

St. Lucie Public Schools

Port St. Lucie High School



2023-24

Schoolwide Improvement Plan (SIP)

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Port St. Lucie High School

1201 SE JAGUAR LN, Port St Lucie, FL 34952

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

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

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

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Port St. Lucie High School is to ensure all students feel safe and cared for, equipped with the knowledge, skills, and desire to succeed.

Provide the school's vision statement.

Port St. Lucie High School, in partnership with parents and community, will become a premier center of knowledge that is organized around students and the work provided to them. Our name will be synonymous with the continuous improvement of student achievement and the success of each individual. Our promise is to move from good to great focusing on the creation of challenging, engaging and satisfying work for each child, every day.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Telese, Nicole	Principal	All School wide operations, in addition to Aspiring Administrators, Athletics, School Budgets, Discipline, Professional Learning, Data Monitoring, Single School Culture, Jag Journal and the School Counseling Department.
Belgraves, Myrna	Assistant Principal	Senior Class (12th Grade), Exceptional Student Education (ESE), Career and Technical Education (CTE), World Languages, JROTC, Roster Verification, Staff Celebrations, Student Government, School Improvement Plan, Graduation, Acceleration, Discipline, Professional Learning, Data Monitoring, Single School Culture, FSAA Testing, Student and Faculty Handbooks.
Lee, Matthew	Assistant Principal	Junior Class (11th Grade), Biology & U.S. History Departments, Unit Assessments, Attendance, Athletics, Facilities, Emergency Planning, Discipline, Professional Learning, Data Monitoring, Single School Culture, Advanced Placement (AP), Technology and New Teacher Development (NEST).
Saget, Louisa	Assistant Principal	Sophomore Class (10th Grade), English Language Arts (ELA) & Reading Departments, Title 1, Unit Assessments, English Speakers of Other Languages (ESOL), School Assessment Administrator, Master Schedule, Discipline, Professional Learning, Data Monitoring, Single School Culture, Social Media, AICE, and Jag Services.
Manchester, Kathleen	Assistant Principal	Freshman Class (9th Grade), Math, Unit Assessments, Physical Education & Performing Arts Departments, New Student Orientation, School Clinic, School Advisory Council (SAC), Discipline, Professional Learning, Data Monitoring, Single School Culture, and Professional Development Tracking.
Aleus, Mario	Other	Collaborate with all stakeholders to heighten awareness regarding instruction, and learning strategies for disabled students. Monitor student data, review, and verify student IEPs, and facilitate meetings. Communicate regularly with parents and students with disabilities.
Keith, Jeffery	Other	Collaborate with all stakeholders to heighten awareness regarding instruction, and learning strategies for disabled students. Monitor student data, review, and verify student IEPs, and facilitate meetings. Communicate regularly with parents and students with disabilities.
Wichern, Kristina	Math Coach	Math Instructional Coach: Plan and provide modeling and coaching to include peer observations and assistance with implementing effective math instructional strategies.
Kendziorski, Michael	Other	Provide support to at-risk Math students (Push in and/or Pull out), monitor Math data, and create plans to support struggling students.

Name	Position Title	Job Duties and Responsibilities
Sheffield, Dana	Graduation Coach	Monitor students' progress towards graduation, counsel students and families, develop strategies to support and improve students' academic achievement and host Hope meetings to educate and inform families about students' academic progress.
Sigmon, Glenna	Instructional Coach	ELA Instructional Coach responsible for supporting teachers with the new BEST Standards and assisting with pull outs and small group instruction.
Rodriguez, Kareem	Dean	11th & 12th Grade Discipline, Attendance, Transportation, Title IX and Peer Mediation
Wright, Ronald	Dean	9th & 10th Grade Discipline, Attendance, PBIS and Peer Mediation

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The Assistant Principal responsible for the School Improvement Plan (SIP) met with the Principal and other stakeholders to review the SIP and plan for the 2023-2024 school year. The information was then shared at the August 2023 School Advisory Council (SAC) meeting where parents, students, staff and community members were provided the opportunity to provide feedback and make recommendations which were implemented in the final draft.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan (SIP) will be monitored for effective implementation during the following meetings: Administrative, Faculty Council and School Advisory Council. During regularly scheduled meetings, stakeholders will review data while evaluating the plan to make adjustments and recommendations to meet the projected goals.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education

