

Five Year Strategic Plan

St. Lucie Public Schools

**SLPS- A Destination District for Students,
Families and Employees**

St. Lucie

PUBLIC SCHOOLS



Mission

The mission of the St. Lucie Public Schools is to ensure all students graduate from safe and caring schools, equipped with the knowledge, skills, and desire to succeed.

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St. Lucie Public Schools

The mission of St. Lucie Public Schools is to ensure all students graduate from safe and caring schools, equipped with the knowledge, skills, and desire to succeed.

Indeed, over the course of the last five years, St. Lucie Public Schools has increased graduation rates for all students. SLPS currently is one of five school districts out of 67 with a graduation rate of 90% or higher for seven straight years, we are 5th in college and career acceleration and middle school acceleration in 2023.

St. Lucie Public Schools earned the prestigious 2023 System of Distinction Award as a part of their 2022 accreditation review. Out of 1500 schools and systems in the US and in 9 countries, SLPS was one of 8 districts recognized in Florida, and one of 38 systems recognized for “demonstrated growth of learning, a healthy culture for learning, engaging and high-quality instructional environments, and effective leadership for learning.”

SLPS focuses efforts on four important pillars:

- Providing safe and caring schools.
- High quality teaching and aligned instruction.
- Talent development and growth.
- Communication, community engagement, and customer service.

In preparing for the future, SLPS collaborated with our community and district stakeholders to design a five-year plan. As a resilient, future-ready, community-driven school system, SLPS developed *Four Strategic Aims* designed to make SLPS a destination district for students, families and employees.

It starts with a solid foundation of reading and math and a K-12 individualized, personalized road map to success for every student. We will elevate our teachers in designing engaging high-quality lessons that require active learning and support individual needs. The aim is for every student to have multiple market value assets prior to graduation that will lead them into a successful future.

St. Lucie is a growing, thriving community and our school system will continue to provide critical infrastructure that supports children and families. We continue to make SLPS a *destination district* for families looking for schools that perform with distinction and put every student on the road to success.

We will welcome the addition of Palm Pointe K-8 as a St. Lucie Public School, the new Legacy High School in 2025, and the new schools opening in 2026: Western Grove K-8 school and the new charter school Treasure Coast School of Autism



Dr. Jon R. Prince, Superintendent

Kids at Hope Treasure Hunter's Pledge

“As an adult and a Treasure Hunter, I am committed to the search for all talents, skills, and intelligence that exist in all children and youth. I believe all children are capable of success, no exceptions!”

SLSP School Board



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St. Lucie
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About the School Board

The SLPS Board sets policies and rules that govern the administration of the school district. The board operates per both Florida law and state Department of Education regulations, and it sets policy only when members meet in official session.

The school board members were all recognized for earning Master Board Distinction by the Florida School Boards Association in 2022.

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St. Lucie Public Schools Five Year Strategic Plan

SLPS Mission

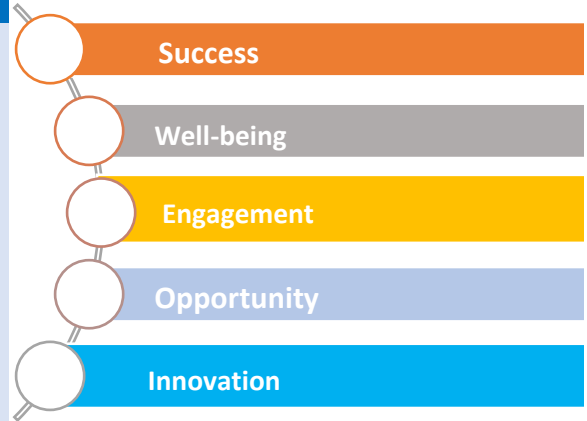
Ensure all students graduate from safe and caring schools, equipped with the knowledge, skills, and desire to succeed.



Vision

In St. Lucie County Public Schools, we value:

St. Lucie Public Schools, in partnership with parents and community, will become premier centers of knowledge that are 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 our core business, the creation of challenging, engaging and satisfying work for each child, every day. This is the St. Lucie Way!



Four Pillars



High Quality Teaching and Aligned Instruction



Talent Development and Growth



Safe and Caring Schools



Communication, Customer Service, and Community Engagement

Strategic Aims

#1 An individualized K-12 road map to success for every student leading to every student having multiple market value assets prior to graduation in the form of college credit, industry certifications, internships, entrepreneurial experiences, client projects or work experience.

#2 Elevate the teacher as the designer of learning, creating engaging student-centered lessons, where students embrace a more active, collaborative, and direct role in their own learning, on a solid foundation of literacy and numeracy.

#3 Engage, support, and collaborate with the St. Lucie community by providing critical physical, digital, and social infrastructure in our schools.

#4 Implement innovative future-ready school initiatives to meet 2030 needs.

Transforming Futures



Strategic Aim #1: A K-12 Road Map to Success Leading to Market Value Assets

An individualized K-12 road map to success for every student leading to every student having multiple **market value assets** prior to graduation in the form of *college credit, industry certifications, internships, entrepreneurial experiences, client projects or work experience*.

What are Market Value Assets?

Our students need to be prepared for life beyond high school. A market value asset is composed of industry valued and recognized skills acquired in high school that create a seamless transition for the student from school to postsecondary education or training and the workplace. Market value assets make further education and training, and ultimately, a job, more affordable and more attainable. Students who leave high school with a diploma and market value assets are more likely to enroll in postsecondary education or training and successfully navigate the journey from school to employment without getting lost along the way.

Key market value assets that signal career and college readiness, so that every student is prepared to make, or get, a quality job and be economically self-sufficient:

- Earning college credit (Early College Assets)
 - Earning a college-level credit in a course while in high school demonstrates the ability to continue taking courses in college.
- Earning industry recognized certifications
 - Current lists published by Florida DOE of recognized certifications by industry that allow the student to be certified in that field and work in that field.
- Completing Internships
 - Students perform meaningful job tasks at the worksite or approved location, under the guidance of a qualified supervisor.
- Completing entrepreneurial experiences

- Students develop entrepreneurial skills through a self-directed project or by working with an entrepreneur in the community to create, design and deploy a service or product.
- Completing client projects
 - Students analyze and solve authentic problems, working in collaboration with others such as professionals in an industry, a nonprofit organization, civic or other community-based organization.
- Finishing work experience prior to graduation
 - Students complete meaningful workplace job tasks that develop readiness for work, knowledge and skills that support entry or advancement into a particular career field.

Developing market value assets for all students.

Every student deserves to discover and pursue their potential with curriculum K-12. By high school students need direct avenues to their interests, college, and career goals post-high school.

