

St. Lucie Public Schools

FORT PIERCE CENTRAL HIGH SCHOOL



2024-25 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 9
 - D. Demographic Data 10
 - E. Early Warning Systems 11
- II. Needs Assessment/Data Review 13
 - A. ESSA School, District, State Comparison 14
 - B. ESSA School-Level Data Review 15
 - C. ESSA Subgroup Data Review 16
 - D. Accountability Components by Subgroup 19
 - E. Grade Level Data Review 22
- III. Planning for Improvement 23
- IV. Positive Culture and Environment 27
- V. Title I Requirements (optional) 29
- VI. ATSI, TSI and CSI Resource Review 36
- VII. Budget to Support Areas of Focus 37

School Board Approval

This plan has not yet been approved by the St. Lucie County School Board.

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

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

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

Position Title

Principal

Job Duties and Responsibilities

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.

Leadership Team Member #2

Employee's Name

Bailer, Kelly

Position Title

Assistant Principal

Job Duties and Responsibilities

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 Staff Newsletter

Communication: School Counselors

Leadership Team Member #3

Employee's Name

Armada, Sarah

Position Title

Assistant Principal

Job Duties and Responsibilities

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 Committee, Roster Verification, School Improvement Plan, Student Handbook, Teacher Certification, Building Duty Assignment

Leadership Team Member #4

Employee's Name

Santoro, Natasha

Position Title

Assistant Principal

Job Duties and Responsibilities

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 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

Leadership Team Member #5

Employee's Name

Torres, Christie

Position Title

Assistant Principal

Job Duties and Responsibilities

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

Leadership Team Member #6

Employee's Name

Rivera, Jesus

Position Title

Assistant Principal

Job Duties and Responsibilities

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, Students' 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, Rtl-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.
Leadership: Deans and discipline

Leadership Team Member #7

Employee's Name

Devries, Stephanie

Position Title

Instructional Coach

Job Duties and Responsibilities

Lead Reading Teachers, ELA Teachers, Algebra Teachers, and Environmental Science 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.

Leadership Team Member #8

Employee's Name

Mazzo, Jaime

Position Title

School Counselor- !Succeed Coordinator

Job Duties and Responsibilities

Supports At-Risk Students.

Leadership Team Member #9

Employee's Name

Braddy, Marvin

Position Title

!Succeed Coordinator

Job Duties and Responsibilities

Supports At-Risk Students

Leadership Team Member #10

Employee's Name

Robinson, Ashley

Position Title

Graduation Coach

Job Duties and Responsibilities

Supervises and support all work (academic, attendance, behavior, etc) related to junior and senior classes. Also serves as parent and family liaison for junior and senior students.

Leadership Team Member #11

Employee's Name

Herbert, Bruna

Position Title

School Counselor

Job Duties and Responsibilities

Serves as Guidance Director for the department. Also an active member of the MTSS core team

C. Stakeholder Involvement and Monitoring

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. (ESEA 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 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. (ESEA 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.

D. Demographic Data

2024-25 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
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	75.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	64.3%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: C* 2021-22: B 2020-21: 2019-20: B

E. 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 (2024-25)

Using 2023-24 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	
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 (2024-25)

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

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	52			47	43	50	50	46	51
ELA Grade 3 Achievement **									
ELA Learning Gains	56						53		
ELA Learning Gains Lowest 25%	58						44		
Math Achievement *	20			20	22	38	25	37	38
Math Learning Gains	34						43		
Math Learning Gains Lowest 25%	57						50		
Science Achievement *	68			55	61	64	56	29	40
Social Studies Achievement *	69			66	60	66	63	43	48
Graduation Rate	92			94	91	89	100	58	61
Middle School Acceleration								46	44
College and Career Readiness	72			69	70	65	74	60	67
ELP Progress	42			34	40	45	27		

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	606
Total Components for the FPPI	11
Percent Tested	97%
Graduation Rate	92%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
55%	55%	53%	45%		54%	56%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 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.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	39%	Yes	2	
English Language Learners	42%	No		
Asian Students	52%	No		
Black/African American Students	54%	No		
Hispanic Students	54%	No		
Multiracial Students	54%	No		
White Students	61%	No		
Economically Disadvantaged Students	53%	No		

2022-23 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%
Students With Disabilities	36%	Yes	1	
English Language Learners	34%	Yes	3	
Asian Students	66%	No		
Black/African American Students	50%	No		
Hispanic Students	54%	No		
Multiracial Students	65%	No		
White Students	65%	No		
Economically Disadvantaged Students	52%	No		