2022-23 Title I School Status	Yes
2022-23 Minority Rate	66%
2022-23 Economically Disadvantaged (FRL) Rate	70%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	42	43	50	41	46	51	44		
ELA Learning Gains				44			41		
ELA Lowest 25th Percentile				26			32		
Math Achievement*	21	22	38	26	37	38	21		
Math Learning Gains				36			22		
Math Lowest 25th Percentile				35			22		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	64	61	64	53	29	40	59		
Social Studies Achievement*	55	60	66	54	43	48	55		
Middle School Acceleration					46	44			
Graduation Rate	93	91	89	98	58	61	97		
College and Career Acceleration	74	70	65	85	60	67	83		
ELP Progress	51	40	45	45			45		

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	400
Total Components for the Federal Index	7
Percent Tested	94
Graduation Rate	93

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	543
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	98

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	42			
ELL	44			
AMI				
ASN	80			
BLK	55			
HSP	55			
MUL	64			
PAC				
WHT	63			
FRL	55			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	2	
ELL	42			
AMI				
ASN	80			
BLK	47			
HSP	48			
MUL	52			
PAC				
WHT	53			
FRL	50			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	42			21			64	55		93	74	51
SWD	22			14			33	42		47	6	
ELL	12			7			44	40		68	7	51
AMI												
ASN	50									91	3	
BLK	35			20			56	46		70	7	60
HSP	41			18			58	51		74	7	51
MUL	45			23			79	53		83	6	
PAC												
WHT	46			25			72	65		74	6	
FRL	38			20			59	49		72	7	52

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	41	44	26	26	36	35	53	54		98	85	45
SWD	18	26	20	10	29	30	32	31		93	59	
ELL	17	37	34	20	38	38	26	27		100	82	45
AMI												
ASN	62	64								100	92	
BLK	33	40	23	20	40	43	48	44		97	84	47
HSP	37	40	25	27	37	33	49	47		100	83	46
MUL	44	41	30	27	21		53	58		100	93	
PAC												
WHT	50	49	31	30	33	25	63	65		98	86	
FRL	37	40	26	25	37	39	51	57		99	84	52

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	44	41	32	21	22	22	59	55		97	83	45
SWD	17	39	34	15	23	20	27	27		91	52	
ELL	20	32	42	12	30	35	50	42		100	87	45

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN	50			50				70				
BLK	38	33	17	16	23	22	49	49		99	81	50
HSP	41	42	37	16	26	25	60	51		97	81	43
MUL	55	46		36	19		68	47		94	94	
PAC												
WHT	48	46	39	25	18	15	63	65		96	85	
FRL	39	38	29	17	21	22	55	50		96	82	45

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	48%	48%	0%	50%	-2%
09	2023 - Spring	38%	42%	-4%	48%	-10%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	15%	34%	-19%	50%	-35%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	33%	39%	-6%	48%	-15%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	61%	61%	0%	63%	-2%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	52%	59%	-7%	63%	-11%

III. Planning for Improvement

Data Analysis/Reflection

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

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

The data component with the lowest performance is Mathematics Achievement falling from 26% during the 2021-2022 school year to 24% in the 2022-2023 school year.

Math achievement continues to be on the decline although a considerable number of resources to include hiring a math interventionist and math coach have been instrumental in remediating students and filling the gap from the COVID years. Other contributing factors include teacher turnover, high student absences and academic deficiencies because of past virtual schooling.

It is important to note that the results are based on the new Florida Assessment of Student Thinking (FAST) test, implemented during the 2022-2023 school year.

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

The data component with the greatest decline was Math Achievement falling from 26% during the 2021-2022 school year to 24% in the 2022-2023 school year. Contributing factors to this decline include: teacher turnover, high student absences and academic deficiencies because of past virtual schooling during the COVID years.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap when compared to the State's average was Algebra Proficiency. Port St. Lucie High has a 15% proficiency dropping from 20% the prior year, but still significantly below the state's proficiency of 50%. Algebra continues to be an area with significant opportunities for growth as the school consistently fall below the state's average except during the 2016-2017 school year when proficiency was at 66%.

The factors contributing to this decline include teacher turnover, high student absences and academic

deficiencies because of past virtual schooling during the COVID years, in addition to a new State Assessment.