Current SLPS Program Classes

Agriculture, Food and Natural Resources
 Architecture and Construction
 Arts, A/V Technology and Communications
 Business Management, and Administration
 Education and Training
 Engineering and Technology Education
 Health Science
 Hospitality and Tourism
 Information Technology
 Law, Public Safety, and Security

Specialized Programs that can lead to college credits and/or special diplomas:

The Cambridge Advanced International Certificate of Education (AICE) Diploma Program is an international curriculum and examination system that emphasizes the value of broad and balanced study. The program is available at Treasure Coast High School, St. Lucie West Centennial High School, and Fort Pierce Westwood Academy (The West Prep Magnet).

The International Baccalaureate® (IB) Diploma Programme (DP) is an assessed program for students aged 16 to 19. It is respected by leading universities across the globe and available at Lincoln Park Academy.

The College Board Advanced Placement Program offers college-level courses and exams that you can take in high school- these courses are available at all high schools.

The Indian River State College Dual Enrollment Program allows eligible public, charter, private and home education students to simultaneously earn high school credit (toward their high school diploma) and credit toward an **associate degree** or career training certificate for an eligible course. **Dual Enrollment is offered at every high school.** Through IRSC Dual Enrollment, eligible students get a jump on college, saving both time and money. Dual Enrollment students are exempt from application fees, tuition and laboratory fees, and public, charter and home school students receive required textbooks at no charge.

SLPS can develop market value assets in all students through:

1. **Family Partnerships:** Providing resources and support for student career exploration and forward planning.
2. **Community Partnerships:** Working together for career exploration, internships, client projects, etc.
3. **College Partnerships:** Working with IRSC, Keiser University, FAU
4. **Agency Partnerships:** Collaboration with the St. Lucie Economic Development Council, Boys and Girls Club, Cleveland Clinic.
5. Providing a quality plan for students with **college and career exploration and experiences** focused on their unique strengths and interests.
6. **Strategic scheduling K-12** to provide a direct avenue to accelerated learning and college experiences, college readiness and college success. An example would be strategically scheduling elementary students into the Accelerated Math Program (AMP) based on their test scores.
7. **Tracking post-graduate data-** using career exploration and course tracking software and other tools to track data.
8. Expand post-high school opportunities **by accelerating student achievement** in career and technical industry certifications and accelerated programs in AP, AICE, IB and dual enrollment.
9. **High quality progress monitoring and support on the path to graduation for all students.**
10. **Monitoring college acceleration credit attainment, acceleration scores, acceleration diplomas.**

K-12 Individualized Road Map to Success

Individualized Career and Academic Learning

An individual career and academic learning plans are an essential tool that helps students map out their educational path and career goals. It is a multi-year process that intentionally guides students and families in the exploration of career, academic and postsecondary opportunities. The plan is flexible and allows for early exploration, self-discovery, and the building of future readiness skills. As students move into high school, it provides the opportunity to explore career paths, meet college readiness requirements and build future-ready tech skills and knowledge. Having an individualized plan provides students with a clear vision of what they need to do, how they can achieve their aspirations and the skills required to accomplish their goals.

How can we develop career and academic learning for all students?

1. SLPS will implement an **Individual Career and Academic Planning Curriculum K-12** with supporting electronic platform to **ensure students are equipped with the knowledge and skills found in the SLPS Profile of a Graduate:**
 - i. Highly Skilled Communicators
 - ii. Life Managers (Confident-Resilient/Understanding Self and Others)
 - iii. Problem Solvers (Creative, Critical Thinkers)
 - iv. Financially Literate
 - v. Digital Citizens
2. Through curriculum benchmarks, SLPS can ensure the Individual Career and Academic Plan will include:
 - a. **Self-Discovery:** Understand how one’s unique interests, talents and aspirations play a role in decision-making about life and learning.
 - b. **Career Awareness:** Know the difference between jobs, occupations, and careers.
 - c. **Postsecondary Aspirations:** Participate in career exploration activities centered on students’ interests and vision of their future self and perceived options.
 - d. **Postsecondary Options:** Be aware of and participate in a variety of postsecondary and career opportunities.
 - e. **Academic Planning:** Apply the skills and knowledge necessary to map out and pass the academic courses required to achieve postsecondary goals.
 - f. **Future-Ready Skills:** Define, develop, and hone skills that increase the likelihood of becoming and remaining successfully employed and responsible citizens.
 - g. **Financial Literacy:** Recognize personal financial literacy and financial aid topics and vocabulary and know what options are available to pay for postsecondary education.

Ensure All Students Have Multiple Market Value Assets

Fully implement K-12 Career Exploration Activities, Parent Resources, and Individualized Career and Academic Plan by 2029.

1

Expand student opportunities through family and community-based partnerships, high quality customer service and communication.

- Increase community marketing about career academies and industry certifications highlighting current job openings, salaries, jobs growth outlook, training required, pre-apprenticeship and apprenticeship opportunities.
- Update District Website to provide latest information on for parents/community on SLPS educational options and pathways, market value assets and Individualized Career and Academic Plans.
- Proactively identify and inform students with potential for success in accelerated programs.

2

Optimize College, Agency, and Business Partnerships to further opportunities for students.

- Work with business community and St. Lucie County Economic Development Council to implement a high-quality K-12 school to work initiative that includes components in elementary, middle and high school.
- Expand partnership and leverage new district contract with Cambridge International to further course/college path opportunities for students.
- Expand collaboration with local community organizations to share information on career and college exploration.
- Increase partnerships with community organizations and companies specifically for students with disabilities.
- Optimize State partnership with local state colleges for our students to have multiple pathways to college.
- Collaborate with community colleges, universities, and industry partners to create mentorship opportunities.
- Expand and define diverse pathways to post-secondary success, including career and technical education programs, pre-apprenticeships tied to local apprenticeships and certificate programs, alongside traditional four-year colleges.

3

Strategic Scheduling so students have a direct avenue to accelerate learning and college/career experiences, readiness, and success.

- Strategically schedule elementary through high school level students based on their academic potential in:
 - in Accelerated Math Program (AMP),
 - Middle school accelerated course offerings, specifically Algebra 1 and Geometry,

- AICE/AP/IB/CTE Pathways.
- Pair MS and HS (Hardware Service) CTE (Career and Technical Education) Teachers for collaborative training (vertical planning) and advanced programs cross-building (horizontal planning).
- Implement a diverse list of middle school course offerings with opportunities for acceleration and career technical education pathways.
- Provide multiple professional development opportunities for advanced programs teachers to build success in advanced program classrooms.
- Plan to increase opportunities for students with disabilities to learn and practice career classes and programs to learn skills for career placement.
- Expand implementation of 5th grade Digital Tools.
- Periodically re-evaluate and strengthen alignment of CTE programs and pre-apprenticeship programs to the current market and state priorities.

4

Monitor college acceleration credit attainment, acceleration scores, acceleration diplomas.

- Implement an annual process to track student data to increase the number of students performing on or above grade level.
- Create a matrix to measure, monitor, and increase opportunities to earn industry certifications.
- Develop and maintain Advanced Programs Canvas course as information hub for SLPS metrics and course information.

5

Accelerate student achievement in career and technical industry certifications and accelerated programs in AP, AICE, IB and dual enrollment.

