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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/>

## 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.**

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, 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
Popwell, Andrea	Principal	
Ader, Russell	Assistant Principal	
Oliveria, Sandra	Assistant Principal	
Capo, Vanessa	Assistant Principal	
Mannion, Susan	Assistant Principal	

**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 SIP is developed by school administration based upon what our data determines as our areas of highest needs. The leadership team then shares the SIP with teachers during pre-school week for feedback, and with parents at SAC meeting. Once SIP goals are provided to faculty and SAC, and feedback from stakeholders has been considered, the creation of the final goals takes place. However, the SIP is a standing agenda item during SAC meetings for progress monitoring and review.

**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))

Once SIP goals are provided to faculty and SAC, and feedback from stakeholders has been considered, the creation of the final goals takes place. However, the SIP is a standing agenda item during SAC meetings for progress monitoring and review. Based on year-long student achievement, attendance and discipline data, the SIP plan may be amended or modified with input from faculty and staff and consensus with SAC>

**Demographic Data**

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School PK, 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	70%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	62%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (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)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: B
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**Early Warning Systems**

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

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

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

**Prior Year (2022-23) As Initially Reported (pre-populated)**

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	1604
One or more suspensions	0	0	0	0	0	0	0	0	0	236
Course failure in ELA	0	0	0	0	0	0	0	0	0	669
Course failure in Math	0	0	0	0	0	0	0	0	0	670
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	470
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	363
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	651

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	1283



**The number of students identified retained:**

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

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

**The number of students identified retained:**

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

**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*	45	43	50	47	46	51	47		
ELA Learning Gains				53			45		
ELA Lowest 25th Percentile				45			35		
Math Achievement*	22	22	38	29	37	38	26		
Math Learning Gains				42			26		
Math Lowest 25th Percentile				50			22		
Science Achievement*	69	61	64	67	29	40	64		
Social Studies Achievement*	64	60	66	64	43	48	64		
Middle School Acceleration					46	44			
Graduation Rate	96	91	89	99	58	61	99		
College and Career Acceleration	90	70	65	86	60	67	88		
ELP Progress	49	40	45	39			43		

\* 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	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	435
Total Components for the Federal Index	7
Percent Tested	95
Graduation Rate	96

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	621
Total Components for the Federal Index	11
Percent Tested	96
Graduation Rate	99

**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	47			
ELL	45			
AMI				
ASN	79			
BLK	58			
HSP	62			
MUL	66			
PAC				
WHT	67			
FRL	60			

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	39	Yes	1	
ELL	45			
AMI				
ASN	68			
BLK	52			
HSP	56			

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%
MUL	64			
PAC				
WHT	62			
FRL	54			

**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	45			22			69	64		96	90	49
SWD	20			10			39	42		70	6	
ELL	13			11			53	37		73	7	49
AMI												
ASN	50			58			85			100	5	
BLK	39			19			66	57		89	7	38
HSP	44			22			67	68		88	7	50
MUL	62			20			74	58		88	6	
PAC												
WHT	49			25			72	66		94	6	
FRL	41			22			67	59		89	7	43

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	47	53	45	29	42	50	67	64		99	86	39
SWD	18	41	38	11	32	31	39	28		95	58	
ELL	16	43	44	14	33	38	44	30		100	89	39
AMI												
ASN	69	67										

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
BLK	39	48	50	18	34	49	56	59		99	85	38
HSP	51	57	43	28	43	49	69	56		99	87	38
MUL	53	55		38	53		66	68		100	79	
PAC												
WHT	50	54	43	39	48	54	74	74		99	87	
FRL	43	52	48	25	39	48	64	60		99	86	35

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	47	45	35	26	26	22	64	64		99	88	43
SWD	13	32	26	13	21	14	23	29		97	64	
ELL	16	29	26	19	30	32	48	22		100	74	43
AMI												
ASN	67	67								100	100	
BLK	38	46	36	21	24	19	53	57		99	87	45
HSP	45	43	31	27	25	29	67	63		100	84	41
MUL	52	46	58	23	15		90	40		100	85	
PAC												
WHT	54	46	35	30	27	18	70	72		97	92	
FRL	41	41	31	22	23	19	59	58		99	87	26

**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.

Grade	Year	ELA				
		School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	45%	48%	-3%	50%	-5%
09	2023 - Spring	44%	42%	2%	48%	-4%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	14%	34%	-20%	50%	-36%

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	68%	61%	7%	63%	5%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	61%	59%	2%	63%	-2%

### 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.**

Math proficiency showed the lowest performance. There are several factors. First, students are still lagging in skills from COVID. Secondly, higher achieving students are taking algebra and geometry more frequently in middle school. Third, there was an adjustment to new standards and testing platform.

