

St. Lucie Public Schools

Fort Pierce Central High School



2022-23 Schoolwide Improvement Plan

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Fort Pierce Central High School

4101 S 25TH ST, Fort Pierce, FL 34981

<http://www.stlucie.k12.fl.us/fpc/>

Demographics

Principal: Eldrique Gardner

Start Date for this Principal: 6/15/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	55%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (56%) 2020-21: (46%) 2018-19: B (56%) 2017-18: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the St. Lucie County School Board on 10/11/2022.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

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.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Gardner, Eldrique	Principal	<p>The job duties and responsibilities are as follows: leads the administrative team within a school and is responsible for overseeing the daily operations of the institution. The principal coordinates staff schedules, oversees the development of curriculum and enforce school policies relating to discipline or safety. The principal also coordinates staff training days and works directly with students who need help meeting or setting goals. The principal also serves as the direct liaison between the school and the school board and is responsible for ensuring that the school operates according to school board protocols.</p>
Bailer, Kelly	Assistant Principal	<p>Student Learning Results: ELA, AICE GP, US History Student learning as a Priority/Instructional Plan Implementation: Grade 11, Faculty Development: MTSS, Role Alike Meetings, Florida Standards, At Hope Night, open house School Management: Student Government, Awards/Assembly, School Website, Volunteers, Newsletters, Honor Roll Leadership Development: Grade 11, ELA and US History Discipline Leadership Team: Deans and Coaches.</p> <p>Student learning as a Priority/Instructional Plan Implementation: ELA Reading/Writing, Social Studies, AICE English General Paper, Credit Retrieval, SIP Faculty Development: MTSS, SLC/CLP Meetings, Florida Standards, PD, Frontline Learning Environment: At Hope Night School Management, Master Schedule, Awards/Assembly, Newsletters, Honor Roll Leadership Development: Grade 11, ELA and Social Studies Discipline Leadership Team: Deans and Coaches</p>
Santoro, Natasha	Assistant Principal	<p>12th grade, Building 4 Student Learning Result: Graduation Rate, Acceleration, Dual Enrollment Student Learning as a priority/Instructional Planning – Visual Performing Arts, Communication and Math graduation requirement, credit retrieval, course failures, SIP Faculty Development: NEST Coordinator, SLC meetings, PD facilitator, Standards Based Instructional Focus, Life Management Skills (CLE) School Management: Attendance Committee, PBIS Committee, Facilities and Maintenance, Student Government, School Calendar, School Dude, Field Trips, Fundraising</p>

Name	Position Title	Job Duties and Responsibilities
		Leadership Development: SAC, Faculty Council, Teacher Leadership Opportunities.
Siminski, Jamie	Assistant Principal	Oversees 9th Grade / Building 2: Student Learning as a Priority/ Instructional Plan Implementation: Faculty Development: MTSS, Role Alike Meetings, Florida Assistant Standards, School Management, Athletics, Attendance/EHallPass, Physical Education Department, 9th grade SLC, Math Leadership Development - Teacher Leadership Opportunities - SIP - Decision Making Communication: Leadership Team/Small Learning Community: 9th Grade Dean, guidance, coaches, & clerk.
Torres, Christie	Assistant Principal	Building 1 South, 10th Grade Student learning results: Acceleration, Achieve 3000, WIDA, Roster Verification. Unit Assessments, Data Analysis, Technology Support/ Resources, Student Led Conferences Student Learning as a priority: Science, CTE, ESOL, Credit Retrieval, F's (Course Failures) Instructional Planning: ESE, School Improvement Plan Faculty Development: NEST Facilitator, SLC Meetings, MTSS- Grade Levels, Professional Development Facilitator, RTI-B, Standard Based Instruction Focus Learning Environment: Recognition Programs, Professional Learning Community, Awards/Assemblies, After- School Tutoring School Management: ESE Pickup Coordinator, Building Duty Assignment, Faculty Handbook, Parent Pickup Coordinator, Safety Committee, Technology, Cafeteria, PBS/FAST, Hospital Homebound, Honor Roll, Emergency Evacuation Plan, COVID Contact Leadership Development: SAC (SIP, Parent Involvement Plan), Faculty Council, Weekly Staff Newsletter, Teacher Leadership Opportunities Decision Making: Biology Interventions, ELA Intervention, Discipline, PT Conferences, Emergency Evacuation, End of year activities
Armada, Sarah	Reading Coach	Lead Reading Teachers and ELA Teachers in standards-based Collaborative Learning and Planning Sessions, collect, analyze and interpret data from state assessments, Performance Matters, Achieve 3000, and Edgenuity and share in CLPs for Reading, ELA, Biology and United States History, provide collaborative and one-on-one support for new teachers, assist administrative team with NEST, PBIS and Credit Recovery.