- Ensure high-quality, accessible AP, AICE, IB, and dual enrollment courses aligned with industry standards and taught by qualified instructors.
- Invest in ongoing professional learning for teachers to effectively deliver rigorous content and support diverse learners.
- Train counselors and teachers to actively promote a positive culture around taking accelerated programs and emphasize their benefits for all students, including improved college readiness, career exploration, and earning potential.
- Offer select summer programs and test prep courses to equip students with necessary skills and knowledge for success in accelerated programs.
- Build a plan at the building level to provide comprehensive academic support to help students overcome challenges and succeed.

6

Track Post-High School Graduate Data

- Design monitoring tools:
 - Surveys and Follow-Ups: Regularly conduct anonymous or opt-in surveys of graduates to track their educational and career paths, satisfaction, and needs.
- Utilize data tracking with the class of 2027.
- Partner with colleges and universities to track enrollment and completion rates for graduates, collaborate on curriculum and support instructional strategies.
- Evaluate strategies implemented 2025-2027 and build on successes.

Develop Individualized K-12 Road Maps to Success

1

Implement an Individualized Career and Academic Planning Curriculum K-12 with matrix of learning experiences and activities for both home and the classroom.

- ESE (Exceptional Student Education) Parent Advisory Council –Refine the existing plan to inform parents of options for career and transition planning; community resource fair; bring agencies in to provide information on resources, services, etc.
- Implement Individualized career and academic plan with lessons, digital portfolio, and planner.
- Implement Conversation Resources and School Career Explorations Activities K12.

2

Ensure students are equipped with the knowledge and skills found in the SLPS Profile of a Graduate.

- Include a Student Ambassadors Program at schools based on need.
- Start a pilot, with help from high school digital CTE courses, a series of videos featuring prominent St. Lucie citizens who can share in 1:00-2:00 minute video (See Chart on next page *Career and Academic Planning*).
- Survey parents and students to track involvement in both in-district and out-of-district athletics and extra-curricular activities to analyze benefits and to promote involvement.
- Address updated Digital Citizenship curriculum to include addressing Cybersecurity, Cyber Bullying, and digital tools skills.
- Work with SLPS alumni; alliance/business partnerships; have them as guest speakers, CTE courses that align with their businesses.
- Individualized career and academic planning activities to make the connection for students and parents between school and post-high school success and being involved in athletics and extra-curricular activities.
- Implement high school financial literacy course.

Career Exploration and Academic Planning

Year	At Home Career Exploration Conversation Resources	School Career Exploration Activities	Provide a framework for Sharing Best Practices and Professional Learning on Student Led Conferences to encourage expansion of Student Led Conferences	Individual Career and Academic Plan
2024-2025	K-2: Conversation Resources for Parents Grade 7-9 Conversation Resources for Parents	Grade 6 and 7: Planning for a Career Fair Grade 8: Career Exploration Fair Grades 6 and 7: Transitions Skills Fair School Activities “Being a Good Communicator.” (Profile of a SLPS Graduate)	Grades 3-5: Provide professional learning/best practices in Implementing a Student-Led Conference, including an inclusive model for students with disabilities, for participating schools.	K-2: Implement ICAP: What is a Career, Planning Activities, Self-Knowledge 9 th Grade Implement High School Course Planner and Digital Portfolio.
2025-2026	Grades 3-5: Conversation Resources for Parents Grade 10: Conversation Resources for Parents	Grades 6-8 Virtual Field Trips to Academies Career Dress Days School Activities on “Work/Life Balance” and “Being a good life manager.” (Profile of an SLPS Graduate.)	Grades 6-8: Share professional learning/best practices on implementing a Student-Led Conference, including an inclusive model for students with disabilities that <i>includes a career exploration component, for participating schools.</i>	Grades 3:5: ICAP Lessons with personalized activities in building self-knowledge, exploring career options, setting goals, and developing critical thinking skills. Grade 10: Implement the online High School Course Planner and Digital Portfolio
2026-2027	Grade 10: Conversation Resource for Parents connected to Student-Led Conference	School Activities on “The Importance of Being a Good Problem Solver” (Profile of an SLPS Graduate).	Grades 9-11: Share professional learning/best practices to implement a Student-Led Conference, including an inclusive model for students with disabilities, <i>includes a career exploration component, for participating schools.</i>	Grades 6-8: ICAP Lessons- Students personalize their online experience by creating a Digital Portfolio Grade 11: Implement the High School Course Planner and Digital Portfolio
2027-2028		School Activities on “The Importance of being financially literate.” (Profile of an SLPS Graduate.)		Grade 12: Implement the High School Course Planner and Digital Portfolio

Elevating Teachers as Designers of Learning



Strategic Aim #2 Elevating Teachers as Designers of Learning Experiences and the Conditions for Learning

Elevate the teacher as the designer of learning, creating engaging student-centered lessons, where students embrace a more active, collaborative, and direct role in their own learning, *on a solid foundation of literacy and numeracy.*

Teacher as choreographer of active student-centered learning.

Teachers are not simply dispensers of knowledge. Like a professional choreographer, teachers must identify the critical content from the benchmarks and then differentiate to allow students to interact with the content to produce and accelerate learning. The teacher leads the work as an expert in content and pedagogy, creating the conditions in which students are actively engaged in producing the work, including diligently and deliberately practicing their skills, examining their reasoning, revising their knowledge, and completing cognitively complex tasks. A teacher must communicate high expectations and what it takes for every student to close the achievement gap. Just as a professional band conductor may determine the flutes need more practice or the saxophone player's time is off and then works to improve each area of the band, the teacher is able to differentiate their instruction to optimize each student's learning experience. Teachers must know effective instruction techniques to do this.

Students are more than passive empty vessels waiting to be filled with knowledge from the teacher. Like every young dancer, they come with certain skills and background knowledge, and need feedback and practice to learn more and gain more skills. Using technology, we can support our expert teachers in gaining insight, monitoring, and tracking student progress on each benchmark, and free them up to spend more time designing conditions in which students collaborate to actively learn, to create, to problem-solve and produce. Students learn by connecting the latest information and experiences to their prior knowledge and experiences, allowing them to build new knowledge. Students must have a literacy-rich experiences in which students interact with text through reading, discussing, and writing. Active learning engages students in the

learning process beyond listening and passive note taking. In active learning, students' discussions/dialogues/exchanges with each other and the teacher predominate. Students answer questions and take risks without fear of negative feedback. Active learning approaches promote skill development and higher order thinking through activities that include critical thinking, reading, writing, and/or discussion.

Opportunities provided by teachers, such as inquiry-led tasks and open-ended questions, collaborating with others on cognitively complex tasks, challenge students and support them to build knowledge and their own understanding. Engaged students are reading for a purpose, writing to learn, performing, inquiring, exploring, explaining, evaluating, experimenting, and interacting. Engaged students are computing and using math fluency skills to solve problems, to design solutions, to explore ideas, to analyze data, to create new products. Reading and Math are the foundational skills that all students must achieve and practice. To elevate the success of our students in reading and math, we must elevate the teacher as the designer of learning.