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

Biology showed the greatest improvement with a 10-point increase from 53 to 63 percentage points. Teachers continued to focus on reading strategies and renewed their commitment to collaboration during Collaborative Learning and Planning (CLP) time and focused on targeted strand remediation.

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

N/A

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

1. Positive & Safe School Culture & Climate
2. Improved Graduation Rate and Acceleration
3. Improved Parent and Family Engagement
4. Increased Math Achievement and Learning Gains
5. Increased ELA Achievement and Learning Gains

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

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

Identify, Track and provide Support At-Risk (Isucceed) students struggling with (Academics, Attendance & Discipline) in grades 9 - 12.

Measurable Outcome:

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

Students identified as at-risk (ISucceed) will show a 10% improvement in all 3 areas (Academics, Attendance & Discipline).

Monitoring:

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

- Student Climate Survey
- School Climate Survey
- Positive Behavior Intervention & Support (PBIS)
- Power BI discipline data
- Skyward grades

Person responsible for monitoring outcome:

Nicole Telese (nicole.telese@stlucieschools.org)

Evidence-based Intervention:

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

- Single School Culture scripts were created for (Dress code, Tardies & Cell phone usage)
- Closely monitor grades & discipline
- PBIS Committee meets to analyze and review data
- Weekly phone calls home "Connect Ed" to families indicating student performance
- Parent & Family Engagement Liaison - Part time Position
- Ruby Payne Training for Entire Staff

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Single School Culture establishes shared norms, beliefs, values, and goals and results in agreed-upon processes and procedures to ensure consistency across the campus. By monitoring academics, attendance and discipline data closely, the PBIS committee can incentivize good behavior and overall academic achievement. Further, the administrative team can provide necessary interventions for students in need of targeted supports.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Monitoring Academics through Skyward Grades and PowerBi Data

Person Responsible: Nicole Telese (nicole.telese@stlucieschools.org)

By When: Bi-weekly

Problem Solving Meeting based on students Academics, Attendance & Discipline.

Person Responsible: Nicole Telese (nicole.telese@stlucieschools.org)

By When: Weekly

Review data during Positive Behavior Intervention & Support (PBIS) meetings.

Person Responsible: Kathleen Manchester (kathleen.manchester@stlucieschools.org)

By When: Monthly

Hire and Train Parent and Family Engagement Liaison to strengthen the connection between school and home.

Person Responsible: Nicole Telese (nicole.telese@stlucieschools.org)

By When: August 2023

Ruby Payne Training for Entire Staff

Person Responsible: Nicole Telese (nicole.telese@stlucieschools.org)

By When: September 13th 2023

Attendance Team Meetings with all stakeholders including the Social worker and School Psychologist as needed.

Person Responsible: Matthew Lee (matthew.lee@stlucieschools.org)

By When: Bi-Weekly Meetings

Discipline Team Meetings with all stakeholders

Person Responsible: Ronald Wright (ronald.wright@stlucieschools.org)

By When: Weekly Meetings

#2. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students with Disabilities Subgroup data indicates that students with disabilities are not performing at the same level as their peers. In fact, for two consecutive years, students have performed below the federal index of 41%.

Measurable Outcome:

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

Students with disabilities will no longer be an area of concern in the ESSA data and will meet the federal guidelines by performing at or above 41%.

Monitoring:

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

The ESE Specialist will meet bi-weekly with the Assistant Principal to review the data as it relates to ESE students and provide support to teachers to meet their individual needs. In addition, data from progress monitoring assessments will be reviewed by Exceptional Student Education (ESE) Support specialists while conducting data chats. Finally, the master schedule will be monitored for accuracy in scheduling of support teachers, and they will be required to keep up to date student support logs.

Person responsible for monitoring outcome:

Myrna Belgraves (myrna.tamar-belgraves@stlucieschools.org)

Evidence-based Intervention:

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

1. Collaborative Planning - Support Teachers will serve as active participants in CLP's
2. Effective monitoring of students
3. Strict adherence to student IEP's and 504's
4. Support Teachers monitoring for students with D's & F's and contact families to coordinate support
5. Quarterly Interim Reports sent to families

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Additional support teachers were hired and placed strategically into classes based on their expertise. Students will in turn receive expert support leading to improved overall achievement. Additionally, as support teachers plan regularly with their colleagues they will have a greater understanding of the standards and can customize and adjust to meet the needs of their ESE students.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Identify and train staff on the role of classroom support teachers along with monitoring the contact of support teachers with their students.