Name	Position Title	Job Duties and Responsibilities
Holmes, Bernice	Instructional Coach	Support classroom teachers with instructional practices and enhance their content driven, standards-based approach. Support teachers in Collaborative Learning and Planning sessions, collect, analyze, and interpret data from state assessments, Performance Matters, and common assessments. Provide feedback in CLPs while using data to enhance practices and assist in producing tangible plans and products for the various math role alike groups.
Kundrot, Cristina	Math Coach	Support classroom teachers to facilitate positive changes in their instructional practice, and enhance their knowledge of and skills with the content and methodology of teaching mathematics in a standards-based approach. Lead math teachers in Collaborative Learning and Planning sessions, collect, analyze, and interpret data from state assessments, Performance Matters, and common assessments and share in CLPs, and use data to drive teachers' instructional practices and implement appropriate tiered support.
Robinson, Ashley	Graduation Coach	The Graduation Coach provides assistance to identified high school students, individually and in groups, which includes, but is not limited to, analyzing data to identify students or subgroups with potential high school graduation deficiencies, implementing, and tracking individual high school graduation plans, identifying and resolving barriers to graduation, and facilitating smooth transitions from middle school to high school.

Demographic Information

Principal start date

Wednesday 6/15/2022, Eldrique Gardner

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

116

Total number of students enrolled at the school

3,115

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

11

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

19

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	686	762	745	653	2846
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	308	384	425	381	1498
One or more suspensions	0	0	0	0	0	0	0	0	0	141	136	118	45	440
Course failure in ELA	0	0	0	0	0	0	0	0	0	125	116	205	90	536
Course failure in Math	0	0	0	0	0	0	0	0	0	89	144	140	82	455
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	167	188	119	71	545
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	27	187	11	89	314
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	264	296	271	81	912

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	293	388	366	213	1260

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	2	10	5	21

Date this data was collected or last updated

Tuesday 8/16/2022

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	804	781	673	711	2969
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	277	360	322	258	1217
One or more suspensions	0	0	0	0	0	0	0	0	0	0	89	135	60	33	317
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	130	194	203	154	681
Course failure in Math	0	0	0	0	0	0	0	0	0	0	109	149	135	89	482
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	173	237	60	11	481
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	117	209	49	3	378
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	146	167	180	96	589

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	329	322	277	153	1081

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	6	11	11	17	45
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	9	11	16	20	56

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

Indicator	Grade Level												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	804	781	673	711	2969
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	277	360	322	258	1217
One or more suspensions	0	0	0	0	0	0	0	0	0	0	89	135	60	33	317
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	130	194	203	154	681
Course failure in Math	0	0	0	0	0	0	0	0	0	0	109	149	135	89	482
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	173	237	60	11	481
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	117	209	49	3	378
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	146	167	180	96	589

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	329	322	277	153	1081

The number of students identified as retainees:

Indicator	Grade Level												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	6	11	11	17	45
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	9	11	16	20	56

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	50%	46%	52%	45%			54%	51%	56%
ELA Learning Gains	53%	50%	52%	46%			54%	48%	51%
ELA Lowest 25th Percentile	44%	38%	41%	35%			41%	36%	42%
Math Achievement	25%	29%	41%	15%			35%	40%	51%
Math Learning Gains	43%	43%	48%	15%			42%	41%	48%
Math Lowest 25th Percentile	50%	50%	49%	22%			34%	38%	45%
Science Achievement	56%	58%	61%	58%			67%	71%	68%
Social Studies Achievement	63%	60%	68%	63%			75%	68%	73%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	66%	71%	-5%	67%	-1%

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

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	74%	68%	6%	70%	4%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	26%	51%	-25%	61%	-35%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	40%	55%	-15%	57%	-17%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	20	45	39	15	40	50	28	34		97	44
ELL	16	37	36	7	37	47	26	28		100	52
ASN	72	83		50	40		75				
BLK	42	51	42	18	47	56	45	53		99	66
HSP	49	51	42	22	38	50	54	63		100	74
MUL	67	56		35	46		74	77		100	75
WHT	56	56	51	34	43	41	66	73		100	80
FRL	44	50	43	21	42	51	46	58		99	70
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	13	36	37	6	20	24	22	51		96	23
ELL	10	27	33	4	10	21	22	33		100	47
ASN	73	29		60						100	60
BLK	37	43	35	10	16	19	48	45		100	56
HSP	44	47	39	14	14	21	57	61		99	63
MUL	46	35		20	15		57	76		96	61
WHT	55	50	30	21	19	27	69	76		96	81
FRL	40	41	33	13	15	20	52	60		98	60
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27	45	36	31	28	21	47	43		92	16
ELL	12	41	41	13	35	42	31	48		82	38
ASN	69	54									
BLK	42	47	38	27	33	26	60	63		94	57
HSP	49	53	44	32	45	42	64	76		96	58
MUL	63	51		36	47		65	85		94	53
WHT	67	62	45	47	48	38	78	84		96	64
FRL	47	51	41	31	38	33	64	70		96	54