In planning for students' future successes, educators are less focused on what students know and more on what students can do. Can they integrate information, problem-solve, collaborate with others, seek, and attain new skills? SLPS community members identified key traits necessary for the post-high school success of an SLPS graduate:

Profile of a St. Lucie Public Schools Graduate:

- Highly Skilled Communicators
- Life Managers (Confident-Resilient/Understanding Self and Others)
- Problem Solvers (Creative, Critical Thinkers)
- Financially Literate
- Digital Citizens

How can we elevate teachers as designers of learning?

1. **Prioritizing collaboration: organize and train high quality collaborative learning and planning teams** of teachers focused on developing cognitively complex and engaging tasks, problems, projects, activities for students. Engage, activate, and accelerate student learning of critical content through innovative collaborative learning and planning teams supported by high quality professional learning for all teachers and leaders of teachers. Support student achievement by retaining and recruiting diverse highly qualified professional teachers.
2. **Academic Coaching: Guide aspiring lead teachers into the role of academic coach** through a research-based rigorous aspiring coaches program based on the work of Jim Knight. This will improve content area expertise and use of effective instructional strategies in the classroom. The coach model will provide a leadership pathway for teacher leaders. The model focuses on 7 key strategies: partnering principals, communication, coaches as leaders, the impact cycle, utilizing data, high impact instruction, and designing systems of support. SLPS will use highly qualified lead teachers in literacy and mathematics and use the coaching cycle to improve teacher pedagogy and quality lessons.

- 3. Optimal Utilization of High-Quality Resources:** Provide expert guidance and high-quality resources aligned to standards to teachers so that they may plan, design, and implement high quality instruction. These resources may be accessed and deployed through CLPs, coach meetings, learning management systems (Canvas and/or Teams), and instructional technology. High quality resources include utilizing our human capital such as reading and math interventionists, mentor-teachers, academic coaches, support facilitators, etc. Teachers will optimize the resources to design the most effective conditions for learning and high-quality instruction that meets student needs.
- 4. High Quality Professional Learning:** Our teachers can compete as world class educators, on par with any other educator organizations in the world, supported by high quality professional learning delivered in accessible ways: micro professional learning, podcasts, blended learning, synchronous and asynchronous online learning, as well as in person learning. SLPS will provide access to high quality professional learning in the teacher's content. SLPS will provide high quality professional learning in acceleration strategies focusing on where students are academically and accelerating them forward using a deep understanding of the content to create an intentional pathway for each student's needs. Administrators, aspiring administrators, and teacher leaders will be provided professional learning that supports elevated classroom instruction (CLPs, instructional strategies, educational technology, acceleration strategies, content area expertise and engagement).
- 5. Ensure technology will help** with assessment, differentiated instruction, and automation of tasks freeing teachers to focus on active learning in the classroom. Ensure technology aids amplify and transform teaching by extending the time, place, and ways that students demonstrate mastery of standards. The teacher designs activities where students use digital tools to gather, evaluate and use information for learning. Students use digital tools to communicate, work collaboratively, conduct research, solve problems and/or create original works for learning.
- 6. Deliberately accelerate student learning:** Students must have the *opportunity* to *accelerate* their learning through strategic scheduling and programs. During core instruction, teachers can provide scaffolds to help all students access grade level content and expand understanding. When we *compact* curriculum, we can also provide more opportunity for advanced courses. Outside of core instruction, using intervention time to provide targeted instruction on specific skills or concepts gives an even bigger boost for students who have missing critical content or skills. Teachers and CLP teams scaffold intentionally, build knowledge and vocabulary, prioritize benchmarks, utilize interdependent collaborative student teams, and when necessary, diagnose essential missed learning. We need to make sure we are providing opportunities for students to accelerate their learning or compact their learning, so they access *market value assets*. Accelerated learning K-12 in ELA (English Language Arts) and math will be a priority.

Elevate the Role of the Teacher

Elevate the teacher as the designer of learning, creating engaging student-centered lessons, where students embrace a more active, collaborative, and direct role in their own learning, on a solid foundation of literacy and numeracy.

High Quality Teaching and Aligned Instruction

Develop high quality engaging reading and math instruction aligned to benchmarks that target and activate learning for all students PreK-12.

1

- Refine and monitor efficacy of instructional materials and curriculum document supports aligned to benchmarks.
- Provide professional learning focused on highly effective delivery of quality instruction aligned to the intent and rigor of the benchmarks.
- Optimize direct explicit and systematic K-2 Phonics (UFLI) instruction grounded in the science of reading, through professional learning for teachers and leaders, literacy routines and curriculum materials.
- Optimize direct instruction using concrete, representational and abstract thinking in mathematics through professional learning for teachers and leaders and curriculum materials.
- Implement robust training in Accelerated Mathematics Program 3-5: introductory training for new teachers and to build capacity with established AMP teachers.

2

Engage, activate, and accelerate student learning of critical content through innovative collaborative learning and planning teams (CLPs) supported by high quality professional learning for all teachers and leaders of teachers.

- Ensure CLP teams are fluent in the complexity in the progression of benchmarks and student misconceptions.
- Develop CLP expertise in aligning highly effective proactive engaging strategies to benchmark cognitive demands to set students up for success.

3

Optimize strategies to close the achievement gap through quality Tier 1 instruction, evidence and research-based intervention, differentiation, and acceleration strategies to meet the needs of all students.

- Develop expertise in pacing classroom instruction aligned to rigor of the benchmarks, while addressing and planning for the unique needs of students.
- Provide professional learning in differentiation and acceleration, how these two strategies are connected and when to utilize them based on data.
- Provide motivational and engaging strategies to equip students to own their own data, reflect upon that data and establish their own learning goals.
- Ensure instructional use of evidence and research-based interventions to meet specific student needs and accelerate learning to close learning gaps.
- Develop a monitoring tool to determine how long students stay in Tier 2 and Tier 3.
- Train staff in accelerated options in math and ELA and the impact of acceleration on the well-being of the students and their future opportunities.

Talent Development and Growth

4

Implement high quality targeted professional learning for leading: SLPS teacher leaders, aspiring administrators, and current administrators.

- Provide SLPS administrators with the knowledge and resources to monitor and ensure quality instruction.
- Continue to improve inter-rater reliability in evaluating instruction through professional learning.

5

Structure data-informed coaching model to elevate teachers implementing engaging, high-quality standards-based learning for all students.

- Integrate coaching responsibilities into SIP (System Integrity Protection) plans and ensure coaches are fluent in their school improvement plans.
- Develop coaching expertise and continuous learning required standards.
- Provide professional learning on how to collect the most efficient data, how to analyze the data and how to use the data to inform instruction most effectively.
- Implement effective coaching pedagogy through high quality professional learning.
- Monitor coaching efficacy at the building level and provide appropriate support to coaches.
- Monitor the transfer of best practices from coach to teachers through student data, instructional walks, content meetings, coaching logs, and feedback.

