

St. Lucie Public Schools

FORT PIERCE CENTRAL HIGH SCHOOL



2025-26 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 2
 - A. School Mission and Vision 2
 - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2
 - C. Demographic Data..... 13
 - D. Early Warning Systems 14
- II. Needs Assessment/Data Review 16
 - A. ESSA School, District, State Comparison 17
 - B. ESSA School-Level Data Review 18
 - C. ESSA Subgroup Data Review 19
 - D. Accountability Components by Subgroup..... 20
 - E. Grade Level Data Review 22
- III. Planning for Improvement..... 23
- IV. Positive Learning Environment 29
- V. Title I Requirements (optional)..... 32
- VI. ATSI, TSI and CSI Resource Review 39
- VII. Budget to Support Areas of Focus 40

School Board Approval

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

SIP Authority

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

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Fort Pierce Central High School is to provide a safe and caring environment with challenging academic and career preparedness opportunities. Teachers engage students in a variety of instructional approaches necessary for students to become self-directed, social, lifelong learners and successful members of society.

Provide the school's vision statement

Fort Pierce Central High School will provide all students with a challenging, equitable educational experience, empowering them to become self-sufficient contributing members of society.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Gardner, Eldrique

eldrique.gardner@stlucieschools.org

Position Title

Principal

Job Duties and Responsibilities

- Provide strategic leadership and direction for the administrative team, ensuring the effective daily operation of the school.
- Oversee the development, implementation, and evaluation of curriculum to support high-quality instruction and student achievement.
- Coordinate staff schedules and manage school-wide operations to ensure efficiency and

alignment with educational goals.

- Enforce school policies related to student discipline, safety, and overall school climate, maintaining a secure and supportive learning environment.
- Plan and facilitate professional development and training opportunities for faculty and staff.
- Work directly with students to support goal-setting, academic progress, and personal development.
- Serve as the primary liaison between the school and the school board, ensuring compliance with district policies, procedures, and protocols.
- Promote a culture of collaboration, accountability, and continuous improvement among staff, students, and the broader school community.

Leadership Team Member #2

Employee's Name

Armada, Sarah

sarah.armada@stlucieschools.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Instructional Leadership & Student Achievement:

- Lead efforts to improve the graduation rate and support student acceleration initiatives.
- Analyze and present data related to key academic areas, including 9th and 10th Grade ELA, Biology, and U.S. History EOC performance.
- Oversee implementation and monitoring of the iSucceed program to support student progress and post-secondary readiness.

Instructional Planning & Student Support:

- Ensure students meet graduation requirements in Communication and Mathematics.
- Oversee Credit Retrieval programs and provide targeted support for students with course failures.
- Support instructional planning for ESOL students and contribute to the School Improvement Plan.

Faculty Development & Professional Learning:

- Promote standards-based instruction and serve as a facilitator for professional development.
- Plan and lead Small Learning Community (SLC) meetings and coordinate MTSS implementation across grade levels.
- Monitor teacher qualifications, including Highly Qualified and Out-of-Field status, and serve as NEST Coordinator for new teacher support.

Learning Environment & Student Engagement:

- Organize and lead student recognition programs, awards assemblies, and after-school tutoring to foster a positive and supportive learning environment.
- Support the development of Professional Learning Communities (PLCs) to enhance instructional collaboration.

Operational & School Management:

- Coordinate campus-wide activities and contribute to the development of the master schedule.
- Serve on the PBIS Committee and manage roster verification, teacher certification, and building duty assignments.
- Maintain and update the student handbook and support implementation of the School Improvement Plan.

Leadership Team Member #3

Employee's Name

Bailer, Kelly

kelly.bailer@stlucieschools.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Instructional Leadership & Student Achievement:

- Oversee assessment and accountability initiatives, including Biology EOC, Advanced Placement (AP), AICE, Dual Enrollment, PSAT/SAT/ACT/CLT, ASVAB, and state testing retakes.
- Manage roster verification, data analysis, and technology integration to support instructional effectiveness.
- Serve as PSST (Problem Solving Support Team) Coordinator and provide support for WIDA assessments and compliance.

Instructional Planning & Student Support:

- Lead instructional planning and support for Social Studies, Science, AICE General Paper, and ELA implementation.
- Monitor and address course failures and support ESOL student achievement.
- Contribute to the development and execution of the School Improvement Plan.

Faculty Development & Professional Learning:

- Coordinate MTSS (Multi-Tiered System of Supports) across grade levels and ensure alignment with instructional goals.
- Monitor teacher qualifications, including Highly Qualified and Out-of-Field status.
- Facilitate professional development sessions focused on standards-based instruction.