Person Responsible: Jeffery Keith (jeffery.keith@stlucieschools.org)

By When: Beginning August 2023 with monthly checks throughout.

Train ESE teachers on the PEER updates along with reviewing students' Individual Education Plan.

Person Responsible: Mario Aleus (mario.aleus@stlucieschools.org)

By When: August 2023

Regularly check grades and attendance to monitor students' progress towards successfully completing their courses and follow up with case managers to ensure that students' needs are met.

Person Responsible: Myrna Belgraves (myrna.tamar-belgraves@stlucieschools.org)

By When: Monthly

#3. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Math Learning Gains & Achievement – There was a decrease in student Math Achievement from 26 percentage points to 24 percentage points. Math learning gains were not a factor as they were not reported, however it will be reported during the 23-24 school year. Therefore, it will continue to be an area of focus! Historically we have been below the district and state average, indicating that more targeted intervention is needed as well as a focus on standards-based instruction, monitoring, and interventions for our at-risk students. There is significant improvement needed in this area.

Measurable Outcome:

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

Goal: 45% of students will be proficient in Math Achievement, requiring a 19% increase in proficiency. To accomplish this, Teachers will increase knowledge of the BEST Standards through professional learning opportunities along with Collaborative Learning Planning Teams (CLP). Further, data from student progress monitoring will be used to track students' overall progress and make adjustments to instruction through a focus on targeted strand remediation. Additionally, both the Math Coach and the Interventionist will push into Math classes as well as pull out targeted small groups weekly.

Monitoring:

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

Teachers will participate in 120 minutes of Collaborative Planning weekly. Teachers will analyze student work samples, and plan target-based lessons.

Progress monitoring will be conducted to measure students' knowledge of the standards through assessments and checks for understanding.

Data trackers will be utilized to ensure progress is being made.

Teacher made CFU's (Check for understandings) will be utilized to track student performance weekly.

Math walk-throughs will occur weekly. This will ensure standard-based instruction and will provide consistency amongst classroom teachers.

Person responsible for monitoring outcome:

Nicole Telese (nicole.telese@stlucieschools.org)

Evidence-based Intervention:

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

Through collaborative planning, teachers will identify research-based interventions to increase student achievement towards targeted state BEST standards. Classroom walkthroughs will be conducted by the administration and the math coach to assess the fidelity of classroom instruction. Data will be monitored by administration and the math coach to be used for planning and remediation. Afterschool boot camps, pull-outs, push-ins, tutoring opportunities, and academic incentives will be made available.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Through collaborative planning teachers and administration have identified the above strategies as they have been proven to yield success. Teachers will also offer after school tutoring and the math coach will conduct boot camps and pull-outs.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Accurate scheduling - ensure that all teachers have the same planning period. Further, strategic scheduling to ensure the students in need of interventions are scheduled with the Math Interventionist.

Person Responsible: Louisa Saget (louisa.saget@stlucieschools.org)

By When: July 2023

Assistant Principal & Instructional Coach attend CLP's to check for fidelity, monitor progress, and analyze data.

Person Responsible: Kathleen Manchester (kathleen.manchester@stlucieschools.org)

By When: Weekly

Math Coach & Interventionist push into classes and pull-out students to conduct small group instruction.

Person Responsible: Michael Kendziorski (michael.kendziorski@stlucieschools.org)

By When: Weekly

After-school and Saturday tutoring.

Person Responsible: Kristina Wichern (kristina.wichern@stlucieschools.org)

By When: Beginning January 2024

#4. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

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

English / Language Arts Learning Gains & Achievement – There was a 2% increase in English Language Arts Achievement from 41% to 43%. English learning gains were not a factor as they were not reported last school year however it will be reported during the 23-24 school year. Therefore, it will continue to be an area of focus! Historically we have been below the district and state average, indicating that more targeted intervention is needed as well as a focus on standards-based instruction, strand remediation, monitoring, and interventions for our at-risk students.

Measurable Outcome:

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

Goal: 45% of students will be proficient in ELA. To accomplish this, Teachers will increase knowledge of the BEST Standards through professional development opportunities along with Collaborative Learning Planning Teams. Further, data from student progress monitoring will be used to track students' overall progress and make adjustments to instruction. It was noted that 30% of proficient students dropped out of proficiency it is the goal to recapture these 10th grade students through a focus on targeted strand remediation.