6

Empower all stakeholders to refine and facilitate student engagement and meet the needs of all students through strategic integration of technology, fostering creative, collaborative, or project-based learning environments.

- Provide resources and professional learning on how to design quality work for students with embedded technology in the projects and products created by students.
- Provide professional learning for teachers on 21st Century Workforce skills and embed those skills in their curriculum.
- Embed strategies in lesson design to teach students how to discern which technology tools to use to accurate information and solve problems, create products, digital portfolios, collaborate with others.

7

Research and plan implementation of the required standards to achieve Cognia STEM (Science Technology, Engineering and Math) certification.

STEM (Science Technology, Engineering and Math): Cognia STEM standards, identified through robust research and extensive observations, focus on characteristics like problem-based experiential learning and integration of STEM thinking in a broad-range of activities and learning opportunities.

- Research and analyze the district's progress on Cognia STEM standards.
- Determine readiness to pursue STEM certification by 2029.

Engage and Support the St. Lucie Community



Strategic Aim #3 Critical Infrastructure

Ensure schools engage in supportive partnerships with the St. Lucie community to build a physical, digital, and social infrastructure to foster robust connections with schools, family, and community stakeholders.

What does it mean to create a physical, digital, and social infrastructure?

Innovative public schools place themselves at the center of their community, recognizing that the infrastructure necessary for effective learning extends far beyond the brick-and-mortar classroom. By recognizing the importance of infrastructure, we can develop a future of teaching and learning that is responsive, resilient, and community driven. We can explore the transformative power of innovations in education and imagine ways of pushing them even further to empower and improve the entire community. Education is a critical public infrastructure that enables and involves many aspects of community. This means devising and amplifying programs, in a fiscally responsible manner, that recognize the interdependence of physical spaces, digital networks, and social connections to propel schools—and the communities in which they are situated—forward. Schools include three interconnected parts:

Physical infrastructure that includes the built environment that enables teaching and learning to happen and built environments, such as playgrounds and classrooms, provide the backdrop against which learning and social interactions take place.

Digital infrastructure includes all aspects of technology, data, and systems used by all stakeholders in the school system. Schools provide the technological systems and access that enable students, families, and educators to participate fully in online learning communities. Data offers insight into how to help students and their families thrive. Schools can leverage technology, data, and platforms to expand students' social connections and wellbeing, whether it is through high-quality remote learning and instructional practice.

Social infrastructure that includes the relationships and connections between the vast array of people who are directly and indirectly part of the school community. Schools facilitate connections between students, families, educators, coaches, after school program leaders, and others in built environments outside of the classroom. Social infrastructure provides engagement, trust, and resiliency between all stakeholders in our community, allowing our community to thrive. Communication, customer service and community engagement are important parts of our social infrastructure.

St. Lucie Public Schools and our community are linked, and through vibrant partnerships, the characteristics of a world class quality education system will be realized and promoted. Making connections with parents and families helps provide a dedicated support network for each individual child in our district. Being responsive to the needs of students, staff and families helps create prominent levels of performance for all. Departments that promote communication and customer service include:

1. Communications
2. Human Resources
3. Student Assignment
4. Student Records

Social Infrastructure also includes the relationships and connections between members of the SLPS workforce. SLPS can support student achievement by retaining and recruiting highly diverse qualified professionals. This requires a quality plan for:

1. Cultivating Interesting in St. Lucie County
2. Recruiting and Hiring
3. Supporting and Retaining Teachers
4. Developing an Opportunity Culture- where employees can grow into new roles.

Fiscal Responsibility and Transparency

Education and its infrastructure require public resources. St. Lucie Public School prides itself on being a good steward of taxpayer dollars. SLPS plans for fiscal transparency, strong accountability practices, and informed decision-making on finances. SLPS requires high quality training for employees in accounting practices and the reporting of any fraud, abuse or waste of resources. St. Lucie Public Schools is audited every year and takes the audit very seriously as a tool for improving performance.

Fiscal and Operational Responsibility

1

Evaluate and improve current processes to increase operational efficiency to maintain the district's strong financial position.

- Meet the Fund Balance Reserve target of 5% for the combined assigned and unassigned General Fund balance net of charter school revenues.
- Improve Flow Processes between payroll and human resources to improve efficiency and timeliness in processing payroll for those activities that are not part of the normal process.
- Improve processes between accounts payable and purchasing for receiving purchases and closing purchase orders with a focus on those older than 90 days, so that funds can be repurposed in a timely manner.
- Improve processes for customer billing allowing us to be more efficient with our reconciliations and collections.
- Ongoing training for all executive secretaries and bookkeepers, administrators, and finance department members in minimizing the risk of fraud, abuse, or waste.

2

Half-Cent Sales Surtax Renewal

The current half-cent surtax will continue until December 2025. If the November 5, 2024, ballot passes which would provide revenue continuance for ten years, plan for:

- Finance school and facility construction.
- Reconstruction and Renovation.
- Safety and Security improvements.
- School technology improvements.
- Procuring and maintaining school buses.
- Land acquisition and improvement.
- Proportionate sharing of revenues from referendum with charters based on total school district enrollment.

3

Federal and Special Programs

- Monitor entitlement grants and their return on investment (Title I, Title II, Title III, Title IV) to support the district's four pillars of *High-Quality Teaching and Aligned Instruction, Talent Development and Growth, Safe and Caring Schools, and Communication, Community Engagement and Customer Service*.
- Collaborate with stakeholders to secure grant funded projects to supplement district initiatives, including extended learning programs (Summer and After/Before School) and instructional resources to support BEST standards and student interventions.
- Research and develop grant proposals for new and existing CTE programs and innovative projects to promote college and career readiness and leverage community partnerships.
- Support schools through a systematic review of grant allocations, budget management and tiered support of schools within the school improvement process.

- Maintain relationships and support external stakeholders, including private and charter schools, to ensure equitable services are provided promptly.
- Participate in ongoing technical assistance with FLDOE and USDOE to stay informed on up-to-date information as it relates to grant compliance and regulations.

4 Refine transportation plan to increase efficiency and reduce cost for transportation services.

*Ensure boundary changes create long-lasting capacity for future growth, allow for parent choice, **reduce transportation costs**, and utilize space for optimal efficiency and cost effectiveness.*

- Evaluate the competing impact of changing school start times and zoning changes and all associated costs and needs (i.e. increased number of buses requires increased number of mechanics and maintenance costs).
- Conclude part two of a district-wide population study, with trending forecasts for the next ten years, to refine school choice options and transportation routes.
- Develop a transportation plan to increase efficiency that results in cost-savings and continually seek innovative solutions.

Support St. Lucie County: Physical Infrastructure

Provide the St. Lucie community with new schools, expanded and upgraded/retrofitted facilities that ensure safe and healthy facilities.

