

St. Lucie Public Schools

Fort Pierce Central High School



2021-22 Schoolwide Improvement Plan

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Fort Pierce Central High School

4101 S 25TH ST, Fort Pierce, FL 34981

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

Demographics

Principal: Eldrique Gardner

Start Date for this Principal: 7/18/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	65%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (56%) 2017-18: B (58%) 2016-17: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

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

School Board Approval

This plan is pending approval by the St. Lucie County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>55%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>72%</p>

School Grades History

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

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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.

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, life long learners and successful members of society.

Provide the school's vision statement.

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

School Leadership Team

Membership

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
Miller-Buchanan, Monarae	Principal	<p>The job duties and responsibilities are as follows: leads the administrative team within a school and is responsible for overseeing the daily operations of the institution. She coordinates staff schedules, oversees the development of curriculum and enforce school policies relating to discipline or safety. The Principal also coordinates staff training days and works directly with students who need help meeting or setting goals. The Principal also serves as the direct liaison between the school and the school board and is responsible for ensuring that the school operates according to school board protocols.</p>
Bailer, Kelly	Assistant Principal	<p>Student Learning Results: ELA, AICE GP, US History Student learning as a Priority/Instructional Plan Implementation: Grade 11, mentoring new faculty Faculty Development :MTSS, Role Alike Meetings, Florida Standards, At Hope Night, open house School Management: Student Government, Awards/Assembly, School Website, Volunteers, News-Letters, Honor Roll Leadership Development: Grade 11, ELA and US History Discipline Leadership Team: Deans and Coaches</p>
Boria, Ayesha	Assistant Principal	<p>Office: 12th Grade : Student Learning Results: PSST Coordinator, At risk seniors, Student Learning as a Priority: Grade 12, Social Studies and Foreign Language Faculty Development: MTSS, Role Alike Meetings, Florida Standards Learning Environment: College night, Financial Aid seminar School Management: Student Government, Safety, Security, and Supervision Handbook, Honor Roll Leadership Development: Faculty Council, Teacher Leadership Opportunites Descision Making Communication: Grade 12, Social Studies Discipline Leadership Team: Deans and Coaches,</p>
Davenport, Lisa	Assistant Principal	<p>Office : 10th Grade Building 1N Student Learning Results: Science, Biology EOC, Grade 10. CTE Student learning as a Priority/Instructional Plan Implementation: Grade 10, SIP, Title 1 Professional Development Faculty Development :MTSS, Role Alike Meetings, Florida Standards,</p>

Name	Position Title	Job Duties and Responsibilities
		PD, SHINE/NEST Year 1 Learning Environment: Title 1, At Hope Night, St. Lucie - 0161 - Fort Pierce Central High School - 2020-21 SIP Management: grade level Awards/Assembly, School Leadership Development: Grade 10, ELA and Science Discipline Leadership Team: Deans and Coaches
Siminski, Jamie	Assistant Principal	Oversees 9th Grade : Student Learning as a Priority/ Instructional Plan Implementation: Faculty Development: MTSS, Role Alike Meetings, Florida Assistant Standards, School Management- Attendance, Technology, PE, 9th grade, Math Leadership Development- Teacher Leadership Opportunities - Decision Making Communication: -Leadership Team: Deans and Coaches,
Santoro, Natasha	Other	Assists with 9th and 10 th grade at risk Student Learning as a Priority/ Instructional Plan Implementation and data review Faculty Development: provides instructional modeling for best practices School Management- lower school at risk student student progress monitoring Leadership Development- Teacher Leadership Opportunities for new teachers

Demographic Information

Principal start date

Thursday 7/18/2019, Eldrique Gardner

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.*

17

Total number of teacher positions allocated to the school

125

Total number of students enrolled at the school

2,858

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

16

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

20

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

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Wednesday 8/18/2021

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	0	757	713	641	692	2803
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	149	216	231	250	846
One or more suspensions	0	0	0	0	0	0	0	0	0	0	78	109	98	87	372
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	25	19	46	39	129
Course failure in Math	0	0	0	0	0	0	0	0	0	0	20	23	35	37	115
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	151	152	135	115	553
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	156	163	49	141	509

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	163	195	170	187	715

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	3	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	9	11	16	20	56

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	757	713	641	692	2803
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	149	216	231	250	846
One or more suspensions	0	0	0	0	0	0	0	0	0	0	78	109	98	87	372
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	25	19	46	39	129
Course failure in Math	0	0	0	0	0	0	0	0	0	0	20	23	35	37	115
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	151	152	135	115	553
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	156	163	49	141	509

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	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	163	195	170	187	715

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	3	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	9	11	16	20	56

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				54%	51%	56%	52%	50%	56%
ELA Learning Gains				54%	48%	51%	56%	52%	53%
ELA Lowest 25th Percentile				41%	36%	42%	53%	43%	44%
Math Achievement				35%	40%	51%	40%	40%	51%
Math Learning Gains				42%	41%	48%	53%	47%	48%
Math Lowest 25th Percentile				34%	38%	45%	48%	41%	45%
Science Achievement				67%	71%	68%	63%	68%	67%
Social Studies Achievement				75%	68%	73%	62%	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	54%	54%	0%	55%	-1%
Cohort Comparison						
10	2021					
	2019	51%	51%	0%	53%	-2%
Cohort Comparison		-54%				