Learning Environment & Student Engagement:

- Organize and lead student recognition programs and awards assemblies.
- Coordinate substitute assignments to ensure instructional continuity.

Operational & School Management:

- Manage key school operations including the curriculum guide, master schedule, textbooks, and report cards.
- Serve as Parent Pickup Coordinator and oversee PBS/FAST initiatives.
- Maintain teacher certification records and utilize Frontline for staff management.
- Participate in Faculty Council and ensure accurate and timely roster verification.

Leadership & Stakeholder Engagement:

- Contribute to SAC (School Advisory Council) initiatives, including SIP, PBIS, and data analysis.
- Publish weekly staff newsletters and promote teacher leadership opportunities.

Communication & Collaboration:

- Collaborate closely with school counselors to support student academic planning and success.

Leadership Team Member #4

Employee's Name

Rivera, Jesus

jesus.rivera@stlucieschools.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Instructional Leadership & Student Achievement:

- Oversee academic performance for 9th Grade students, with a focus on Algebra EOC, 9th Grade ELA (Reading and Writing), and Acceleration initiatives.
- Manage roster verification, IXL integration, unit assessments, and data analysis to inform instruction and improve outcomes.
- Support instructional technology, student-led conferences, and the iSucceed platform.
- Collaborate with athletics and contribute to weekly academic and cultural updates to promote school spirit and engagement.

Instructional Planning & Student Support:

- Lead instructional planning and intervention efforts in Math, ESOL, Physical Education, and for students with course failures.
- Contribute to the development and implementation of the School Improvement Plan for 9th Grade.

Faculty Development & Professional Learning:

- Facilitate SLC (Small Learning Community) meetings and professional development sessions.
- Support MTSS implementation across grade levels and promote standards-based instruction and RtI-B strategies.

Learning Environment & Student Engagement:

- Organize and lead student recognition programs, awards assemblies, and foster a collaborative culture through Professional Learning Communities (PLCs).

Operational & School Management:

- Serve as Bus Coordinator and manage building duty assignments, BIC (Behavior Intervention Center), school inventory, and transportation logistics.
- Oversee the school website, social media platforms, and student handbook updates.
- Support PBS/FAST initiatives and coordinate events such as the 9th Grade Open House.
- Participate in the Gatekeepers program and contribute to the School Improvement Plan.

Leadership & Stakeholder Engagement:

- Serve on SAC (School Advisory Council) and Faculty Council, contributing to SIP data analysis, MTSS planning, and teacher professional development.
- Publish weekly staff newsletters and promote teacher leadership opportunities.

Communication & Collaboration:

- Collaborate with the 9th Grade Dean, guidance counselors, coaches, and clerical staff to support student success and school-wide initiatives.

Discipline & Leadership:

- Provide leadership in student discipline in coordination with the Deans, ensuring a safe and supportive learning environment.

Leadership Team Member #5

Employee's Name

Santoro, Natasha

natasha.santoro@stlucieschools.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Instructional Leadership & Student Achievement:

- Oversee academic performance and progress monitoring for 11th Grade students, with a focus on U.S. History, CTE Certification, Acceleration, and standardized testing (PSAT/SAT/ACT/CLT).
- Manage roster verification, unit assessments, and data analysis to drive instructional decisions.

- Provide support for instructional technology and the iSucceed platform.
- Monitor and analyze school-wide discipline data to support a positive learning environment.

Instructional Planning & Student Support:

- Support implementation of instructional plans for Visual and Performing Arts, JROTC, and Life Management Skills.
- Ensure students meet graduation requirements, including Communication and Credit Retrieval.
- Address course failures and contribute to the Grade 11 School Improvement Plan.

Faculty Development & Professional Learning:

- Coordinate NEST (New Educator Support Team) and facilitate SLC meetings and professional development sessions.
- Support MTSS implementation across grade levels and promote standards-based instruction and RtI-B strategies.
- Utilize Frontline for tracking and managing professional learning.

Learning Environment & Student Engagement:

- Lead recognition programs, awards assemblies, and after-school tutoring to enhance student motivation and achievement.
- Foster a collaborative culture through Professional Learning Communities (PLCs).

Operational & School Management:

- Serve on the Attendance and PBIS Committees and manage building duty assignments and facilities/maintenance needs.
- Coordinate student government, parent pickup, student parking, and campus-wide activities.
- Oversee scheduling and logistics through School Dude and support PBS/FAST initiatives.
- Act as the Business Partner Liaison and manage school radio communications.