Monitoring:

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

- Teachers will participate in 120 minutes of Collaborative Planning weekly. Teachers will analyze student work samples and plan target-based lessons.
- District Progress monitoring will be conducted to measure students' knowledge of the standards.
- Data trackers will be utilized to ensure progress is being made.
- Literacy walk-throughs will occur weekly. This will ensure standard-based instruction and will provide consistency amongst classroom teachers.
- Achieve 3000 data will be analyzed weekly. Student and teacher usage will be monitored in order to ensure an increase in Lexile levels.
- Unit Assessment data will be analyzed at the end of each unit.
- Progress Monitoring data (PM1 & PM2) will be used for planning and decision-making.
- Strand remediation...targeted planning through CLP's.

Person responsible for monitoring outcome:

Nicole Telese (nicole.telese@stlucieschools.org)

Evidence-based Intervention:

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

Collaborative Learning and Planning (CLP) monitored by the Assistant Principal and ELA Instructional Coach will take place during common planning. Instructors teaching like classes will work together to create rigorous lessons based on the standards.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Ensuring that all teachers work together collaboratively to design quality lessons and streamline the planning and data evaluation process.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Accurate scheduling - ensure that all teachers have the same planning period.

Person Responsible: Louisa Saget (louisa.saget@stlucieschools.org)

By When: July 2023

Assistant Principal & ELA Instructional Coach attend CLP's to check for fidelity, monitor progress, and analyze data.

Person Responsible: Nicole Telese (nicole.telese@stlucieschools.org)

By When: Weekly

ELA Instructional Coach pushes into classes and conducts small group instruction.

Person Responsible: Glenna Sigmon (glenna.sigmon@stlucieschools.org)

By When: Weekly

Tutoring - Lunch & After school as needed

Person Responsible: Louisa Saget (louisa.saget@stlucieschools.org)

By When: Beginning January 2024

Focus on Writing across the curriculum.

Person Responsible: Louisa Saget (louisa.saget@stlucieschools.org)

By When: Throughout the 23-24 School Year.

CSI, TSI and ATSI Resource Review

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

The principal in collaboration with the Title 1 Coordinator, Program Manager and School Advisory Council (SAC) will create the Title 1 budget to determine the needs of the school specific to the implementation of the School Improvement Plan (SIP). Further collaboration with the Program Manager and Coordinator for Title 1 to plan parent involvement events and identify resources to be used for the successful implementation of the plan will be facilitated. Along with ensuring adequate financing, so, the scope of the project remains within budget. Once the Team establishes a comprehensive plan, it will be brought to the SAC for final review and approval at the beginning of the school year.

Finally, there is a strong partnership with the District Administrator overseeing grants and the curriculum department to fund additional resources. Along with the ESE Specialist to target the needs of Students with Disabilities, specifically bridging the gap between school, home and access to community resources.

Below are a list of activities, resources and personnel needed for the successful implementation of the Plan:

1. Graduation Coach: Support at risk students in danger of dropping out or failing high school. While developing strategies for the students to improve their grades and providing support to families of struggling students.
2. Instructional Coach - ELA: Utilize evidenced based strategies to design, implement, monitor and evaluate intervention services, while working closely with teachers to Collaboratively plan.
3. Parent Engagement Liaison (Part time) - Assist with welcoming families to the school, student registration, sign up for free and reduced lunch applications. Serve as a liaison between home and school, work with guidance during the Problem-Solving Team (PST) process.
4. Ruby Payne Professional Learning Opportunity - Provide strategies for educators to regulate student behaviors and learn strategies to reduce adult stress and fatigue.
5. Tutoring: Provide afterschool tutoring and support to struggling students.
6. College Bus Tours to In state Universities: University of Central Florida (UCF), Florida Atlantic University (FAU), Bethune-Cookman University, TBA. (Impacting a total of 200 Junior and Senior students).
7. Paraprofessional: Support At-risk / Credit deficient students.
8. Math Teacher: Allow for smaller class sizes and more targeted math instruction.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

A copy of the School Improvement Plan (SIP) is placed on the school's website:

<https://schools.stlucie.k12.fl.us/phs/>. The SIP was also shared at Faculty Council and School Advisory Council meetings.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

At Port St. Lucie High we strive to build a welcoming and inclusive environment, with many opportunities for parents, families and community partners to get involved. Business Partners are welcomed on campus to serve as mentors, guest speakers and invited to sit on advisory boards.