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	27
Total Points Earned for the Federal Index	585
Total Components for the Federal Index	11
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	64
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Math achievement shows the least amount of growth and is the lowest performance indicator. The rigor of the assessments outpaces the level of rigor within our instructional practices. Also, the students are arriving to us without the foundational skills to be successful in higher level math. In addition, our ESOL subgroup did not meet ESSA 41%. As our ESOL population continues to grow, we continue implement more complementary strategies - such as the creation of an English Language Development class (ELD). The purpose of this class is to target students that have been in the country for less than two years and need to explicitly taught the English language.

Non-English-speaking students are also clustered into specific class periods so our ESOL paraprofessionals can assist with translation.

Utilizing various forms of remediation with fidelity, working in stations and small groups, and frequent reviews and bootcamps should be able to close the achievement gap for these students. The implementation of "Thinking Classrooms" and Interactive Notebooks within our various role-alike groups will assist with engagement, remediation, and standards-based learning.

*Algebra 1 and Geometry teachers participated in a book study during the summer (Buidling Thinking Classrooms in Mathematics). The teams adopted the various strategies that implement movement to

enhance engagement, and check for understanding. Practices include "now-you-try-one" tasks and "I-write-you-write" notes.

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

Proficiency and learning gains in Algebra 1 and Geometry.

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

The circumstances over the past few years due to the pandemic has caused for students to lack the foundational skills needed to be successful in higher level math. Continuous collaboration within CLP's and the implementation of "Thinking Classrooms" along with the use of Interactive Notebooks within our various role-alike groups will assist with engagement, remediation, and standards-based learning. There is a need for the implementation of Balanced Math through the theoretical Framework and assurance of fluency within the standards.

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

Mathematics - Learning Gains & Math Learning Gains of the bottom quartile.

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

Math teachers conducted in-school and Saturday math boot camps in which students rotated to different teachers for EOC prep. In-school EOC boot camps were also held in auditorium where Algebra and Geometry teachers "team-taught," focusing on standards needing remediation. The math coach and teachers on planning implemented tier three intervention, pulling out selected students (data-driven – high level 2's, and bottom quartile) during their electives for additional support on standards needing remediation.

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

Implementation of Balanced Math through the theoretical framework (Conceptual Understanding, Problem Solving, & Computational Fluency), the usage of common Interactive Notebooks within the various role alike groups, and the adoption of Thinking Classroom strategies.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

FPC's leadership team will provide faculty with a variety of available professional development sessions. The focus of the PD sessions will be based on areas that are of the most concern in impacting student efficacy, and pedagogical skills along with teacher observational data. Teachers will also be surveyed on areas of needed support.

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

FPC's administration and leadership team will focus on instructional development through observation with feedback and frequent classroom visits. Admin & coaches will model instructional strategies, behaviors, and skills when necessary to ensure development. We are offering intensive PD for teachers with a focus on student engagement and rigor related to standards-based teaching and learning.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale: Teachers and administrators will use the following formats to focus on the implementation of the Math B.E.S.T. Standards: District developed standards-based unit assessments will be utilized in accordance with the scope & sequence. Department meetings addressing lesson presentation - Collaborative Learning & Planning (CLP's) designed to create academic focus calendars - data chats specific to the tracking of student progress - participation in professional development.

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

Measurable Outcome: Our 2019 math scores were 35% proficient, with that falling to 15% for the 2021 school year. Although we saw a 5% overall increased in math proficiency to 20% for 2022, we anticipate substantial gains and have a goal of 38% proficiency for 2023. (Other measurable outcomes - Graduation Rate, unit assessments, progress monitoring (FAST), course failures, etc...)

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

Monitoring: Administrators will check lesson plans, attend CLP's, conduct formal and informal observations. Evidence from the activities will guide implementation.