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

Both math and Social Studies showed the greatest decline in proficiency dropping 3%, respectively, As for math, please see above explanation. For social studies, the main factor was a decline in the amount of AICE students that showed up for testing.

**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 with the greatest gap is math. SLWCHS has created an intense intervention program to pull-out students and to push into classrooms to support math students. The factors that contributed to this trend

are adjusting to the new standards, more students taking accelerated math courses in middle school and students still coming into high school with math gaps from COVID virtual learning.

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

N/A - Science and Acceleration both stayed at the same percentage from the previous year. The other school grade cells all dipped a little.

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

Student attendance is a potential area of concern. SLWCHS will be joining St. Lucie Schools' initiative to increase student attendance. Increased attendance will lead to increased student achievement.

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

- Increase math proficiency
- Increase math learning gains compared to 21/22 school year
- Increase ELA proficiency
- Increase ELA learning gains compared to 21/22 school year
- Increase average daily student attendance

**Area of Focus**

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

## #1. 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.

Instructional Practice relating to ELA for SWD

### Measurable Outcome:

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

The percentage of students with disabilities demonstrating learning gains in ELA will increase by 25%, based on FAST Progress Monitoring data.

### Monitoring:

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

B.E.S.T. standards will be monitored through data from FAST progress monitoring and unit assessments. Areas of need will be retaught to improve proficiency within the standards of concern. Student progress will be monitored based on Progress Monitoring Data and Unit Assessment growth with assessments of similar standard types.

### Person responsible for monitoring outcome:

Susan Mannion (susan.mannion@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.)

Differentiated instruction allows teachers to meet the needs of all students and especially SWDs to improve learning outcomes. Benchmark Advance and Really Great Reading supplemental materials have components to increase both fluency and comprehension and is a strategy that benefits all students and will assist in improving reading proficiency through meeting the diverse needs of students.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Analysis of student achievement subgroup data indicates students with disabilities are not achieving at the same rate as their non-disabled peers in reading.

### 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.

*No description entered*

**Person Responsible:** [no one identified]

**By When:**



## #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.

Least Restrictive Environment (LRE) for Students with Disabilities

### Measurable Outcome:

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

The number of students participating in the LRE will increase by 5%.

### Monitoring:

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

Schools to review LRE data at least semi-annually to monitor for the increase in the number of SWDs participating in the LRE.

### Person responsible for monitoring outcome:

Susan Mannion (susan.mannion@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.)

Data review of all ESE students at the same rate as non-disabled students to allow for informed decisions for student placement on the continuum of services.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Educational Research indicates that placement for Students with Disabilities in the LRE tend to have increased academic skills, increased socialization, and greater potential for employment after graduation.

### 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.

Teachers will utilize data in CLP, professional learning and department meetings that focus on SWD students' academic performance

Progress monitoring data will be used to help SWD move into LRE as much as possible

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

**By When:** Fall of 2023 SWD data will be on each agenda for above meetings

### #3. Positive Culture and Environment specifically relating to Teacher Attendance

#### 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.

Positive Teacher Attendance

#### Measurable Outcome:

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

SLWCHS intends to reduce the number of teacher absences by 10%.

#### Monitoring:

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

This will be monitored by administration in weekly admin data chats. This is a data measure that is weekly monitored.

#### Person responsible for monitoring outcome:

[no one identified]

#### 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.)

PBIS for Teachers

Focus on Teachers' mental health

#### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

When teachers have positive mental health they produce more impactful lessons and develop better relationships with students, which, in turn, increases student achievement. In addition, less instructional time missed by teachers equates to less instructional time lost for 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.