Leadership & Stakeholder Engagement:

- Participate in SAC (School Advisory Council) and Faculty Council, contributing to SIP, MTSS, and teacher professional development planning.
- Publish weekly staff newsletters and promote teacher leadership opportunities.
- Provide leadership for Grade 11 and Social Studies departments.

Leadership Team Member #6

Employee's Name

Torres, Christie

christie.torres@stlucieschools.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Instructional Leadership & Student Achievement:

- Oversee academic performance and progress monitoring for 10th Grade students, with a focus on ELA (Reading and Writing), Geometry EOC, Acceleration, WIDA, and Unit Assessments.
- Lead data analysis and roster verification processes to inform instruction and improve student outcomes.
- Support implementation of instructional technology and resources, including Student-Led Conferences and the iSucceed platform.

Instructional Planning & Student Support:

- Coordinate instructional planning and interventions for CTE, ESOL, ESE, and students in Credit Retrieval or with course failures.
- Contribute to the development and execution of the School Improvement Plan (SIP).

Faculty Development & Professional Learning:

- Serve as NEST (New Educator Support Team) Facilitator and lead Professional Learning Communities (PLCs) and SLC meetings.
- Facilitate professional development sessions and support MTSS implementation across grade levels.
- Promote standards-based instruction and RtI-B (Response to Intervention – Behavior) strategies.

Learning Environment & Student Engagement:

- Organize and lead student recognition programs, awards assemblies, and after-school tutoring initiatives to foster a positive school culture.

Operational & School Management:

- Manage logistics for ESE pickup, parent pickup, duty assignments, cafeteria operations, and technology support.
- Serve on the Safety Committee and coordinate emergency evacuation plans, PBS/FAST initiatives, and Title I compliance.
- Oversee Hospital Homebound services and Honor Roll recognition.

Leadership & Stakeholder Engagement:

- Participate in SAC (School Advisory Council) and Faculty Council, contributing to the SIP and Parent Involvement Plan.
- Publish weekly staff newsletters and promote teacher leadership opportunities.

Decision-Making & Strategic Initiatives:

- Lead targeted academic interventions in Biology and ELA.
- Support discipline processes, parent-teacher conferences, and end-of-year activities.

Leadership Team Member #7

Employee's Name

Mazzo, Jamie

jaime.mazzo@stlucieschools.org

Position Title

Director of School Counseling

Job Duties and Responsibilities

- Serves as Guidance Director for the department.
- Active member of the MTSS core team.
- Supports At-Risk Students.

Leadership Team Member #8

Employee's Name

Braddy, Marvin

marvin.braddy@stlucieschools.org

Position Title

Dean of Students/ iSucceed Coordinator

Job Duties and Responsibilities

- Supports At-Risk Students

Leadership Team Member #9

Employee's Name

Robinson, Ashley

ashley.robinson@stlucieschools.org

Position Title

Graduation Coach

Job Duties and Responsibilities

- Oversee and support all aspects of academic performance, attendance, and behavior for junior and senior class students.
- Serve as the primary liaison between the school and families of junior and senior students, fostering strong communication and engagement.
- Monitor student progress and collaborate with staff to implement interventions and supports as needed.
- Coordinate with teachers, counselors, and administrators to ensure the success and well-being of upperclassmen.
- Address and resolve student and parent concerns in a timely and effective manner.

Leadership Team Member #10

Employee's Name

Devries, Stephanie

stephanie.devries@stlucieschools.org

Position Title

Instructional Coach

Job Duties and Responsibilities

- Facilitate standards-based Collaborative Learning and Planning (CLP) sessions for Reading, English Language Arts (ELA), and AICE General Paper teachers.
- Collect, analyze, and interpret student performance data from state assessments, Performance Matters, IXL, and Edgenuity to inform instructional practices.
- Share data insights and instructional strategies during CLPs across multiple content areas, including Reading, and ELA.
- Provide instructional coaching and support through both collaborative and individualized

sessions, with a focus on mentoring new teachers.