1

Provide the growing St. Lucie Community with new schools and expanding facilities.

*Ensure boundary changes **create long-lasting capacity for future growth, allow for parent choice, reduce transportation costs, and utilize space for optimal efficiency and cost effectiveness.***

- Collaborate with consultant to verify population study predictions and update results based on recent trends.
- Develop a ten-year construction plan to address St. Lucie County population growth and development with school zoning for new zone construction. This will require a population study that ensures schools are representative of and reflect our whole community.
- Seek community input on key decision points once the K8 facilities and construction timeline allows for adequate capacities in all three current zones.
- Construct a new 11,000 square foot cafeteria (with increased seating capacity) at Creative Arts Academy of St. Lucie.
- Construct a new Fort Pierce Westwood Academy on its current site to provide modern, updated facilities and gym.
- Modernize Chester A. Moore K-8 to provide new intermediate classrooms.
- Construct a new 2000 student station Legacy High School with modern amenities and high tech CTE programs.
- Construct a new 2052 student station K8 Western Grove.
- Construct new gymnasiums and athletic facilities for Chester A. Moore K-8 and Palm Pointe K-8.

2

Provide hurricane safe emergency shelters for residents of St. Lucie County and their pets.

- Replace generators at targeted schools.
- Add air conditioning and walk-in coolers to the generators.

3

Ensure school facilities meet the Florida Safe Schools recommendations.

- Implement Entry-Way Hardening at targeted schools.
- Security Camera Upgrades (Video Surveillance) at targeted schools.
- Restricted Key Upgrade Projects at targeted schools.
- Additional fencing/ gates at targeted schools.

4

Roofing Replacements and Heating, Air Conditioning Retrofits for environmental comfort and indoor air quality control.

- Replace roofs and existing HVAC (Heating, ventilation, and air-conditioning) systems at multiple campuses, which includes new air handlers, chiller upgrades, and enhanced building automation systems to improve the indoor air quality, energy efficiency, and comfort.

Support St. Lucie County: Digital Infrastructure

Provide and maintain cybersecure digital infrastructure that supports communication and community growth.

1

Increase Parent Communication Strategies by Deploying Power BI for Parents

- Provide real-time student reporting data for teacher & parent awareness with Microsoft Azure supported Parent Portal.
- Continue to provide achievement data analysis for student growth & District graduation rate leveraging Microsoft PowerBI dashboards and data sets.

2

Maintain and Update Cybersecurity

- Protect our existing network and cybersecurity by proactively detecting and mitigating threats using Advanced Threat Protection solutions for laptops/desktops and network appliances.
- Implement “network hardening” with next-generation firewall policies with Geo-Blocking and network traffic analysis.
- Align District initiatives to the *NIST* (National Institute of Standards and Technology) Cybersecurity Framework, i.e., National Institute of Standards and Technology.

3

Maintain Emergency Communications District-Wide

- Review and develop procurement plan for enhanced 2-way radio communication devices that integrate with current Safety & Security monitoring solutions.
- Continue to leverage existing communication platforms such as email, text, phone, and social media as a communication tool for community awareness of real-time emergencies.
- Maintain safety protocols for everyone, using *Centegix*, which provides identification, notification, and response time in emergencies. It combines several important safety features.
 - ✓ Provide Wearable Panic Button: An easy-to-use wearable device for requesting help.
 - ✓ Visitor Management and Reunification Capabilities: Streamline safety planning and response.
- Leverage Dynamic Digital Mapping: Implement school data-mapping- to provide school map information to the school district, local law enforcement, and public safety agencies for use in response to emergencies and for conducting drills required under section 1006.07(4), Florida Statutes.

4

Internet Bandwidth Upgrades and wireless infrastructure updates to support community growth.

- Review current Florida Department of Education internet standards for Student Learning, and both meet & exceed demands for online curriculum needs.
- Support school and internet provider internet speed growths of 10GB – 100GB of bandwidth in an on-demand implementation.
- Develop a financial and technological implementation strategy continuing to increase internet bandwidth needs support both wired and wireless infrastructure.
- Provide strategy for internet resiliency and network security for staff/teachers, students, and Guest access of District resources.

Maintaining 1:1 Laptop Initiatives.

5

- Provide on-going support and functionality of existing and new laptop devices supporting the 1:1 District wide initiative implemented in 2020.
- Ensure financial support to sustain existing assets of devices and procure modern technology standards including Wi-Fi 6E or better support for new purchases of laptops.

Support St. Lucie County: Social Infrastructure

Provide safe and caring schools that engage and connect families and the community and allow our community to thrive. Provide a positive high quality support structure for employees that strengthens the workforce, including retainment and recruitment.

Student, Family and Community

Cultivate a culture of attendance in all SLPS Schools and with 95% or higher average daily attendance rate.

1

Cultivate a culture of attendance in all SLPS School and with 95% or higher average daily attendance rate.

- Facilitate district and school attendance teams.
- Provide monthly professional learning for school-based attendance teams.
- Continuing *Aim for 100* Initiative.
- Market the importance of attendance through social media, websites, banners.
- Plan Weekly collaborative learning and planning teams (CLP's) with principals and sharing of best practices.
- Organize after-hour social worker visits and social worker monthly CLP's.
- School-based Action Plans with Student and Class incentives.
- Parent/Guardian meetings.
- Recognize attendance as a market value asset a student can share with a prospective employer or university/college.

Provide a safe, secure, and predictable environment for students and staff in schools and in buses.

2

- Continue to provide a school resource officer on every campus in SLPS and during all summer schools.
- Provide professional learning for K-12 administrators, deans, dean's clerks, and BIC monitors on discipline procedures and best practices including a Summer Discipline Summits.
- Continue to provide professional learning on research-based positive behavioral management strategies and de-escalation training for transportation employees and school-based employees.
- Develop an attendance initiative for employees and share data connecting predictable staff attendance to student attendance and behavior.
- Optimize collaboration with the University of South Florida on PBIS Project to provide training and support to enhance the district's tiered system of support.
- Provide professional learning on tiered interventions, best practices in emergency response, and threat assessment procedures.
- Optimize *Student Crime Watch* program at each school, with SRO/SRD serving as advisor.

- Maintain marketing and hands-on training of staff and students on anonymous reporting tools to enable students and staff to report unsafe conditions and potential crime acts (i.e. Fortify FL, *See Something Say Something* Application, and *Treasure Coast Crime Stoppers* to comply H.B.1473.)
- Design a central visual information hub for quick and efficient crisis response/emergency response.
- Implement high quality student services and resiliency education aligned to Florida statute that engages students, family, and community.
- Engage students in developing life management skills and character education.
- Implement the *Handle with Care* program for use in the school district, requiring coordination with law enforcement, Department of Child and Families, community, and schools, to support students who may need additional support.