Communication is handled through Social Media, Connect Ed phone calls /emails, webpage, and the School Information App.

New this school year a position was funded through Title 1 for a part time Parent and Family Engagement Liaison that will work closely with bridging the gap between school and home.

Port St. Lucie High School Webpage: <https://schools.stlucie.k12.fl.us/phs/>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

A positive school culture is one where students feel safe, supported, and respected, this is essential for strengthening academics as happy students tend to be more focused and receptive to learning. Further, during Collaborative Planning teachers will monitor data and align the curriculum to the state standards. In addition, teachers will be trained on how to use research based instructional practices in their daily instruction. Finally, teachers are expected to teach bell to bell, and activities that take away from valuable instructional time will be reduced. Students will also be challenged academically and placed in rigorous coursework "AP, AICE, Dual Enrollment".

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Port St. Lucie High provides a comprehensive school counseling program with a Guidance Director and four guidance counselors all servicing students. Social workers, psychologists, and other mental health professionals are available to offer additional support. Additionally, the district has contracted services with the Drug Abuse Treatment Association (DATA) offering counseling for students and families.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Students at Port St. Lucie High School are encouraged to investigate post-secondary options as soon as they enter the 9th grade. The process begins with students enrolled in the Freshman Seminar course, where they spend time exploring careers, along with understanding learning styles.

Students ready to begin exploring careers, can choose from a variety of Career and Technical Education programs: Allied Health, Automotive Technology, Building Construction Technology, Certified Nursing Assisting, Culinary Arts, Sports & Recreation Marketing, Technical Design, Television Production, and Web Design. These programs also provide options for students who are not college bound and plan to enter the workforce upon graduation. Offering students skills and industry recognized credentials which can translate into college credits through articulation agreements with Indian River State College (IRSC). Students interested in Military service have access to the JROTC program.

Finally, through collaboration with local industry partners, students can benefit from pre-apprenticeship and mentoring opportunities, to gain practical experiences in a specific career field. Dual enrollment courses allow students to take college courses while they are in high school. Motivated students can earn an associate degree from IRSC, while enrolled in High School. Helping students earn college credit and save money on their education.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

At Port St. Lucie High, Single School Culture with a focus on Positive Behavior Supports (PBIS) is the primary method to address problematic behavior on campus. Using Power-Bi students with discipline issues are identified. The first level is to ensure that all stakeholders are aware of the research-based strategies and willing to incorporate them into their daily practice. Teachers are given Single School scripts to address, Tardies, Hall Passes, Cell phones, and Dress Code, so the entire campus is aware of the policies and the consequences of breaking the policies. Teachers are then expected to create Classroom Management Plans that are shared with students to outline classroom expectations.

At the beginning of the school year, teachers are taught how to access students' Individual Education Plans (IEP's) and provided with copies for each student. In addition, support teachers learn their caseloads and are added to the classroom "Teams" or "Canvas" of the subjects they support. These Support teachers are expected to plan during Collaborative Planning with the core subject area teachers, so they are familiar with the standards and overall expectations for students.

Finally, each Assistant Principal monitors their grade level to ensure that identified students receive the required services. When needed Problem Solving Team (PST) and Individual Education Plans (IEP) meetings are held, offering a continuum of services to include targeted or intensive interventions.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Recruitment and retention of qualified staff is essential to maintaining a talented pool of teachers. New teachers are enrolled in the New Educator Support Team (NEST) and meet monthly with an Administrator who provides guidance and aids with creating classroom management plans and other systems to have an effectively managed classroom. New Teachers are also paired with a mentor

(veteran teacher) who can offer support and guidance. In addition to the New Teacher Symposium, which offers 2 full days of Professional Learning before the start of school. New Teachers receive two additional days of Professional Learning focused on classroom management and other essential skills.

All teachers can request additional classroom support from assigned instructional specialists, along with free General Knowledge Tutoring. Through the Collaborative Learning Teams (CLP) teachers learn to analyze data and make data driven decisions to adjust instruction and meet the needs of struggling students.

The professional learning continues throughout the year with the identified Professional Learning (PL) days allowing teachers and other school personnel to hone their skills and improve their overall instructional practices.

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

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
4	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00

Budget Approval

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

Yes