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

Person responsible for monitoring outcome: Eldrique Gardner (eldrique.gardner@stlucieschools.org)

Evidence-based Strategy: AP's and coaches will lead the various teams providing instructional support in the form of timely actionable feedback. Data chats will occur after each district unit assessment as teachers monitor the areas of required remediation and provide instruction accordingly. Coaches will work with the teams at every role alike to insure fidelity to instructional practices and to the required standards.

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

Rationale for Evidence-based Strategy: Unit assessment & progress monitoring data, course failures, teacher observations, and continuous collaboration and feedback has led to the conclusion that strategies need to be in place that foster cooperative learning and a continuous focus on curriculum design within the departments and role alike groups.

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

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

AP's and coaches will lead the various teams providing instructional support in the form of timely actionable feedback. This will occur before and after classroom walk-throughs and observations.

Person Responsible Eldrique Gardner (eldrique.gardner@stlucieschools.org)

Data chats will occur before and after each district unit assessment (Progress Monitoring) as teachers monitor the areas of required remediation and provide instruction accordingly. Teams will collaborate within CLP's, with administration, and instructional coaches.

Person Responsible Eldrique Gardner (eldrique.gardner@stlucieschools.org)

Coaches will work with the teams at every role alike to insure fidelity to instructional practices and to the required standards.

Person Responsible Eldrique Gardner (eldrique.gardner@stlucieschools.org)

#2. Positive Culture and Environment specifically relating to Life Management Skills

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Trends in discipline data indicate an increase in Open Defiance and Gross Insubordination. A school-wide focus on Single School Culture, Classroom Management (CHAMPS), and relationship building with situational responses to discipline issues will assist with Life Management Skills and lead to an overall more positive culture and environment.

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

Our goal is to have a 15% decrease in level 2 offenses (Open Defiance) & a 20% decrease in level 3 offenses (Gross Insubordination).

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

Monitoring of specific types of referrals and consequences: Gross insubordination, open defiance, etc...
 Monitor interactions between students and teachers. Monitor altercations & responses to situations.
 Students' interaction with the environment: Student to student, adult to student, student to adult, etc...
 A constant focus on relationship building with situational responses to discipline issues, PD, and implementation of Life Management Skills.

Person responsible for monitoring outcome:

Eldrique Gardner (eldrique.gardner@stlucieschools.org)

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

Weekly / quarterly discipline data breakdown with an overall analysis of responses & consequences.
 Implementation of PBIS strategies.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

A school-wide focus on Single School Culture, Classroom Management (CHAMPS), and relationship building with situational responses to discipline issues will assist with Life Management Skills and lead to an overall more positive culture and environment.

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

Continuous collaboration within the leadership team and constant communication with teachers and staff.

Person Responsible Eldrique Gardner (eldrique.gardner@stlucieschools.org)

Professional development opportunities based on the implementation of CHAMPS Classroom Management strategies.

Person Responsible Eldrique Gardner (eldrique.gardner@stlucieschools.org)

Daily implementation of PBIS strategies and rewards for students and staff (Tickets / Buckets).

Person Responsible Eldrique Gardner (eldrique.gardner@stlucieschools.org)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

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

Fort Pierce Central is a unique school with a rich tradition and history. With a strong alumni base, we welcome and encourage community members along with local and corporate business owners to support our students & provide workplace and leadership mentoring for students. We offer multiple opportunities for students to gain exposure as both college and career ready individuals. We plan to invite local governmental and local businesses to attend content specific or grade level assemblies where they can share their knowledge and experiences with our students. We utilize multiple avenues to involve parents, families, community members, and all stakeholders. Various events, include Student Advisory Council, Title 1 Parent Night, College Fair Night, Financial aid information sessions, and on-campus career fairs. We offer multiple means for communication including school website, Facebook, Twitter, Teams, and Skyward. We are committed to creating and maintaining open lines of communication in order to develop, trust, mutual respect, and support. Advisory Sessions include teachers, parents, and community members. There is a continuous focus on the importance of relationship building and classroom management plan through CHAMPS at the school and classroom level. We utilize Math and Reading coaches as well as ELL support and a Teacher on Special Assignment that work within our leadership team to strengthen instructional strategies and close achievement gaps amongst our various subgroups. FPC's administration promotes a growth mindset in a positive environment to generate its royal ideas and golden opportunities for all students to grow and reach their full potential.

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

Administration provides faculty and staff with a safe, engaging work environment where they feel heard, appreciated, and welcomed. Teachers provide safe, engaging and student-centered classrooms. Students are provided mentors and encouraged to seek assistance from adults on campus to feel a sense of belonging. Parents and community members respect the legacy of the school in the community and are supportive of the environment we provide for our students.