

St. Lucie Public Schools

# St. Lucie West Centennial High



2021-22 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>20</b>
<b>Positive Culture &amp; Environment</b>	<b>24</b>
<b>Budget to Support Goals</b>	<b>24</b>

# St. Lucie West Centennial High

1485 SW CASHMERE BLVD, Port St Lucie, FL 34986

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

## Demographics

**Principal: Andrea Popwell**

Start Date for this Principal: 7/28/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School PK, 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	62%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (59%) 2017-18: B (60%) 2016-17: B (55%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

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

## School Board Approval

This plan was approved by the St. Lucie County School Board on 10/12/2021.

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>20</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>24</b>

# St. Lucie West Centennial High

1485 SW CASHMERE BLVD, Port St Lucie, FL 34986

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>High School PK, 9-12</p>	<p><b>2020-21 Title I School</b></p> <p>Yes</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>52%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>67%</p>

## School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

## School Board Approval

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## SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

St. Lucie West Centennial High School provides a safe environment wherein students are engaged in a rich and rigorous curriculum resulting in responsible, contributing citizens of a diverse and dynamic world.

**Provide the school's vision statement.**

St. Lucie County School District in partnership with parents and community will become premier centers of knowledge that are organized around students and the work provided to them. St. Lucie County School District's name will be synonymous with continuously improving student achievement and the success of each individual. Our school district's promise is to move from good to great focusing on our core business, the creation of challenging, engaging and satisfying work for each student, every day.

### School Leadership Team

**Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Popwell, Andrea	Principal	To provide strategic direction of the school through standardized curricula, assessing teaching methods, monitoring student achievement, encouraging parental (familial) involvement, revising policies and procedures, administering the budget, hiring and evaluating staff and overseeing facilities.
Mannion, Susan	Assistant Principal	Supervises Guidance, Social Studies, Professional Development, Fine Arts
Bobo, Keonisha	Assistant Principal	Supervises ESE, ESOL, ELA, Technology, Testing
Ader, Russell	Assistant Principal	Supervises Math, Freshman, ESOL, Foreign Languages, Discipline
Oliveria, Sandra	Assistant Principal	Supervises, AICE, CTE, Science

### Demographic Information

**Principal start date**

Wednesday 7/28/2021, Andrea Popwell

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

**Total number of teacher positions allocated to the school**

101

**Total number of students enrolled at the school**

2,686

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

7

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

7

**Demographic Data**

**Early Warning Systems**

**2021-22**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	702	711	657	641	2711
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	206	218	199	229	852
One or more suspensions	0	0	0	0	0	0	0	0	0	59	60	37	13	169
Course failure in ELA	0	0	0	0	0	0	0	0	0	96	253	162	113	624
Course failure in Math	0	0	0	0	0	0	0	0	0	226	195	172	52	645
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	166	184	54	6	410
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	135	162	91	4	392
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	174	213	121	0	508
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	328	60	41	8	437

**The number of students identified as retainees:**



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

**Date this data was collected or last updated**

Wednesday 7/28/2021

**2020-21 - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	649	663	607	597	2516
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	114	177	191	208	690
One or more suspensions	0	0	0	0	0	0	0	0	0	85	50	47	66	248
Course failure in ELA	0	0	0	0	0	0	0	0	0	9	15	103	57	184
Course failure in Math	0	0	0	0	0	0	0	0	0	9	57	61	139	266
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	134	119	114	102	469
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	126	120	46	147	439
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	523	502	451	453	1929

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	8	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	5	8	9	23

2020-21 - Updated

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	649	663	607	597	2516
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	114	177	191	208	690
One or more suspensions	0	0	0	0	0	0	0	0	0	0	85	50	47	66	248
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	9	15	103	57	184
Course failure in Math	0	0	0	0	0	0	0	0	0	0	9	57	61	139	266
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	134	119	114	102	469
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	126	120	46	147	439
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	523	502	451	453	1929

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	8	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	5	8	9	23

**Part II: Needs Assessment/Analysis**

**School Data Review**

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				55%	51%	56%	56%	50%	56%
ELA Learning Gains				49%	48%	51%	55%	52%	53%
ELA Lowest 25th Percentile				39%	36%	42%	44%	43%	44%
Math Achievement				39%	40%	51%	46%	40%	51%
Math Learning Gains				46%	41%	48%	51%	47%	48%
Math Lowest 25th Percentile				38%	38%	45%	45%	41%	45%
Science Achievement				74%	71%	68%	72%	68%	67%
Social Studies Achievement				74%	68%	73%	73%	62%	71%

**Grade Level Data Review - State Assessments**  
**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	58%	54%	4%	55%	3%
Cohort Comparison						
10	2021					
	2019	48%	51%	-3%	53%	-5%
Cohort Comparison		-58%				

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	72%	71%	1%	67%	5%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	72%	68%	4%	70%	2%
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	26%	51%	-25%	61%	-35%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	49%	55%	-6%	57%	-8%

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

- District Unit Assessments
- State Spring Assessments (FSA and EOC)