- Assist the administrative team with school-wide initiatives such as NEST (New Educator Support Team), PBIS (Positive Behavioral Interventions and Supports), and Credit Recovery programs.
- Implement the coaching cycle with teachers to enhance instructional effectiveness and student outcomes.
- Prepare and present data reports to school administration to support decision-making and strategic planning.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

At the beginning of each calendar year, a survey is sent out to all stakeholders to complete to include our parent engagement survey. All data are analyzed, reviewed and presented at our Title IX night and our initial SAC meeting.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will be regularly monitored through classroom walkthroughs, and surveys. Also, we will utilize discipline, behavior, attendance, grades, and test data through Power BI, Performance Matters, Skyward, and other resources available.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	
2024-25 MINORITY RATE	
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	
CHARTER SCHOOL	NO
RAISE SCHOOL	
2024-25 ESSA IDENTIFICATION	
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: 2023-24: B 2022-23: C 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

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

2. Grades 9-12 (optional)

Current Year (2025-26)

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

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

Current Year (2025-26)

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

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

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

A. ESSA School, District, State Comparison

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

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

2024-25 ESSA FPPI

Data for 2024-25 had not been loaded to CIMS at time of printing.

ESSA OVERALL FPPI HISTORY

2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
	55%	55%	53%	45%		54%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%

No ESSA data found for this school and year

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

	2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS	
	All Students	52%		56%	58%	20%	34%	57%	68%	69%		92%	72%	28%
	Students With Disabilities	22%		46%	46%	10%	39%	56%	29%	31%		95%	31%	29%
	English Language Learners	24%		52%	58%	14%	33%	47%	39%	36%		75%	55%	28%
	Asian Students	76%		67%		21%	23%		75%					
	Black/African American Students	47%		58%	61%	20%	36%	60%	65%	63%		94%	64%	21%
	Hispanic Students	52%		57%	61%	16%	33%	54%	66%	67%		88%	75%	29%
	Multiracial Students	49%		51%	43%	22%	29%		62%	79%		91%	61%	
	White Students	57%		53%	50%	27%	35%	61%	74%	79%		96%	78%	
	Economically Disadvantaged Students	47%		54%	57%	18%	34%	57%	64%	67%		91%	69%	27%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	47%				20%			55%	66%		94%	69%	34%
Students With Disabilities	17%				11%			27%	43%		92%	36%	28%
English Language Learners	16%				8%			21%	29%		84%	45%	37%
Asian Students	70%				47%				81%				
Black/African American Students	38%				17%			47%	58%		93%	55%	40%
Hispanic Students	47%				17%			55%	63%		93%	68%	37%
Multiracial Students	55%				22%			62%	79%		100%	74%	
White Students	52%				26%			62%	76%		95%	80%	
Economically Disadvantaged Students	42%				17%			49%	59%		93%	64%	39%

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

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

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

There is no assessment data available for this school.

III. Planning for Improvement

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

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

Most Improvement

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

The data component that showed the most improvement was math proficiency, which increased from 20% last year to 34% this year. This significant growth is a result of several intentional and strategic actions implemented by our school to enhance mathematics instruction and student outcomes.

Key initiatives included:

- **Collaborative Lesson Planning (CLP)** with a focus on **backward design**, ensuring instruction was aligned with standards and assessment expectations.
- Utilization of **district-approved instructional materials** to maintain consistency and rigor across classrooms.
- **Instructional support from Mrs. Plaka**, who led CLP sessions and modeled effective teaching strategies to build teacher capacity.
- **Strategic scheduling** to prioritize math instruction and intervention time.
- Implementation of **supported instructional practices**, including providing students with **90 minutes per week of IXL-based math practice in their leadership techniques classes**.
- **Peer-to-peer observations** and **planning-to-planning collaboration**, allowing teachers to learn and adopt successful strategies from one another.
- **Active administrative involvement**, including participation in CLP, conducting weekly walkthroughs, and directly supporting instruction through small group facilitation.

These combined efforts created a cohesive and supportive environment for both teachers and students, contributing to the marked improvement in math proficiency.

Lowest Performance

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

The data component that showed the lowest performance was math proficiency, with a proficiency rate of 34% last year. This figure was 8 percentage points lower than our second-lowest

performing area, highlighting a significant need for continued focus and support in mathematics.

A key contributing factor to this low performance was the historically low math achievement levels of incoming students over the past five years. Many students entered with foundational gaps, making it necessary to implement a rigorous curriculum aimed at closing the achievement gap. While progress has been made, the depth of these gaps required sustained, targeted intervention and instructional support.

Trend analysis indicates that although math proficiency remains our lowest-performing area, the recent increase from 20% to 34% demonstrates positive momentum. This upward trend suggests that the strategies implemented are beginning to yield results, and continued focus in this area is essential to maintain and accelerate growth.

Greatest Decline

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

The data component that showed the greatest decline from the prior year was social studies, which experienced a 1% decrease in proficiency. While the decline was modest, it was the only drop among all assessed areas.

