c<sup>2</sup>).</b>													<b>This section shows the improvement for each group used to determine AYP via safe harbor (Part b<sup>2</sup>).</b>										<b>This section of students ' proficient us AYP via the</b>	
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Gro mod reac	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N		
TOTAL <sup>4</sup>	99	Y	98	Y	37	N	68	Y	93	88	N	76	78	Y	56	63	N	30	32	NA	40	N		
WHITE	99	Y	98	Y	42	N	74	Y	94	91	Y	80	82	Y	50	58	N	23	26	NA	44	N		
BLACK	99	Y	98	Y	19	N	44	N	88	82	N	61	65	Y	76	81	N	52	56	N	23	N		
HISPANIC	98	Y	98	Y		NA		NA	90	79	N	71	70	N			NA			NA				
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA				
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA				
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	29	N	57	N	87	85	N	68	64	N	68	71	N	39	43	N	30	N		
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA				
STUDENTS WITH DISABILITIES	98	Y	96	Y	11	N	32	N	61	60	N	43	40	N	80	89	N	72	68	N	13	N		

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Flagler FLAGLER-PALM COAST HIGH SCHOOL 01											
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>													Read: 1156 Math: 1154		2007-2008 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress?			NO				
<b>This section shows the percent tested and performance for each group used to determine AYP (Parts a and c<sup>2</sup>).</b>													<b>This section shows the improvement for each group used to determine AYP via safe harbor (Part b<sup>2</sup>).</b>										<b>This section of students ' proficient us AYP via the</b>	
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Gro mod reac	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N		
TOTAL <sup>4</sup>	98	Y	97	Y	44	N	70	Y	86	93	Y	78	76	N	63	56	NA	34	30	NA	48	NA		
WHITE	98	Y	98	Y	50	N	77	Y	89	94	Y	82	80	N	58	50	NA	28	23	NA	53	NA		
BLACK	96	Y	96	Y	24	N	48	N	79	88	Y	69	61	N	84	76	NA	58	52	NA	29	NA		
HISPANIC	99	Y	99	Y		NA		NA	79	90	Y	59	71	Y			NA			NA				
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA				
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA				
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	32	N	61	N	75	87	Y	71	68	N	76	68	NA	46	39	NA	36	NA		
ENGLISH LANGUAGE LEARNERS	97	Y	94	N		NA		NA			NA			NA			NA			NA				
STUDENTS WITH DISABILITIES	95	Y	93	N	20	N	28	N	50	61	Y	57	43	N	91	80	NA	82	72	NA	18	NA		

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Flagler FLAGLER-PALM COAST HIGH SCHOOL 0											
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 1233 Math: 1230		2006-2007 School Grade <sup>1</sup> : C		Did the School make Adequate Yearly Progress?				NO			
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).										This section of students' proficient us AYP via the	
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading	Gro	roc	reac	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N			
TOTAL <sup>4</sup>	95	Y	94	N	37	N	66	Y	91	86	N	78	78	N	57	63	NA	31	34	NA	47	NA			
WHITE	95	Y	94	N	42	N	72	Y	94	89	N	82	82	N	53	58	NA	27	28	NA	51	NA			
BLACK	93	N	92	N	16	N	42	N	85	79	N	64	69	Y	79	84	NA	54	58	NA	34	NA			
HISPANIC	95	Y	95	Y	24	N	50	N	76	79	Y	65	59	N	76	NA	35	50	NA						
ASIAN		NA		NA		NA		NA			NA	76	79	NA						NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA					
ECONOMICALLY DISADVANTAGED	94	N	93	N	24	N	54	N	85	75	N	69	71	Y	71	76	NA	45	46	NA	43	NA			
ENGLISH LANGUAGE LEARNERS	97	Y	97	Y		NA		NA			NA	67	48	NA			NA			NA					
STUDENTS WITH DISABILITIES	81	N	80	N	9	N	18	N	72	50	N	57	57	N	83	91	NA	71	82	NA	30	NA			

### SCHOOL GRADE DATA

Flagler School District FLAGLER-PALM COAST HIGH SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	42%	74%	80%	39%	235	<b>Writing and Science:</b> Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
<b>% of Students Making Learning Gains</b>	46%	71%			117	3 ways to make gains: <ul style="list-style-type: none"> <li>• Improve FCAT Levels</li> <li>• Maintain Level 3, 4, or 5</li> <li>• Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	45% (NO)	60% (YES)			105	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
<b>% of 11th and 12th graders meeting the graduation requirement on the FCAT retake</b>	57%	44%			0	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					457	
Percent Tested = 98%						Percent of eligible students tested
<b>School Grade</b>					<b>D</b>	Grade based on total points, adequate progress, and % of students tested

Flagler School District FLAGLER-PALM COAST HIGH SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	48%	78%	92%	47%	265	<b>Writing and Science:</b> Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
<b>% of Students Making Learning Gains</b>	55%	80%			135	3 ways to make gains: <ul style="list-style-type: none"> <li>• Improve FCAT Levels</li> <li>• Maintain Level 3, 4, or 5</li> <li>• Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	49% (NO)	73% (YES)			122	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
<b>% of 11th and 12th graders meeting the graduation requirement on the FCAT retake</b>	53%	74%			10	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					532	
Percent Tested = 98%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested

Flagler School District FLAGLER-PALM COAST HIGH SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	42%	74%	82%	41%	239	<b>Writing and Science:</b> Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
<b>% of Students Making Learning Gains</b>	50%	77%			127	3 ways to make gains: <ul style="list-style-type: none"> <li>• Improve FCAT Levels</li> <li>• Maintain Level 3, 4, or 5</li> <li>• Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	46% (NO)	71% (YES)			117	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
<b>% of 11th and 12th graders meeting the graduation requirement on the FCAT retake</b>	55%	56%			10	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					493	
Percent Tested = 96%						Percent of eligible students tested
<b>School Grade</b>					<b>C</b>	Grade based on total points, adequate progress, and % of students tested