***No action steps were entered for this area of focus***

### 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).

SLWCHS has allocated Title I funds for a graduation coach, a math intervention teacher, an ELA intervention teacher and an ELA coach. The graduation coach works with student "at-risk" for not graduation, including our SWD students. The ELA coach and the interventionists will be pulling small groups of students based on data, as well as pushing into classrooms to support instruction. Our SWD students will benefit from this small group support in both ELA and math skills that that data indicated they are deficient in.

SLWCHS will utilize the following as means of seeking input on resources:

1. School Advisory Council (SAC)
2. PTA
3. Partnership with district Administrator on Special Assignment overseeing grants
4. Work with District curriculum department to fund approved resources
5. Partner with Federal and Special Programs Manager for Title I to plan budgets
6. Partner with Coordinator for Title I to plan parent involvement events and resources

## 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.

The SIP is shared with stakeholders at both our Faculty Council and School Advisory Council meetings. In addition to the discussions that take place regarding SIP, the monitoring and the feedback, there are several times throughout the school year when SLWCHS provides a FORMS survey for parents to answer questions regarding their input for the SIP.

**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))

<https://schools.stlucie.k12.fl.us/swc/>

### PARENT NIGHTS - DATES

- 12th Grade Parent Meeting Monday, August 21, 2023
- Skyward Training for ESOL Parents Wednesday, August 30, 2023
- AICE Parent Night Wednesday, September 6, 2023
- Counselor's Corner Monthly Wednesday, September 13, 2023
- 9th Grade Parent Meeting Thursday, September 14, 2023
- Intensive Reading Night Wednesday, September 20, 2023
- 11th Grade Parent Meeting Wednesday, September 27, 2023
- Counselor's Corner Monthly Wednesday, October 11, 2023
- Math Night 1 Wednesday, November 1, 2023
- Counselor's Corner Monthly Wednesday, November 8, 2023

Counselor's Corner Monthly Wednesday, December 13, 2023  
Counselor's Corner Monthly Wednesday, January 10, 2024  
At Risk Senior Night Wednesday, January 24, 2024  
Counselor's Corner Monthly Tuesday, February 13, 2024  
Math Night 2 Wednesday, February 21, 2024  
Rising Seniors Testing Night Wednesday, February 21, 2024  
Multicultural Night Wednesday, March 13, 2024  
Counselor's Corner Monthly Wednesday, March 13, 2024  
Counselor's Corner Monthly Wednesday, April 10, 2024  
10th Grade Parent Meeting Wednesday, April 17, 2024  
Counselor's Corner Monthly Wednesday, May 8, 2024

**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)**

SLWCHS will be increasing math and ELA intervention support for students in the lowest 25%. Intervention data will be monitored and students will enter and exit the program throughout the year based on performance on state standards as evidence on District Assessments and Progress Monitoring Assessments.

**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))**

School social worker provides support to students with external and internal pressures. Mentoring programs are provided for at-risk students - partnered with appropriate adult for check-in and check-out, monitor academic performance, monitor behavior  
iSucceed students - identified on EWS factors per grade level and assigned appropriate grade level sponsors to monitor academics, behavior, attendance

**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))**

SLWCHS offers a wide variety of CTE courses. Each program adheres to rigorous academic standards to prepare students for post-secondary careers. The CTE courses have showcase nights where they recruit underclassmen and highlight their achievement. The CTE programs are also visible in the community through events, competitions, etc.

**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).**

Utilizing MTSS, we have a three-fold process which includes academics, behavior/discipline and attendance. Grade level teams, which consist of a grade level dean, analyze discipline data, classroom management data, etc. and discuss, develop and implement plans to support teachers with classroom management and students through PBIS initiatives.

**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))**

Teachers in tested areas meet weekly in Collaborative Learning and Planning (CLP) teams to utilize data to plan for remediation based on academic assessments and to plan for future lessons. Teacher in non-Tested areas meet with their Role-Alike team on a monthly basis and academic departments also meet on a monthly basis. SLWCHS and SLPS provide teachers with professional learning during designated professional development dates. The focus of SLWCHS for the 23-24 school year is to focus on the whole child and the whole teacher.

**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: ESSA Subgroup: Students with Disabilities	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Teacher Attendance	\$0.00
<b>Total:</b>			<b>\$0.00</b>

### Budget Approval

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

No