Provide Family Academic Support

3

- Increase access through communication to families to gain access to low-cost or no-cost internet connectivity through *Internet Essentials*, in partnership with the Education Foundation and Comcast.
- Target and enroll non-proficient readers in the *New Worlds Reading Initiative*, so that they may receive nine free books annually from pre-K through Grade 5, along with parental resources to support their child's reading development.
- Increase enrollment in *New World's Reading Initiative* in targeted schools in partnership with the St. Lucie County Education Foundation.
- Produce the monthly television show and web site resources, *Families Matter*, which shares resources that families have access to in schools and the community.

Foster Community, Family Engagement

4

- Collaborate with the Children Services Council to provide the television show *Community Connections* and hold events to provide family resources.
- Continue utilizing a parent family engagement liaison at schools, who will provide monthly and quarterly meetings with parents to share resources and ideas for supporting student academic and social success.

Develop new community and culture at Legacy High School and new Western Grove K-8 School.

At Legacy High School and New K-8 School in Tradition:

- Develop a new School Advisory Council.
- Start a PTA/PTO.
- Develop new business partnerships.
- New School Branding/Develop new mascot, school colors, alma mater, design a crest.
- Recruit and retain employees to staff both locations, bringing new jobs to SLC.
- First Year Activities to boost school pride (i.e. *Fall and Spring Homecoming* at the new High School.)

Legacy High School:

- Develop a Career and Technical Education Advisory Board.
- Start a new Student Government Association.
- Develop Athletics Booster Club.
- Develop and plan new clubs and activities.

Collaborate and Engage with the SLPS District Youth Advisory Council to Encourage Student Voice

6

- Maintain a sponsor and student leadership at each high school.
- The Youth Advisory Council will continue to report at monthly board meetings.
- Develop a succession plan for a district leader to facilitate Youth Advisory Council.

Review school start times in compliance with Florida House Bill 733.

7

By July 1, 2026, school districts are required to implement a middle school schedule that does not begin earlier than 8am and a high school schedule beginning no earlier than 8:30am. SLPS will need to:

- Communicate with local legislators and other Florida districts seeking a change to this statute to allow for local flexibility.
- Develop district strategies to successfully implement later start times and address the complex challenges of reducing to a two-tiered transportation system if the statute does not change.
- Share options with the school board to address the challenges of transportation costs and complexities in a two-tiered system.
- Survey parents and community members regarding their needs and desires for school start times.
- Develop a comprehensive plan to address identified challenges such as the impact on athletics, other after school activities and local businesses who utilize a high school work force.
- Develop a recruitment plan for additional mechanics and for part-time bus drivers to fill the anticipated need resulting from a shorter workday and the predicted decline of the current workforce.

Employee Workforce

Provide a positive high quality human resources and social infrastructure for employees that strengthens the workforce, including retainment and recruitment.

Cultivating Interest in Teaching in St. Lucie County

1

- Prioritize financial resources to continue to negotiate competitive salaries for teachers.
- Outreach to local St. Lucie County organizations and government to connect new teachers to the community.
- Proactively identify national and state demographic shifts and strategically recruit staff.

Recruiting and Hiring a High-Quality Workforce

2

- Utilize virtual programs to recruit.
- Identify and prioritize areas of high need and identify strategies to address them.
- Continue using geofencing and geotargeting strategies to recruit candidates from HBCUs and HSIs and other locations.
- Expand and refine our successful role specific job fair initiatives.

Supporting and Retaining Employees

3

- Create a dashboard view of teacher data and analyze trends in retention to inform decision-making.
- Research, explore and design positive climate, health care and wage options as components of supporting and retaining employees, in collaboration with our bargaining partners.
- Continue New Teacher Induction (NTI) through standardized NEST curriculum and assignment and training of quality mentors for two-year periods.
- Providing training to school leaders in retention and recruitment strategies and an annual overview of the performance metrics.
- Monitor vacancy data on an ongoing basis and strategize maintaining a high fill rate to optimize employee staffing and ensure operational continuity.
- Maintaining available and effective substitute pool.

Develop Opportunity Culture

4

- Create opportunities for teachers to grow into enhanced roles, interests, or explore new options on career pathways. Identify and promote teacher leadership opportunities.
- Create opportunities for staff development, professional growth, and advancement for all employees.
- Teacher Leader Academy: Enhanced professional learning opportunities and leadership opportunities and feedback through the Teacher Leader Council.
- Develop a schedule of leadership presentations to teacher leader meetings such as Instructional Coaches, Department Heads and Deans.

- Continue to partner with local colleges and universities to seek innovative grant opportunities for leadership development modeled after ELITE and SWELL.
- Develop a system to identify potential high-quality leadership for schools and for district administration, thus expanding the pipeline of aspiring administrators.
- Enhance high quality leadership preparation programs for aspiring leaders, including the Exploring Leadership Information Sessions, Aspiring Assistant Principal Academy, FAU/ELITE Program, Preparing New Principal Academies Level 2, Principal Induction Program, aligned to the new Florida Educator Accomplished practices. Provide additional training and support for new APS and Principals.
- Provide book studies for additional growth of principals and assistant principals.
- Coordinate instructional rounds that focus on leading quality instruction.
- Utilize the SLPS Leadership Tracking System to identify potential future leaders and target them for leadership development training and mentoring. Continue the collaboration between OTL and ITS to expand the capabilities of the Leadership Tracking System.
- Coordinate the identification of potential leaders with district and site-based leaders to provide opportunities at schools to learn and develop leadership.
- Provide new assistant principals and principals with a mentor for an additional layer of support and guidance.
- Develop succession planning strategies, professional learning and support for senior cabinet level staff.

District Wellness Plan

5

- Continue the highly successful *District Wellness Plan*, offering wellness support and programs for employees.
- Pilot a blood pressure check station at 3 locations determined by claims data, to encourage frequent monitoring of blood pressure, then research further grants to add at higher staffed locations.
- Research funding to expand social support for employees by upgrading break rooms in identified locations.
- Plan wellness events in collaboration with local wellness industries including activities, lectures and webinars.



Meeting 2030 Needs

#4 Innovative Future-Ready School Projects

Implement **innovative future-ready school initiatives** to meet 2030 needs.

What does it mean to meet 2030 needs and what is innovative and ready for the future?

SLPS must prepare Pre-K through 12th grade students for an information-rich, high-tech, entrepreneurial, global economy that requires a highly skilled, knowledgeable, flexible, and capable workforce. Innovative Future Ready schools focus on creating:

- innovative research-based instructional strategies facilitated by caring and qualified teachers.
- a personalized and robust student-centered learning environment.
- learning experiences that prepare students for an increasingly technology-driven workforce and world.
- work-based opportunities that tap into passions, purpose, and interests for deeper engagement and multiple pathways to success in life.

The SLPS strategic plan is designed to prepare all students to be ready for the future. There are special projects that highlight innovation in St. Lucie County.

Innovative Future Ready Projects

Implement innovative future-ready school initiatives to meet 2030 needs.