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	603/43%	44%	31%
	Economically Disadvantaged	351/37%	37%	26%
	Students With Disabilities	69/16%	11%	13%
	English Language Learners	29/7%	31%	6%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	421/5%	0%	15%
	Economically Disadvantaged	260/4%	1%	14%
	Students With Disabilities	61/3%	0%	10%
	English Language Learners	49/2%	0%	3%
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	588/50%	74%	48%
	Economically Disadvantaged	327/45%	68%	39%
	Students With Disabilities	63/11%	27%	5%
	English Language Learners	15/13%	43%	4%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	532/14%	2%	2%
	Economically Disadvantaged	299/12%	2%	2%
	Students With Disabilities	40/0%	0%	0%
	English Language Learners	37/5%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	855/42%	34%	45%
	Economically Disadvantaged	506/37%	30%	42%
	Students With Disabilities	101/20%	15%	27%
	English Language Learners	51/10%	19%	27%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	499/43%	43%	36%
	Economically Disadvantaged	292/41%	37%	31%
	Students With Disabilities	66/20%	23%	25%
	English Language Learners	40/18%	24%	25%

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

**Subgroup Data Review**

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	13	32	26	13	21	14	23	29		97	64
ELL	16	29	26	19	30	32	48	22		100	74
ASN	67	67								100	100
BLK	38	46	36	21	24	19	53	57		99	87
HSP	45	43	31	27	25	29	67	63		100	84



2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
MUL	52	46	58	23	15		90	40		100	85
WHT	54	46	35	30	27	18	70	72		97	92
FRL	41	41	31	22	23	19	59	58		99	87
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	31	28	20	33	37	52	52		98	46
ELL	27	45	40	22	61	62	52	40		97	71
ASN	76	63		54	50			79		100	100
BLK	42	46	36	30	39	30	66	66		98	73
HSP	55	48	39	37	45	46	75	71		97	71
MUL	54	41	50	32	50		60	86		93	78
WHT	61	51	40	49	50	38	79	81		98	76
FRL	46	45	36	33	42	36	70	70		97	75
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	24	45	41	35	76	58	45	50		91	33
ELL	16	42	38	20	53		35	53		85	68
ASN	70	42		47	50		82				
BLK	46	54	44	35	47	39	58	60		93	64
HSP	56	54	42	47	52	50	74	77		93	65
MUL	54	51		42	54		77	79		88	73
WHT	62	58	47	54	52	49	77	81		94	68
FRL	53	54	43	43	49	43	69	70		91	66

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	559
Total Components for the Federal Index	11
Percent Tested	90%
Subgroup Data	

<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
<b>Asian Students</b>	
Federal Index - Asian Students	84
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

**Analysis**

**Data Analysis**

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

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

All tested areas show a decrease in academic achievement during the 2020-2021 school year. Math and ELA gains are showing the greatest declines.

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

The lowest quartile of ELA and math students appear to need additional support.

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

Root causes include, but are not limited to:  
 Lost instruction (COVID)  
 Higher absenteeism  
 Quality and consistency of virtual instruction  
 New Actions include, but are not limited to:  
 Re-focus students in foundational knowledge  
 Focus on reading specific strategies to improved comprehension  
 Intensive reading and writing support  
 Math and Reading Intervention with lowest quartile of students

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Graduation Rate and Acceleration continue to be highly successful areas.

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

Graduation Monitoring  
 Strategic scheduling to provide all students with CTE/ AICE/ DE/ IC classes and multiple opportunities for tutoring and testing for certifications.

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

Math Intervention  
Reading Intervention  
Strategic scheduling of students to provide extra math and reading support  
Implementing writing focus in Intensive Reading  
Collaborative Learning and Planning (CLP)  
Frequent Data Chats to drive Data-Driven decisions and planning  
Training all faculty in Social and Emotional Learning  
Training all faculty in Culturally Responsive Teaching

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

PD will focus on grading, Social and Emotional Learning, and Culturally Responsive Teaching.

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

Math Intervention  
Reading Intervention  
Strategic scheduling of students to provide extra math and reading support  
Implementing writing focus in Intensive Reading  
Collaborative Learning and Planning (CLP)  
Frequent Data Chats to drive Data-Driven decisions and planning  
Training all faculty in Social and Emotional Learning  
Training all faculty in Culturally Responsive Teaching

**Part III: Planning for Improvement**

**Areas of Focus:**

**#1. Culture & Environment specifically relating to Early Warning Systems**

**Area of Focus** Analysis of teacher climate survey data, student discipline data, student attendance data and School Connect curriculum to address the social and emotional and learning needs of the students.  
**Description and Rationale:**

**Measurable Outcome:** Reduction of Out-of-School suspensions by 20% - which would equal 24 fewer  
 Average daily attendance rate of 90% or higher  
 Students' perception of belonging will increase by 20%

**Monitoring:** Through Attendance and Discipline Committee Meetings  
 Through SEL Curriculum

**Person responsible for monitoring outcome:** Andrea Popwell (andrea.popwell@stlucieschools.org)

**Evidence-based Strategy:** Implementation of School-Connect - SEL curriculum  
 Culturally Responsive Teaching Professional Development  
 Monthly Discipline Committee Meetings to monitor data and review school discipline plans  
 Monthly Attendance Committee Meetings to monitor data and create attendance incentives  
 Campus Beautification Committee  
 PBIS - School-Wide  
 School-Sponsored events/ programs/ clubs to boost student morale

**Rationale for Evidence-based Strategy:** Our students have fallen behind academically due to COVID, as well lacking basic social and emotional skills. Success in school and at home will benefit for teaching students coping strategies in conjunction with their academic skills.