The primary contributing factor to this decline was a notable increase in student absences and tardiness. These attendance issues impacted instructional continuity and limited students' engagement with the curriculum, particularly in a content-heavy subject like social studies. As a result, students missed critical learning opportunities that are essential for building historical understanding and analytical skills.

Moving forward, addressing attendance challenges and reinforcing instructional time will be key priorities to support improvement in social studies performance.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap compared to the state average was math proficiency, which was 22 percentage points below the state benchmark. This significant disparity highlights a critical area of need within our academic performance.

A key contributing factor to this gap has been the historically low math achievement levels of incoming students over the past five years. Many students entered with substantial foundational gaps, which posed challenges in meeting grade-level expectations. In response, the school implemented a rigorous, standards-aligned curriculum designed to accelerate learning and close the achievement gap.

While recent data shows encouraging progress, the depth and persistence of these learning gaps require sustained, targeted interventions, differentiated instruction, and ongoing support to ensure continued growth and alignment with state performance levels.

EWS Areas of Concern

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

- Math proficiency
- Math learning gains
- Daily Attendance

Highest Priorities

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

- Increase Math proficiency by at least 3%.
- Increase Math learning gains by at least 3%.
- Increase daily Attendance to 92%.
- Increase Acceleration completion to 85%.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Our primary area of focus for the upcoming academic year is **math proficiency across all relevant grade levels**, as current performance remains below the state average. This gap was identified through a comprehensive review of last year's data, which revealed that students performing at Level 2 demonstrated the least growth in both proficiency and learning gains.

To address this critical need, we are implementing a multi-tiered approach centered on **evidence-based instructional practices** and **collaborative planning**:

- **Collaborative Lesson Planning (CLP):** Instructional teams will engage in structured CLP sessions twice weekly for 90 minutes. These sessions will emphasize the “*how*” of content delivery, ensuring that instructional strategies are both effective and aligned with student needs. School administrators will actively participate in these sessions to provide guidance and ensure instructional coherence.
- **Targeted Support for Level 2 Students:** To accelerate growth for our most at-risk learners, we will strategically **double-block math instruction** for Level 2 students using our master schedule. This will provide additional time for targeted intervention and skill development.
- **Standards-Aligned, Rigorous Instruction:** Teachers will utilize **district-approved materials** to design high-quality, standards-based lessons. The focus will be on crafting rigorous, engaging instruction that promotes deep conceptual understanding and application.

This area of focus was selected based on clear evidence from student performance data and is designed to ensure that all students, particularly those with the greatest needs, receive the support necessary to achieve academic success in mathematics.

Measurable Outcome

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

Measurable Outcome:

In the previous academic year, **34% of students demonstrated proficiency in mathematics**. Based on this data, the school has established a measurable and data-driven goal to improve student outcomes in the current year.

Objective:

We aim to increase both **math proficiency and learning gains by a minimum of 3 percentage points** across all relevant grade levels. This target reflects our commitment to continuous improvement and is supported by the implementation of targeted instructional strategies, increased collaborative planning, and focused intervention for students performing below grade level.

Progress toward this goal will be monitored through formative assessments, benchmark data, and end-of-year standardized testing to ensure accountability and guide instructional adjustments throughout the year.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring Plan for Area of Focus:

The implementation of our math instructional focus will be **monitored through weekly Collaborative Lesson Planning (CLP) sessions**, which will receive **ongoing coaching and support from school administrators**. These sessions will emphasize the use of high-impact instructional strategies and ensure alignment with grade-level standards and student needs.

Monitoring will also include:

- **Frequent classroom walkthroughs and observations** conducted by administrators to assess the fidelity of instructional delivery.
- **Timely, actionable feedback** provided to teachers to support continuous instructional improvement.
- **Data reviews** during CLP sessions to evaluate student progress and adjust instruction accordingly.

This continuous cycle of observation, feedback, and data-informed planning is designed to directly impact student achievement by promoting instructional consistency, increasing teacher effectiveness,

and ensuring that all students receive high-quality, targeted instruction.

Person responsible for monitoring outcome

Jesus Rivera & Christie Torres

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Collaborative Learning and Planning framework.

