Fort Pierce Central High School

2023-24

Schoolwide Improvement Plan (SIP)

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Fort Pierce Central High School

4101 S 25TH ST, Fort Pierce, FL 34981

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

School Board Approval

This plan was approved by the St. Lucie County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Gardner, Eldrique	Principal	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.
Rivera, Jesus	Assistant Principal	Oversees 9th Grade / Building 2: Student Learning Results: Algebra EOC, 9th Grade ELA (ELA Reading and Writing), Acceleration, Roster Verification, Achieve 3000, Unit Assessments, Data Analysis, Technology Support/Resources, Student-Led Conferences, Athletics, Studens' ISucceed Student Learning as a Priority/Instructional Planning: Math, F's (Course Failures), ESOL, School Improvement Plan, Physical Education Faculty Development: SLC Meetings, MTSS- Grade Levels, Professional Development Facilitator, RtI-B, Standard-Based Instruction Focus Learning Environment: Recognition Programs, Professional Learning Community, Awards/Assemblies School Management: Bus Coordinator, Building Duty Assignment, BIC, School Inventory, School Website, Social Media Outlets, Student Handbook, Transportation, PBS/FAST, School Improvement Plan, Gatekeepers, 9th Grade Open House Leadership Development: SAC (SIP Data, MTSS), Faculty Council, Weekly Staff Newsletter, Teacher Leadership Opportunities. Communication: Leadership Team/Small Learning Community: 9th Grade Dean, guidance, coaches, & clerk.
Bailer, Kelly	Assistant Principal	Oversees Assessment and Accountability, AICE, AP. School Learning Results: Biology EOC, Advanced Placement (AP), Dual Enrollment, PSAT/SAT/ACT, ASVAB, State Testing Retakes, Roster Verification, Dual Enrollment, PSST Coordinator, Data Analysis, Technology Support/ Resources, WIDA Student Learning as a Priority/ Instructional Planning: Social Studies/ (ELA Implementation), AICE General Paper, Science, ESOL, School Improvement Plan, F's (Course Failures) Faculty Development: MTSS Coordinator, Highly Qualified/Out of Field, MTSS-Grade Levels, Professional Development Facilitator, Standards Based Instructional Focus Learning Environment: Recognition Programs, Awards/Assemblies, Substitute Assignments School Management: Curriculum Guide, Parent Pickup Coordinator, Frontline, Master Schedule, Textbooks, PBS/FAST, Teacher Certification, Roster Verification, Faculty Council, Report Cards Leadership Development: SAC (SIP, PBIS, Data), Faculty Council, Weekly

Name	Position Title	Job Duties and Responsibilities
		Staff Newsletter Communication: School Counselors
Armada, Sarah	Assistant Principal	Oversees 12th Grade/ Building 4 Student Learning Results: Graduation Rate, Acceleration, Data Analysis Presentation, 9th Grade ELA, Biology, 10th Grade ELA, Grade American History (EOC), Students' ISucceed Program Student Learning as a Priority/Instructional Planning: Communication Graduation Requirement, Credit Retrieval, F's (Course Failures), ESOL, Math Graduation Requirement Faculty Development: Standards Based Instruction Focus, Professional Development Facilitator, SLC Meetings Planner, MTSS- Grade Levels, Highly Qualified/Out of Field, NEST Coordinator Learning Environment: Recognition Programs, Professional Learning Community, Awards/Assemblies, After-School Tutoring School Management: Campus-Wide Activities, Master Schedule, PBIS Commitee, Roster Verification, School Improvement Plan, Student Handbook, Teacher Certification, Building Duty Assignment
Torres, Christie	Assistant Principal	Oversees 10th Grade/ Building 1 South Student Learning Results: 10th Grade ELA (Reading and Writing), Geometry EOC, Acceleration, WIDA, Roster Verification, Unit Assessments, Data Analysis, Technology Support/Resources, Student-Led Conferences, Students' ISucceed Student Learning as a Priority/Instructional Planning: CTE, ESOL, Credit Retrieval, F's (Course Failures), ESE, School Improvement Plan Faculty Development: NEST Facilitator, SLC Meetings, MTSS- Grade Levels, Professional Development Facilitator, Rtl-B, Standards Based Instruction Focus Learning Environment: Recognition Programs, Professional Learning Community, Awards/Assemblies, After School Tutoring School Management: ESE Pickup Coordinator, Duty Assignment, Faculty Handbook, Parent Pickup Coordinator, Safety Committee, Technology, Cafeteria, PBS/FAST, Hospital Homebound, Honor Roll, Emergency Evacuation Plan, Title 1 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
Santoro, Natasha	Assistant Principal	Oversees 11th Grade/Building 1 North Student Learning Results: US History, CTE Certification, Acceleration, Roster Verification, Unit Assessments, Data Analysis, Technology Support/ Resources, School-Wide Discipline Data, Students' ISucceed, PSAT/SAT/ ACT Student learning as a Priority/Instructional Plan Implementation: Visual