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	66%	71%	-5%	67%	-1%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	74%	68%	6%	70%	4%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	26%	51%	-25%	61%	-35%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	40%	55%	-15%	57%	-17%

Grade Level Data Review - Progress Monitoring Assessments

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

Districts unit assessments are our primary monitoring tool. For reading students at levels 1 and 2 we also use Achieve 3000. For math we utilize Math nation, with specific data sets for Algebra and Geometry. Weekly data chats to review assessment results occur as well as role alike planning with fidelity, with a focus on standards and high yield instructional strategies

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41	43	32
	Economically Disadvantaged	37	37	26
	Students With Disabilities	11	23	11
	English Language Learners	9	1	1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5	6	10
	Economically Disadvantaged	5	5	8
	Students With Disabilities	0	4	10
	English Language Learners	14	35	13
	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				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	48	72	38
	Economically Disadvantaged	44	69	34
	Students With Disabilities	22	46	13
	English Language Learners	14	35	13
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	14	12	6
	Economically Disadvantaged	12	11	5
	Students With Disabilities	7	11	0
	English Language Learners	1	7	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	52	43	57
	Economically Disadvantaged	46	38	53
	Students With Disabilities	26	20	31
	English Language Learners	19	13	33
US History	Number/% Proficiency	Fall	Winter	Spring
	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	37	45	54
	Economically Disadvantaged	34	42	51
	Students With Disabilities	11	33	35
	English Language Learners	7	20	27

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	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
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

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	36	37	6	20	24	22	51		96	23
ELL	10	27	33	4	10	21	22	33		100	47
ASN	73	29		60						100	60
BLK	37	43	35	10	16	19	48	45		100	56
HSP	44	47	39	14	14	21	57	61		99	63

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	46	35		20	15		57	76		96	61
WHT	55	50	30	21	19	27	69	76		96	81
FRL	40	41	33	13	15	20	52	60		98	60
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27	45	36	31	28	21	47	43		92	16
ELL	12	41	41	13	35	42	31	48		82	38
ASN	69	54									
BLK	42	47	38	27	33	26	60	63		94	57
HSP	49	53	44	32	45	42	64	76		96	58
MUL	63	51		36	47		65	85		94	53
WHT	67	62	45	47	48	38	78	84		96	64
FRL	47	51	41	31	38	33	64	70		96	54
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	30	48	39	22	46	29	37	39		94	22
ELL	14	54	57	27	50	64	29	33		83	37
ASN	71	54		82							
BLK	44	54	56	30	51	57	52	53		96	56
HSP	48	55	51	39	56	49	60	58		92	53
MUL	53	59		25	30		63	82		100	62
WHT	64	56	53	49	51	37	75	72		97	67
FRL	46	54	53	37	55	49	57	57		95	53

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	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	28
Total Points Earned for the Federal Index	492
Total Components for the Federal Index	11
Percent Tested	88%
Subgroup Data	

Students With Disabilities	
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%	
English Language Learners	
Federal Index - English Language Learners	30
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	64
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	51
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	52
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	42
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?

Math achievement shows the least amount of growth and is the lowest performance indicator. The rigor of the assessments outpaces the level of rigor within our instructional practices. Also the students are arriving to us without the foundational skills to be successful in higher level math. Utilizing Math Nation with fidelity, working in stations and small groups, and frequent reviews and boot camps should be able to close the achievement gap for these students. Administrators monitoring new teacher instructional expertise... increase collaborative planning and assess teacher instructional development.

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

Algebra and Geometry are the areas with the greatest deficiency

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

The rigor of the assessments outpaces the level of rigor within our instructional practices. Also the students are arriving to us without the foundational skills to be successful in higher level math. Actions to be taken... an emphasis on the foundational skills... where teachers embed and teach lessons addressing these skills daily...whether it's a bell-ringer, or time practice prior to delving into the lesson. Creation of mini-assessments that align with the rigor of the state tests.

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

Our Science scores, Biology showed improvement. While the actual scores were still low, it was much less of a drop than we expected due to Covid. US History held steady in all sub groups, considering learning losses expected from Covid at home learning

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

Focus on collaborative planning and guiding instructional practices with fidelity based on the standards that will be assessed. Backwards design have helped with classroom rigor and depth of understanding of the material. teacher leadership and progress monitoring of students. Implementation of boot-camps and tutoring to address strands that illustrated students were struggling with. Teachers sharing innovative instructional strategies that will keep students engaged.

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

Student readiness for learning... are students prepared mentally and psychologically for learning... due to the Covid pandemic a deliberate focus on the emotional needs is mandatory. Implementation school-wide of social emotional learning lessons and strategies they can utilize in the classroom to assess whether students are ready for learning. In regards to student's ability to process difficult content...teachers must chunk information into digestible bites and check for understanding. Student attendance... address attendance concerns by developing an attendance plan...call students, check in and check out implementation with students and mentoring. Students that are absent struggle with content comprehension, and often do not experience any , or very little academic success. An attendance committee will be formulated that analyzes the school data on a regular basis and develop a plan of action to address each student's attendance concerns. School counselors, teachers, administrators and the entire staff will

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.