Rationale:

Our newly implemented Collaborative Lesson Planning (CLP) framework, designed for application across all subject areas, provides a structured and comprehensive approach to data-driven instructional planning. It prioritizes the integration of evidence-based teaching strategies to enhance instructional quality and student outcomes. By fostering intentional collaboration and aligning planning with student performance data, the framework ensures that instruction is both targeted and impactful.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Collaborative Planning

Person Monitoring:

Jesus Rivera & Christie Torres

By When/Frequency:

Weekly During CLP

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

St. Lucie County's Framework will guide our data-driven planning. We'll employ backward design, starting with learning goals, to ensure students encounter rigorous lessons. During Collaborative Lesson Planning (CLP) meetings, the admin team will provide timely feedback, fostering the transfer of well-planned lessons to engaging classroom experiences. To ensure effective implementation, the admin team will participate in CLP meetings and conduct frequent classroom observations. This collaborative approach will provide teachers with timely feedback, fostering the translation of well-designed plans into engaging lessons.

Action Step #2

Ongoing Coaching for Math Teachers

Person Monitoring:**By When/Frequency:**

Jesus Rivera & Christie Torres

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To provide support for our math teachers, we will conduct coaching cycles with them through admin support in which we will conduct regular assessments of teacher needs and strengths to tailor coaching support. In addition, we will align coaching goals with student achievement data. Moreover, we will demonstrate exemplary teaching practices through classroom modeling. Furthermore, we will offer constructive and actionable feedback to support teacher growth. The admin team will also provide collaborative planning time dedicated for teachers to collaboratively plan lessons and units. In addition, the admin team will develop detailed curriculum maps to ensure alignment and coherence. Moreover, through collaborative planning the math team will analyze student work to identify common misconceptions and areas for improvement. Moreover, the math teachers will plan for diverse learner needs, including students with disabilities and gifted learners. One training that the math teachers will participate during this year is the Modern Classroom, decoding word problems, and standard-based materials.

Action Step #3

Frequent Data Review

Person Monitoring:

Jesus Rivera & Christie Torres

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will engage in data review during planning once a week. By dedicating part of their weekly planning time to data review, teachers can identify student struggles in real time. This allows for immediate reteaching opportunities, ensuring concepts are grasped before students fall behind.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

An identified area of focus for all grade levels is **student attendance**, which has a direct and measurable impact on academic performance. In the previous school year, our average daily student attendance was **86%**, indicating a significant number of instructional days missed by many students.

Analysis of student performance data revealed a clear correlation between attendance and academic achievement—students with higher rates of absenteeism consistently underperformed compared to their peers who were regularly present. This trend underscores the importance of consistent attendance as a foundational element of student success.

Improving attendance will be a schoolwide priority, as increased instructional time is essential for ensuring students have the opportunity to engage with rigorous content, participate in collaborative learning, and receive timely academic support.

Measurable Outcome

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

In the previous school year, our **average daily student attendance was 86%**. Recognizing the strong link between consistent attendance and academic achievement, our goal for the current year is to **increase daily student attendance to 90%** across all grade levels.

This objective is both data-driven and measurable, and it reflects our commitment to improving student outcomes by maximizing instructional time. By increasing attendance rates, we anticipate a corresponding improvement in student performance, as students who are present consistently are more likely to engage in learning, access academic support, and demonstrate growth across content areas.

Monitoring

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

To ensure progress toward our attendance goal, **student attendance will be monitored through weekly attendance team meetings**. These meetings will include school administrators, the attendance clerk, school social worker, counselors, deans, and teachers. The team will review attendance data to identify students with chronic absenteeism or emerging attendance concerns.

As part of the monitoring process, the team will:

- Develop and implement **individualized intervention plans** for students with poor attendance.
- Coordinate **home visits and family outreach** to address barriers to attendance.
- Engage in **ongoing communication with families** to reinforce the importance of daily attendance.
- Track progress and adjust strategies based on real-time data.

This proactive and collaborative approach will help ensure that students are present and engaged in learning, ultimately leading to improved academic achievement and overall school performance.

Person responsible for monitoring outcome

Kelly Bailer & Natasha Santoro

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Weekly Attendance Meetings Monthly Leadership Attendance Meeting PBIS Professional Development Weekly Student Support Team Meetings to monitor student data Monthly PBIS and Grade Level Meetings to monitor data and review school discipline plans PBIS - School-Wide School-Sponsored events/ programs/ clubs to boost student morale

Rationale:

Our students have fallen behind the state proficiency scores, as well lacking with life skills. Success in school and at home will benefit for teaching students coping strategies in conjunction with their academic skills. This is a reason that our students' daily attendance has fallen below 90%.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Weekly Attendance Meeting

Person Monitoring:

Kelly Bailer & Natasha Santoro

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Student Support Teams (administrator, dean, graduation coach, student support teacher, ESE) will meet weekly with identified students by grade level, and then meet weekly with the ISuccess team to share data and determine next steps. Grade Level Teams will meet monthly to review grade level attendance data, as well as review the identified students for ISucceed.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

Our primary goal is to ensure that all stakeholders understand the contents of these documents and how they impact the school community. This will foster transparency, trust, and collaboration.