**Action Steps to Implement**

SEL infused into Professional Development  
 Culturally Responsive Teaching  
 Conscious Discipline

**Person Responsible** Andrea Popwell (andrea.popwell@stlucieschools.org)

**#2. Instructional Practice specifically relating to Math**

**Area of Focus**

**Description and Rationale:** Culturally Responsive Teaching and Instructional Interventions

**Measurable Outcome:** Math learning gains of the Bottom Quartile will increase by 18%.

Weekly CLPs  
Weekly Data Chats

**Monitoring:** Targeted Math Intervention with highly effective math instructor  
Standards-Based Grading  
Unit Assessment Data

**Person responsible for monitoring outcome:** Russell Ader (russell.ader@imagineschools.com)

**Evidence-based Strategy:** A school-wide approach to support that includes planning, data monitoring and supporting math instruction and intervention.

**Rationale for Evidence-based Strategy:** To provide a blueprint for increasing math proficiency by reaching students "where-they-are" and scaffolding up to reach the rigor of the standards and providing additional time in school for pull-out and push-in support.

**Action Steps to Implement**

Use of technology (Canvas) to meet learning needs of quarantines students  
Weekly CLPs - for pedagogy and instruction  
Weekly Data Chats  
Math Intervention Rotations - pull-outs and push-ins  
Standards-Based Grading  
Culturally responsive Teaching  
Utilizing Math Nation in Algebra and Geometry

**Person Responsible** Russell Ader (russell.ader@imagineschools.com)

### #3. Instructional Practice specifically relating to ELA

#### Area of Focus

**Description and Rationale:** Increase ELA proficiency of the Low 25% by 10%.

**Measurable Outcome:** A school-wide approach to support that includes planning, data monitoring and supporting ELA and Writing instruction and intervention.

**Monitoring:** Unit Assessment Data  
Weekly CLPs  
Weekly Data Chats  
Weekly Literacy Walks  
Reading Intervention  
Utilizing Achieve 3000 in Intensive Reading and ELA

**Person responsible for monitoring outcome:** Keonisha Bobo (keonisha.bobo@stlucieschools.org)

**Evidence-based Strategy:** A school-wide approach to support that includes planning, data monitoring and supporting math instruction and intervention.

**Rationale for Evidence-based Strategy:** To provide a blueprint for increasing ELA proficiency by reaching students "where-they-are" and scaffolding up to reach the rigor of the standards and providing additional time in school for pull-out and push-in support in both reading and writing.

#### Action Steps to Implement

Use of technology (Canvas) to meet learning needs of quarantines students  
Weekly CLPs - for pedagogy and instruction  
Weekly Data Chats  
ELA Intervention Rotations - pull-outs and push-ins  
Literacy Walks  
Standards-Based Grading  
Culturally responsive Teaching

**Person Responsible** Keonisha Bobo (keonisha.bobo@stlucieschools.org)

#### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**The primary goal would be to continue to minimize, "physical attacks." Even though we ranked in the "Very Low" category when compared to other schools in the state, this is the highest percentage at <.20 incidents per 100 students. The secondary area of concern will be to reduce the number of out-of-school suspensions by 20%, which would result in 24 fewer.**

### Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

St. Lucie West Centennial High school addresses a positive school culture and environment in the following ways to address the needs of both students and faculty:

- Minute of silent reflection each day
- Social Emotional Curriculum utilized and implement in each classroom
- Relationships with outside community (SAC, sponsors, business partners, academic partner - Indian River State College)
- Mentoring Program for students with academic and social/emotional needs
- Student Government
- Social clubs that address student issues (SAVE, SWAT, GSA)
- Proactive Discipline, use of Ripple Effects
- PBIS
- Promoting the building and sustaining of positive student-teacher relationships
- Administration, School Counselors and Deans with Open-Door Policy to all students, teachers and parents/guardians

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

- Administration - Supporting teachers' mental health through culture-building activities; supporting PBIS activities, supporting proactive discipline and using Ripple Effects to reduce student recidivism, promoting and supporting school clubs, supporting proactive academic and behavioral mentoring programs, training all faculty in Culturally Responsive Teaching
- Teachers - Supporting students through Social and Emotional Curriculum, providing support via Canvas so students always have access to curriculum and assignments, setting high expectations and providing resources to support equity
- Parents/ Community - SAC, partnerships, Title-I nights, Math Nights

### Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems	\$0.00
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2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
<b>Total:</b>			<b>\$0.00</b>