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%
Students With Disabilities	41%	No		
English Language Learners	38%	Yes	2	
Native American Students				
Asian Students	64%	No		
Black/African American Students	50%	No		
Hispanic Students	52%	No		
Multiracial Students	66%	No		
Pacific Islander Students				
White Students	60%	No		
Economically Disadvantaged Students	50%	No		

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. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	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%	42%
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%

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	50%		53%	44%	25%	43%	50%	56%	63%		100%	74%	27%
Students With Disabilities	20%		45%	39%	15%	40%	50%	28%	34%		97%	44%	
English Language Learners	16%		37%	36%	7%	37%	47%	26%	28%		100%	52%	27%
Native American Students													
Asian Students	72%		83%		50%	40%		75%					
Black/African American Students	42%		51%	42%	18%	47%	56%	45%	53%		99%	66%	27%
Hispanic Students	49%		51%	42%	22%	38%	50%	54%	63%		100%	74%	28%
Multiracial Students	67%		56%		35%	46%		74%	77%		100%	75%	
Pacific Islander Students													
White Students	56%		56%	51%	34%	43%	41%	66%	73%		100%	80%	
Economically Disadvantaged Students	44%		50%	43%	21%	42%	51%	46%	58%		99%	70%	27%

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.

Data for 2023-24 had not been loaded to CIMS at time of printing.

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 lowest performance was Math proficiency. The contributing factor to this is students having greater skill deficits due to online learning.

Lowest Performance

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

Math proficiency decreased to 20%. 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.

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 is Geometry. 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.

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 component that has the greatest gap when compared to state level is Math (Algebra and Geometry). The factors that contributed to this gap and trends are:

New Standards Implementation

Transference of Collaborative Learning & Planning (CLP) around the new standards need to be

implemented consistently.

Continued Math Interventions was not implemented with fidelity.

Students' daily attendance decline.

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 10%.
- Increase Math learning gains by at least 20%.
- 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

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

Math proficiency scores are below state level. To bridge this gap, we're doubling down on evidence-based instructional practices through collaborative lesson planning (CLPs). The teams will collaborate twice per week for 90 minutes sessions. Admin will be present in the planning sessions in which we will focus on the "how" of the delivery of the content. We will be utilizing district approved materials as resources. Teams will craft rigorous lessons aligned with standards, ensuring all students experience the power of effective teaching.

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.

Last year, 19% of our students demonstrated proficiency in Algebra while 21% of our students' demonstrated proficiency in Geometry. Based on this data, our proficiency scores will increase by at least 10% in each domain.

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.

Math CLPs will receive weekly coaching from administrators to ensure a focus on high-impact instructional practices. This ongoing collaboration includes frequent classroom observations with timely, actionable feedback, fostering continuous improvement.

Person responsible for monitoring outcome

Rivera, Jesus & Torres, Christie

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA

Section 8101(21)(B)).

Description of Intervention #1:

Collaborative Learning and Planning framework.

Rationale:

Our new CLP framework, applicable across all subjects, offers a comprehensive approach to data-driven planning. It emphasizes the use of proven instructional strategies.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Collaborative Planning

Person Monitoring:

Rivera, Jesus

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

Frequent Data Review

Person Monitoring:

Rivera, Jesus

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 on in real time. This allows for immediate reteaching opportunities, ensuring concepts are grasped before students fall behind.

Action Step #3

Ongoing Coaching for Math Teachers

Person Monitoring:

Rivera, Jesus & Torres, Christie

By When/Frequency:

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.

IV. Positive Culture and Environment

Area of Focus #1

Multiple Early Warning Signs

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.

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

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.

Increase students' daily attendance to 92% or higher
Students' perception of belonging will increase by 20%

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.

Monitoring of specific types of referrals and consequences: Gross insubordination, open defiance, etc.... We will monitor these infractions through our weekly disciplinary meeting and attendance meetings to discuss data and find behavioral trends to provide timely feedback with the goal of increasing instructional time in the classroom.

Monitor interactions between students and teachers.

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

Gardner, Eldrique

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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 #1

Weekly Attendance Meeting

Person Monitoring:

Santoro, Natasha

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 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.

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 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. (ESEA 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) 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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Fort Pierce Central (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. (ESEA Section 1114(b)(7)(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 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). (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. (ESEA 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 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. (ESEA 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

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. 1400 et seq. and ESEA 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.

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. (ESEA section 11149b)(7)(iii)(V)).

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. (ESEA 1114(b)(7)(iii)(V))

N/A

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

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.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan 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 2024-25 UniSIG funds but has chosen not to apply.

No

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