Dissemination Strategies

1. Website:

Through our school website: [Fort Pierce Central \(stlucie.k12.fl.us\)](http://stlucie.k12.fl.us) we will create a clear and easily accessible tab for each document. These tabs will include user-friendly summaries of the key points for each document. Each tab will also offer translations of the summaries into commonly spoken languages (Spanish & Haitian-Creole) in the community.

2. Parent and Community Engagement:

Through SAC, we will discuss the SIP, budget, and SWP. We will invite families to our parent involvement nights explain the documents in detail and answer questions. Also, during our open house we will share QR codes for stakeholders to have access to these documents through our website. In addition, we will use email and social media to share information and updates.

3. Staff and Leadership:

We will Incorporate the SIP, budget, and SWP into staff development session. Also, the leadership team will regularly review and discuss the documents with school leadership.

4. Students:

We will Involve student government in the dissemination process.

5. Local Businesses and Organizations:

We will collaborate with local businesses and organizations to share information about the school's goals.

Measurement and Evaluation

To assess the effectiveness of the dissemination plan, we will:

- Track website traffic to the dedicated pages.
- Collect feedback from parents, staff, and community members through surveys and focus groups.
- Monitor attendance at workshops and meetings.
- Evaluate student understanding of the documents through assessments or discussions.

Ongoing Communication

By following this plan, we can ensure that our school community is well-informed about our goals and how we plan to achieve them.

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

[Fort Pierce Central \(stlucie.k12.fl.us\)](http://stlucie.k12.fl.us)

A strong partnership between our school, parents, and the community is essential for student success. To foster these relationships, the school will implement the following strategies:

Open and Consistent Communication

- **Regular communication channels:** Utilize various methods to reach parents, including email, phone calls, and digital platforms.
- **SAC:** Schedule monthly SAC meetings to discuss budget, student progress, goals, and concerns.
- **Progress reports:** Provide timely and informative progress reports to keep parents updated on their child's academic performance.
- **Family-friendly events:** Host events such as open houses, parent engagement nights, and cultural celebrations to create opportunities for interaction.

We will monitor our relationship Success through:

- **Parent surveys:** Regularly gather feedback from parents to assess satisfaction and identify areas for improvement.
- **Attendance rates:** Monitor attendance rates as an indicator of parent engagement.
- **Student achievement:** Track student academic performance to measure the impact of parent involvement.
-

By implementing these strategies, Fort Pierce Central High School aims to create a welcoming and supportive environment where parents, families, and the community feel valued and empowered to contribute to student success.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

To enhance student achievement, Fort Pierce Central High School will focus on implementing evidence-based strategies to strengthen the academic program, optimize learning time, and provide enriched and accelerated curriculum opportunities.

Enhancing the Academic Program

- **Curriculum Alignment:** Ensure curriculum is aligned to state standards, emphasizing critical thinking, problem-solving, and creativity.
- **Differentiated Instruction:** Implement differentiated instruction to address diverse student needs and learning styles.
- **Professional Learning:** Provide ongoing professional learning for teachers to enhance instructional practices and content knowledge.
- **Data-Driven Instruction:** Utilize data to inform instructional decisions and monitor student progress.
- **Positive Learning Environment:** Create a supportive and engaging classroom climate that fosters student motivation and achievement.

Increasing the Amount and Quality of Learning Time

- **Extended Learning Opportunities:** Offer before- and after-school programs, including tutoring for tested subjects.
- **Effective Use of Instructional Time:** Minimize interruptions and maximize instructional time through efficient classroom management.
- **Flexible Scheduling:** Explore flexible scheduling options to accommodate student needs and provide additional instructional time.

Enriched and Accelerated Curriculum

- **AICE:** Expand AICE course offerings for high-achieving students.
- **Dual Enrollment:** Allow eligible students to earn college credits while in high school.
- **Elective Courses:** Offer a variety of elective courses to broaden student interests and talents.
- **CTE:** Offer multiple career technical certifications for our students to become career ready.