Name	Position Title	Job Duties and Responsibilities
		Performing Arts, Communication Graduation Requirement, Credit Retrieval, F's (Course Failures), JROTC, School Improvement Plan Grade 11 Faculty Development: NEST Coordinator, SLC Meetings, Frontline, MTSS-Grade Levels, Professional Development Facilitator, Rtl-B, Standard Based Instruction Focus, Life Management Skills. Learning Environment: Recognition Programs, Professional Learning Community, Award/Assemblies, After School Tutoring School Management: Attendance Committee, PBIS Committee, Building Duty Assignment, Facilities and Maintenance, Student Government, Parent Pickup, School Calendar, Campus-Wide Activities, School Dude, PBS/FAST, Business Partner Liaison, Student Parking, Radio Leadership Development: SAC (SIP, Data, MTSS, Teacher PD ERO), Faculty Council, Weekly Staff Newsletter, Teacher Leadership Opportunities. Leadership Development: Grade 11, Social Studies Discipline Leadership Team: Deans and Coaches
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.
Devries, Stephanie	Instructional 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.
Robinson, Ashley	Graduation Coach	
Mazzo, Jaime	School Counselor	Supports At-Risk Students.
Braddy, Marvin	Other	Supports At-Risk Students

Stakeholder Involvement and SIP Development
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. (ESSA 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.

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's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 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.

Demographic Data	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	74%
2022-23 Economically Disadvantaged (FRL) Rate	65%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: B 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems	

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	1498
One or more suspensions	0	0	0	0	0	0	0	0	0	440
Course failure in ELA	0	0	0	0	0	0	0	0	0	536
Course failure in Math	0	0	0	0	0	0	0	0	0	455
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	545
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	314
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	912

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	1260

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that 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.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	50	46	52	54	51	56
ELA Learning Gains	53	50	52	54	48	51
ELA Lowest 25th Percentile	44	38	41	41	36	42
Math Achievement*	25	29	41	35	40	51
Math Learning Gains	43	43	48	42	41	48
Math Lowest 25th Percentile	50	50	49	34	38	45
Science Achievement*	56	58	61	67	71	68
Social Studies Achievement*	63	60	68	75	68	73
Middle School Acceleration						
Graduation Rate	100			96		
College and Career Acceleration	74			61		
ELP Progress	27			37		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	585
Total Components for the Federal Index	11
Percent Tested	95

2021-22 ESSA Federal Index	
Graduation Rate	100

ESSA Subgroup Data Review (pre-populated)

2021-22 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%
SWD	41			
ELL	38	Yes	2	
AMI				
ASN	64			
BLK	50			
HSP	52			
MUL	66			
PAC				
WHT	60			
FRL	50			

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. (pre-populated)

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	50	53	44	25	43	50	56	63		100	74	27
SWD	20	45	39	15	40	50	28	34		97	44	
ELL	16	37	36	7	37	47	26	28		100	52	27
AMI												
ASN	72	83		50	40		75					
BLK	42	51	42	18	47	56	45	53		99	66	27
HSP	49	51	42	22	38	50	54	63		100	74	28
MUL	67	56		35	46		74	77		100	75	
PAC												

2021-22 ACCOUNTABILITY 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	ELP Progress
WHT	56	56	51	34	43	41	66	73		100	80	
FRL	44	50	43	21	42	51	46	58		99	70	27

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	45	46	35	15	15	22	58	63		98	67	28
SWD	13	36	37	6	20	24	22	51		96	23	36
ELL	10	27	33	4	10	21	22	33		100	47	28
AMI												
ASN	73	29		60						100	60	
BLK	37	43	35	10	16	19	48	45		100	56	17
HSP	44	47	39	14	14	21	57	61		99	63	33
MUL	46	35		20	15		57	76		96	61	
PAC												
WHT	55	50	30	21	19	27	69	76		96	81	
FRL	40	41	33	13	15	20	52	60		98	60	33