We are providing teachers with a PD "wheel" of available lessons they may attend. We focus on areas that are of the most concern in impacting student efficacy, and pedagogical skills. Certain PD sessions are urged based on teacher observational data

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

With less restrictions for social distancing the admin team will be making more frequent classroom visits and whenever appropriate and necessary we will model behaviors and skills for teacher development. We are offering intensive PD for teachers with a focus on student engagement and rigor related to standards based teaching and learning

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Since the end of 2019 school year our students experienced changes in society, their community, and in school. A "return to normal" is now so far removed from the daily lives of our students and it has caused many, if not most to feel isolated and anxious. Attendance was very poor for many of our students last year.

Measurable Outcome: Students will miss less days of school, expressly unexcused absences

Monitoring: Daily attendance records will be reviewed, phone calls home will be made via Skylert system and individual teachers will call home regarding missing students. Interventionist will reach out on Teams platform to communicate with students whenever possible.

Person responsible for monitoring outcome: Ayesha Boria (ayesha.boria@stlucieschools.org)

Evidence-based Strategy: Schools will be able to assign a homeroom teacher or advisory teacher as a daily point of contact for attendance purposes; We will adhere to a tiered response protocol in monitoring chronic absenteeism and will employ evidence-based student engagement strategies such as Success Mentoring, and weekly data-driven attendance meetings. We will also be able to leverage community resources to re-engage chronically absent students;

Rationale for Evidence-based Strategy: Student mentoring creates a sense of belonging and being accepted as it builds student efficacy for self advocacy to dispense the barriers that keep students from attending school regularly. Weekly data driven meetings allow the team to stay abreast of our most at risk students and provide immediate interventions.

Action Steps to Implement

An attendance monitoring team is assembled (admin, teacher leader, attendance clerk, social worker) Student data is review for absences, missed classes during an attendance day are researched with the students input to determine why he student is not attending a particular class, and interventions are put in place including and up to changing of the schedule. If students are missing entire school days, parent student conferences are scheduled, check in mentors are provided and counseling with the team occurs

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to Math

Area of Focus

Description and Rationale:

Math was chosen based on the substantial drop in our math scores for the 2021 school year, and understanding success on the Algebra EOC is a graduation requirement

Measurable Outcome:

Our 2019 math scores were 35% proficient, with that falling to 15% for the 2021 school year. We anticipate substantial gains over last year, and an increase to our 2019 scores of 38% proficiency

Monitoring:

Algebra and Geometry teachers will meet as a role alike group twice weekly to plan for instruction and review data. A math coach will be present at each meeting to offer instructional strategies. The administrator over math will be at as many meetings as possible, to not only offer instructional strategies but to see that the meetings progress with fidelity

Person responsible for monitoring outcome:

Jamie Siminski (jamie.siminski@stlucieschools.org)

Evidence-based Strategy:

We are utilizing Math Nation tools, specifically Algebra Nation, as well as Khan Academy. Both of these platforms are shown to increase student engagement as well as provide students with double digit gains in the overall scores.

Rationale for Evidence-based Strategy:

SLPS is a strong supporter of both Math Nation and Khan Academy, confident in the platforms to deliver measurable results.

Action Steps to Implement

Siminski will lead the math teams, providing instructional support in the form of timely actionable feedback. Data chats will occur after each district unit assessment as teachers monitor the areas of required remediation and provide instruction accordingly. Math coach Kundrot will work with the team at every role alike to insure fidelity to instructional practices and to the required standards.

Person Responsible

Jamie Siminski (jamie.siminski@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.

Ft Pierce Central ranks lower than most schools in regards to the number of offenses each year. Violent incidents, property incidents and drug offenses are all much lower than other campuses our size. We will continue to focus on the culture of the school where all students deserve a caring, high quality, engaging education where they feel physically and emotionally safe. We will continue offering PD sessions to promote and instill this belief in each stakeholder.

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.

Ft Pierce Central has a long and proud history of being a community school. With a strong alumni base, we welcome and encourage community members along with local and corporate business owner's to support our students, provide workplace and leadership mentoring for students. We offer multiple on campus college visits and recruitment for our students to attend. Local governmental and business are invited to attend content specific or grade level assemblies where they share their knowledge with our students. We utilize multiple avenues to involve parents, families, community members, and all stakeholders. Various events, include Student Advisory Council, Title 1 Parent Night, College Fair Night, Financial Aid Fair. We offer multiple modalities for communication including school website, Facebook, Twitter, and Skyward. We are committed to creating and maintaining open lines of communication in order to develop, trust, mutual respect, and support. Advisory Sessions that includes teachers, parents, and community members. A strong focus is on relationship building at the school and classroom level. We have a math coach, an ELA coach and a Teacher on Special Assignment that utilize multiple modalities for parent communication and outreach. We have a strong focus, driven by administration, on grading equity across all role alike units.

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

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

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00