Focus on Mathematics

- **Math Intervention:** Provide targeted math intervention for struggling students.
- **Math Enrichment:** Offer advanced math courses (AICE) and competitions for high-achieving students.
- **Math Technology:** Integrate technology tools (IXL, FEV) to enhance math instruction and problem-solving skills.
- **Math Teacher Collaboration:** Foster collaboration among math teachers to share best practices and develop common assessments.

Evaluation and Adjustment

The leadership team will regularly assess the effectiveness of these initiatives through data analysis and stakeholder feedback. We will make necessary adjustments to improve student outcomes. By implementing these strategies, the Fort Pierce Central High School aims to create a robust academic environment that challenges and supports all students, leading to increased student achievement and college and career readiness.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

School counselors are available throughout the day to students. School-based mental health services are available through the school counseling office. School counselors meet with students on their caseload several times a year to establish a relationship. Teachers and staff also refer students to school counselors who need assistance. There is a dedicated school counselor for at-risk students. Our counselors also partner with IRSC for vocational trade programs.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Fort Pierce Central High School Career and Technical Education (CTE) opportunities provide students with a school-to-career connection. Fort Pierce Central High School offers a variety of CTE courses that lead to industry certification, enabling students with the training and certification needed to attain employment right out of high school. All Industry certifications are real-world certifications that are designed, administered, and recognized by industry. Students who earn Industry Certifications may have an advantage gaining employment or be eligible for post-secondary scholarships. The programs that we offer are the following:

- Aerospace Technologies Embry-Riddle Aeronautical University
- Allied Health
- Culinary Arts
- Hospitality and Touring Management
- Web Development
- Criminal Justice
- Marketing, Management, and Entrepreneurial Principles
- Automotive Maintenance, and Light Repair

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

At Fort Pierce Central High School we implement Single School Culture. With this approach, we ensure that all students have the same expectations from all teachers. We also provide ISucceed as early intervening service in which the ISucceed team meet, counsels, and serve as mentors for targetted students.

To ensure safe and caring schools, FPCHS embraces the principles of Positive Behavioral Interventions and Supports (PBIS) and Resiliency. PBIS is an evidence-based three-tiered framework for:

- improving and integrating all data, systems, and practices affecting student outcomes;
- a proactive approach to promote positive behavior resulting in improved academic outcomes, school safety and overall satisfaction of the school experience for students, families and staff;
- and the focus of PBIS is prevention and intervention. PBIS is a process of teaching, reinforcing and recognizing the behaviors that lead to student success instead of simply punishing misbehavior. In support of this effort, the School District promotes the following Universal Guidelines and Behavioral Expectations:

Resiliency is an integral part of education and human development.

Resiliency is the process through which all young people and adults:

- acquire and apply the knowledge, skills, and attitudes to develop healthy identities;
- manage emotions and achieve personal and collective goals;
- feel and show empathy for others; and
- establish and maintain supportive relationships and make responsible and caring decisions.

Resiliency advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. Resiliency can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Fort Pierce Central provides numerous professional learning and activities opportunities for all school

personnel to improve instruction. Some of the professional learning opportunities including Single School Culture, ELL Strategies, Engagement Strategies, Student Conferencing, PBIS, IXL, and other professional learning opportunities that will be provided through the district office. When it comes to activities, we provide our personnel breakfast and luncheons on certain days, frequent recognition, and get together during our football games.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

District Collaboration and Resource Review Process:

At Fort Pierce Central High School, the review and allocation of resources to meet student needs is a collaborative and structured process involving multiple layers of leadership and stakeholder engagement. The school is led by a six-member administrative team that works closely with department heads and team leaders to ensure that decisions are informed, inclusive, and aligned with schoolwide goals.

This representative model fosters a culture of shared leadership, where both instructional and non-instructional staff actively contribute to the school's continuous improvement efforts. The administrative team meets weekly to review operational and instructional priorities, while the broader leadership team convenes bi-weekly to discuss progress, challenges, and resource needs. Additionally, monthly faculty meetings provide a platform for schoolwide communication and feedback.

Resource allocation decisions are guided by data, district and state requirements, and the school's strategic learning goals. All proposed programs and supplemental initiatives are presented to stakeholders for input and are monitored for effectiveness. Funding is primarily provided through the school district, with expenditures prioritized to support academic achievement, student well-being, and campus safety.

When School Advisory Council (SAC) funds are available, the SAC plays a key role in determining how those funds are utilized, ensuring alignment with school improvement priorities. Fort Pierce Central does not receive additional external funding; therefore, all expenditures are carefully planned to maximize impact and directly support student success.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

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