2018-19 ACCOUNTABILITY 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	ELP Progress
All Students	54	54	41	35	42	34	67	75		96	61	37
SWD	27	45	36	31	28	21	47	43		92	16	
ELL	12	41	41	13	35	42	31	48		82	38	37
AMI												
ASN	69	54										
BLK	42	47	38	27	33	26	60	63		94	57	26
HSP	49	53	44	32	45	42	64	76		96	58	40
MUL	63	51		36	47		65	85		94	53	
PAC												
WHT	67	62	45	47	48	38	78	84		96	64	
FRL	47	51	41	31	38	33	64	70		96	54	39

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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	53%	48%	5%	50%	3%
09	2023 - Spring	41%	42%	-1%	48%	-7%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	13%	34%	-21%	50%	-37%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	31%	39%	-8%	48%	-17%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	52%	61%	-9%	63%	-11%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	64%	59%	5%	63%	1%

III. Planning for Improvement

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

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. The contributing factor to this was that after the pandemic, students' proficiency in math is at 21% .

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

Math proficiency decreased to 21%. The actions that contributed to this decline were:
Transference of Collaborative Learning & Planning (CLP) to Implementation in Lesson was not consistent.
Continued Math Interventions was not implemented with fidelity.
Students' daily attendance decline.

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 component that has the greatest gap when compared to state level is Math. The factors that contributed to this gap and trends are:
Transference of Collaborative Learning & Planning (CLP) to Implementation in Lesson was not consistent.
Continued Math Interventions was not implemented with fidelity.
Students' daily attendance decline.

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

Science proficiency increased from 63% to 64%. The new actions that our school took in this area were:
Transference of Collaborative Learning & Planning (CLP) to Implementation in Lesson.
Frequent Data Chats to drive Data-Driven decisions and planning.
Training all faculty in PBIS.
ISUCCEED initiative incorporating intensive support for identified students.
Grade level data chats.

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

Attendance below 90%.
Math proficiency is below state average.

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

5. Math Learning Gains
5. Attendance

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

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Analysis of teacher climate survey data, student discipline data, student attendance data and School Connect curriculum to address the social, emotional and learning needs of the students.

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

Increase students' daily attendance to 90% or higher
Students' perception of belonging will increase by 20%

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. iSUCCEED and Student Support Teams will monitor identified students with highest rate of discipline incidents. Through PBIS and Grade Level Teams Students' Surveys

Person responsible for monitoring outcome:

Eldrique Gardner (eldrique.gardner@stlucieschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Our students have fallen behind academically due to COVID, 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
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

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 academic and behavioral data, as well as review the identified students for ISucceed.

Fidelity walks will be conducted monthly by the administrative team to determine success or areas for improvement in terms of CHAMPS expectations.

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

By When:

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Proficiency levels in Math have not risen back to pre-pandemic levels. To improve and strengthen our Tier I instruction, our focus will be on Collaborative Planning through our CLPs. Efforts will be on utilizing evidenced based instructional practices, as they designed and collaborated upon by each team of teachers. Lesson design and standards-based instruction will be heavily monitored to ensure our students are exposed to rigorous lessons that will shorten the achievement gap.

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

% proficiency in Algebra and Geometry will increase by at least 10%.
Concordance Math scores for the purpose of graduation.

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

Administrators that supervise Math CLPs weekly to ensure focus is on instructional practices. Consistent observations in the classroom with timely, actionable feedback

Person responsible for monitoring outcome:

Christie Torres (christie.torres@stlucieschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Collaborative Learning and Planning framework.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

We have been provided a thorough CLP framework to utilize in all content areas. It provides the necessary protocols to ensure planning is data driven, with a focus on successful instructional strategies.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Collaborative Planning

Person Responsible: Jesus Rivera (jesus.rivera@stlucieschools.org)

By When: Weekly

Data Review

Person Responsible: Jesus Rivera (jesus.rivera@stlucieschools.org)

By When: After each district test.

