

St. Lucie Public Schools

St. Lucie West Centennial High



2022-23 Schoolwide Improvement Plan

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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: 7/25/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	62%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (58%) 2018-19: B (59%) 2017-18: B (60%)
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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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1485 SW CASHMERE BLVD, Port St Lucie, FL 34986

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School PK, 9-12</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>62%</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>70%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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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

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

Name	Position Title	Job Duties and Responsibilities
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.
Ader, Russell	Assistant Principal	Supervises Math, Freshman, ESOL, Foreign Languages, Performing & Fine Arts
Capo, Vanessa	Assistant Principal	Supervises ESE, ESOL, ELA, Technology, Testing, PBIS
Mannion, Susan	Assistant Principal	Supervises Guidance, Social Studies, Professional Development, Curriculum
Oliveria, Sandra	Assistant Principal	Supervises, AICE, CTE, Science, Discipline

Demographic Information

Principal start date

Monday 7/25/2022, Andrea Popwell

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

4

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

27

Total number of teacher positions allocated to the school

99

Total number of students enrolled at the school

2,718

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

16

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

21

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	653	674	675	627	2629
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	314	379	496	415	1604
One or more suspensions	0	0	0	0	0	0	0	0	0	79	75	56	26	236
Course failure in ELA	0	0	0	0	0	0	0	0	0	74	225	221	149	669
Course failure in Math	0	0	0	0	0	0	0	0	0	124	214	237	95	670
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	144	167	82	77	470
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	89	102	93	79	363
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	227	210	149	65	651

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	298	372	377	236	1283

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

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

Date this data was collected or last updated

Monday 7/25/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	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	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

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	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	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	1	0	0	4	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	0	0	0	4

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	47%	46%	51%				55%	51%	56%
ELA Learning Gains	53%						49%	48%	51%
ELA Lowest 25th Percentile	45%						39%	36%	42%
Math Achievement	29%	37%	38%				39%	40%	51%
Math Learning Gains	42%						46%	41%	48%
Math Lowest 25th Percentile	50%						38%	38%	45%
Science Achievement	67%	29%	40%				74%	71%	68%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Social Studies Achievement	64%	43%	48%				74%	68%	73%

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

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

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	72%	71%	1%	67%	5%

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

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	72%	68%	4%	70%	2%

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

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	49%	55%	-6%	57%	-8%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	18	41	38	11	32	31	39	28		95	58
ELL	16	43	44	14	33	38	44	30		100	89
ASN	69	67									
BLK	39	48	50	18	34	49	56	59		99	85
HSP	51	57	43	28	43	49	69	56		99	87
MUL	53	55		38	53		66	68		100	79
WHT	50	54	43	39	48	54	74	74		99	87
FRL	43	52	48	25	39	48	64	60		99	86

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
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

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	621
Total Components for the Federal Index	11
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	68
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	56

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

In math and English, we show strong gains with our bottom quartile students. Proficiency levels are maintained or increased slightly from our pandemic year, yet are still near 10% below proficiency levels pre-pandemic.

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

Proficiency in all four core areas is one of our greatest needs. Students with Disabilities also is performing below 41% for a second consecutive year according to ESSA.

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:

Higher absenteeism

Quality and consistency of Tier I instruction

New Actions include, but are not limited to:

Re-focus students in foundational knowledge

Re-establish academic / behavioral expectations school wide through PBIS

Tier I instruction support through the reading coach

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

Bottom quartile scores in both math and reading showed great improvement.

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

The math and reading interventionists pulled small groups of students daily and strategically to address skill deficits.

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

Continued Math Intervention

Continued 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 PBIS and CHAMPS

ISUCCEED initiative incorporating intensive support for identified students

Grade level data chats

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.

MTSS, CHAMPS and instructional strategies for SWD will be focused upon for professional development.

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

CHAMPS training will continue throughout the year and expectations withheld through the following years.

Areas of Focus

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

:

#1. Positive Culture and Environment specifically relating to Academic & Behavioral Expectations

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

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.

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

Reduction of Out-of-School suspensions by 20%
 Average daily attendance rate of 90% or higher
 Students' perception of belonging will increase by 20%

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

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

Person responsible for monitoring outcome:

Andrea Popwell
 (andrea.popwell@stlucieschools.org)

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

Implementation of School-Connect - SEL curriculum
 CHAMPS Professional Development
 Weekly Student Support Team Meetings to monitor student data
 Monthly PBIS and Grade Level Meetings to monitor data and review school discipline plans
 PBIS - School-Wide
 School-Sponsored events/ programs/ clubs to boost student morale

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

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

Student Support Teams (administrator, dean, graduation coach, student support teacher, ESE) will meet weekly with identified students by grade level, and then meet weekly with the SST 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 of the SST.

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

Person Responsible

Andrea Popwell
 (andrea.popwell@stlucieschools.org)

#2. Instructional Practice specifically relating to Collaborative Planning

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

Proficiency levels in all four core areas have not risen back to pre-pandemic levels. To improve and strengthen our Tier I instruction, our focus will be on Collaborative Planning through our CLPs. Efforts will be on utilizing evidenced based instructional practices, as they designed and collaborated upon by each team of teachers.

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

% proficiency in 9/10 ELA, Algebra/Geometry, Biology, and US History will increase by at least 10%.

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

Administrators that supervise each core content area will attend each CLP weekly to ensure focus is on instructional practices. Consistent observations in the classroom with timely, actionable feedback

Person responsible for monitoring outcome:

Andrea Popwell (andrea.popwell@stlucieschools.org)

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

Collaborative Learning and Planning framework

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

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

Action Steps to Implement

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

- Weekly CLPs - for pedagogy and instruction
- Ader - Math
- Capo - English & Intensive Reading
- Mannion - US History
- Oliveira - Biology
- Weekly Data Chats
- Fidelity Walks

Person Responsible

Andrea Popwell (andrea.popwell@stlucieschools.org)

#3. ESSA Subgroup specifically relating to Students with Disabilities

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

We have been below 41% on the ESSA Federal Index for SWD for two consecutive years.
 Our proficiency has dropped in Math achievement, social studies achievement, graduation and acceleration from 20-21 to 21-22 for SWD.

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

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

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

The master schedule will be monitored for accuracy of support and placement as per IEPs.
 Resource classes will have more frequent walkthroughs.
 Support facilitators will turn in logs of support weekly.
 General education teachers will plan for and implement accommodations and differentiated instruction.

Person responsible for monitoring outcome:

Susan Mannion (susan.mannion@stlucieschools.org)

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

Planning, data monitoring and appropriate interventions
 Professional development on SWD accommodations

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

Collaboration among the general education teacher, resource teacher and support facilitator in planning will allow the human capital resources to be used most effectively.

Action Steps to Implement

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

Review of placement of newly scheduled ACCESS students for success.
 Resource and support facilitators attend weekly CLPs.
 Support facilitators will turn in weekly logs of support provided.

Person Responsible

Susan Mannion (susan.mannion@stlucieschools.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

N/A

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

N/A

Measurable Outcomes:

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

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

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

NA

Rationale for Evidence-based Practices/Programs:

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

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

NA

Action Steps to Implement:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

Person Responsible for Monitoring

NA

Positive Culture & Environment

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

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

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 implemented in each classroom

Relationships with outside community (SAC, sponsors, business partners, academic partners - Indian River State College)

Student Success Team Mentoring Program for students with academic and social/emotional needs

Student Government

Grade Level Teams that plan for school wide and grade level activities and assemblies

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 school culture and environment.

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 CHAMPS

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