Student Intervention

Person Responsible: Bernice Holmes (bernice.holmes@stlucieschools.org)

By When: Daily

#3. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Proficiency levels in ELA for our ELL students have not risen back to pre-pandemic levels. To improve and strengthen our Tier I instruction, our focus will be on Collaborative Planning through our CLPs. Efforts will be on utilizing evidenced based instructional practices, as they designed and collaborated upon by each team of teachers. Lesson design and standards-based instruction will be heavily monitored to ensure our students are exposed to rigorous lessons that will shorten the achievement gap.

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

ELA Achievement proficiency will increase by 5%.
Social studies Achievement proficiency will increase by 3%.
Graduation rate will increase by 3%.
Acceleration will increase by 7%.

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

The master schedule will be monitored for accuracy of support our ELL students. Classes with ELL support will have more frequent walkthroughs. General education teachers will plan for and implement accommodations and differentiated instruction. ELL student that have been in the country for less than 2 years will receive additional support through the Developmental Language Arts class.

Person responsible for monitoring outcome:

Christie Torres (christie.torres@stlucieschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Planning, data monitoring and appropriate support
Professional development on ELL accommodations

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Collaboration among the general education teacher, resource teacher and support facilitator in planning will

allow the human capital resources to be used most effectively.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Developmental Language Arts Course

Person Responsible: Christie Torres (christie.torres@stlucieschools.org)

By When: Daily

ELA CLPs will be guided toward providing correct accommodations.

Person Responsible: Christie Torres (christie.torres@stlucieschools.org)

By When: Weekly

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Fort Pierce Central is run by a six-member administrative team who work in concert with department heads and team leaders in the collaborative process of decision making. This representative approach allows all instructional and non-instructional employees to be a dynamic part of a school wide learning organization. The administrative team meets on a weekly basis. The leadership team meets bi-weekly, and the entire faculty also meets monthly. School resources to support programs and supplemental initiatives are presented to all stakeholders who are also part of the monitoring process.

Funding is obtained through the school district and expenditures are allocated based upon state and district requirements, the learning goals of the school, and the safety, health, and security of the students. If there are funds allocated to our SAC, the SAC determines how these funds will be spent. Fort Pierce Central High School has no additional source of funding. All expenditures, in the end, are designed to support the academic success of our students.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

N/A

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

N/A

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

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

N/A

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

N/A

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

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

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

N/A

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

- ◦ Do the evidence-based practices/programs address the identified need?

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

N/A

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

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring

N/A

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Fort Pierce Central believes in involving parents and families in all aspects of its Title 1 programs. Our School Advisory Council (SAC) members have the responsibility for contributing to, evaluating, and approving the School Improvement Plan and the Parent and Family Engagement Plan. SAC members assist the principal with the annual school budget through their input regarding how the funds will be used. Invitations and surveys will be utilized for feedback on SIP plan. All input is documented through the monthly minutes. SAC meets once per month on the third Tuesday at 5:00 pm.
Central utilizes various forms of communication to inform parents and the community members of school events and announcements. The types of communication used includes Facebook, Twitter, Instagram, Skyward school messenger, Cobra Chronicles, and TEAMS. The school's marquee board will have important information such as meeting dates or reminders to complete surveys. Both teachers and

parents can communicate through Skyward which provides updated information on student academic performance in each class

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 Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Our school plan builds positive relationships with parents, families, and other community stakeholders by including them in the decision-making process and helping them have a sense of belonging.
ESOL, ESE, IRSC, Embry-Riddle
Title III – ESOL – parents will be informed about the various types of programs that are available to their children which will increase their engagement with their child's academic success.
ESE/IDEA – supplemental instructional support provided by Title 1 will be discussed with parents during the development of their child's IEP.
IRSC – Dual Enrollment courses- students can take college level courses while in high school to earn their AA degree. Career Fair, FPC has partnered up with IRSC to conduct a Career Fair. Students learn about various degrees or trades IRSC has to offer.
Embry-Riddle – students can register for courses at Embry-Riddle Aeronautical University to explore aerospace and engineering in high school while gaining college credit.

https://schools.stlucie.k12.fl.us/fpc/parent-family-resources/title-one-resources/

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 III of the SIP. (ESSA 1114(b)(7)ii))

The school plans to strengthen the academic program in the school by offering rigorous bell to bell stanrdard-based instruction.

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 ESSA, 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). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

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. (ESSA 1114(b)(7)(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 trade programs.

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. (ESSA 1114(b)(7)(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

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. 1400 et seq. and ESSA 1114(b)(7)(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.

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. (ESSA 1114(b)(7)(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.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	$0.00
3	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No