Chester A. Moore K-8

1

Chester A. Moore Elementary creates a challenging positive learning environment where the whole child is engaged and inspired to learn. The C.A. Moore expansion project is designed to implement rigorous academic offerings and a middle school career exploration program that allows students to experience their many options on the road map to success.

- Implement three new grade levels to the school and converting C.A. Moore to a K-8 school.
- Develop and implement Grades 6-8 Orientation to Careers program. This course's purpose is to help students make informed decisions about their future academic and occupational goals and to provide information about careers in the seventeen career clusters. The content includes the orientation of students to career pathways in the career and technical education field. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials, and technology appropriate to the course content and in accordance with current practices.
- Continue to implement Advancement Via Individual Determination (AVID) coursework. AVID students overcome obstacles and achieve success. They graduate and attend college at higher rates, but more importantly, they can think critically, collaborate, and set high expectations to confidently conquer the challenges that await them.
- Research and plan to become a “pre-AICE” school to prepare students for future rigorous AICE coursework.

Legacy High School Career and Technical Academies

2

- Implement new career and technical academies at Legacy High School including:
 - Industrial Biotechnology
 - Allied Health
 - Global Logistics and Supply Chain Technology
 - Exercise Science
 - Dental Aide
 - Hospitality and Tourism
- Provide opportunities for acceleration through: AICE curriculum and diploma, dual enrollment, and College Board Advanced Placement coursework.

Western Grove K8 Middle School Programs

3

- Research and determine new K-8 mission, vision and course offerings.
- Design future ready program by 2026.
- Implement and provide acceleration opportunities for K-8 students that allow for access to scholarships in the future (Building a K-12 Roadmap for Success).

Transform Palm Pointe K-8 to a St. Lucie Public School

4

- Palm Pointe K8 will move from being a university laboratory school working with FAU in its own separate school district, to a St. Lucie Public School during the 2024-2025 school year.
- Convert from a district-wide lottery assignment school to an attendance zoned SLPS school.

Sponsor the Treasure Coast School for Autism (Charter School)

5

- Approve Application for Treasure Coast School for Autism
- Serve as district sponsor for Treasure Coast School for Autism.
- School will open in 2026.

Research the addition of a space industry-related CTE Academy

6

- Explore the need for and research the requirements of developing a new space industry-centered career academy and implement it in SLPS.

Identify, Implement and Evaluate Learning Platforms

7

- Leverage opportunities for learning among building-level staff to become instructional technology models.
- Exemplify distributed learning models through all levels of collaboration and professional learning.
- Develop a regular review model to determine return on investment on different platforms.

Implement Strategies to Address the Development of AI (Artificial Intelligence) and Future Technologies

8

- Research and develop policy around the safe and secure use of AI by students and staff.
- Provide training and support for best practices around classroom implementation of AI technology.
- Help students make connections between AI and career and education opportunities.

Imagine St. Lucie!

Creative skills and knowledge of the arts teach students to solve problems in more innovative ways. The visual and performing arts promote inquiry and collaboration and emphasize a project-based learning approach. The artistic processes of creating (presenting, performing and/or producing, responding, and connecting) are fundamental to student success across all domains. The Visual and Performing Arts increases learner empowerment, interest, and engagement and a student's ability to make connections and transfer knowledge. Critical and creative thinking, self-expression and communication with others are central to the arts. The visual and performing arts bring communities together and strengthen the social infrastructure of the community.



To elevate participation and appreciation of the visual and performing arts in SLPS.

1

Retain and Recruit High Quality Visual and Performing Arts Teachers

- Collaborate with state colleges for recruitment.
- Geofencing and targeted ads.
- Seek grant funding to Increase professional development at State and National Conferences for Dance, Drama, Choir and Band, and AICE/IB Training in the arts.
- Strong collaborative and learning planning teams for each of the visual and performing arts.

2

Connect and Promote the Arts through Community

- Form a partnership with the St. Lucie Cultural Alliance, Jazz Society, Bluebird Society, Pineapple Playhouse, Sunrise Theatre, Keiser, A.E. Backus Museum and Gallery, IRSC.
- Create a St. Lucie Visual and Performing Arts Committee.
- Connect and Promote the Arts at a Tradition Square Festival and Downtown Ft. Pierce Market.
- Community Dance Event
- Elevate the Arts Show (Juried Events, All-County)
- Website Showcases and Arts Calendars

3

Add New Visual and Performing Arts Programs at Legacy High School and New Tradition K-8 (Western Grove)

- New High School Dance Program
- New High School Drama Program
- New Middle School and High School Band Program
- New Middle School and High School Art Program

4

Increase K-12 art appreciation programming and middle school recruiting to the visual and performing arts

- Connecting high school programs to middle school and elementary programs.

5

Refine programs at the Creative Arts Academy of St. Lucie and Port St. Lucie High School Arts Magnet, with connections to the community

Creative Arts Academy of St. Lucie

- Establish an A-rated school.
- Create a Collaborative Artist in Residence Program with the Cultural Alliance, including Master classes with students, and art/cultural event participation.
- Create a Collaboration for Master Classes with the Ft. Pierce Jazz Society.
- Increase student performances outside St. Lucie County (i.e., Orlando Magic Games).
- Build on the sustainability plan for the magnet grant—focusing on high academic achievement and expanding on arts integration instruction (within each content area).

- Apply for the Magnet School of Excellence award by 2025 for CAST. (Through Magnet Schools of America).

Port St. Lucie High School

- Partner with the Ft. Pierce Jazz Society.
- Implement a school-based Night of the Arts at PSLHS, with performances.
- Finish a recording studio and collaborate with local professionals on sound engineering/music production.
- Connect the Fine Arts Programs with the CTE programs (Integrating activities).
- Implement Student Podcast Productions.
- Connect Arts students to college and career opportunities in the Arts.
- Focus performances within and beyond the state.
- Continue to offer high quality drama performances at Port St. Lucie High School.

St. Lucie Inspires

The mission of the St. Lucie County Public Schools Athletic Instructional Services is to provide quality instruction by highly qualified and certified personnel who will enhance students' personal development of skills and healthy personal habits so they may excel in a wide range of sporting activities of their interest.



To promote, increase, and inspire athletic participation, extracurricular activities, and community engagement in St. Lucie Public Schools.

1

Increase the number of teams and/or accessibility to teams.

- Start Legacy High School Sports.
- Start New C.A. Moore Sports.
- Add new Western Grove K-8 Sports.
- Research sports opportunities to benefit student experiences.

2

Increase Participation through Marketing and Awareness Campaign, promoting scholar athletes, club and activity scholars, scholarships, and alumnae.

- Explore the feasibility of a singular cash system for event sales.
- Increase marketing of game schedules to the community on the district website.
- Analyze ticket sales to target marketing and awareness of athletics at specific schools.
- Add “commercials” for athletic events or scholar-athlete achievements to WLX.

3

Promote Middle School Athletics and Activities

- Develop a mission statement for middle school athletics.
- Explore different options to expand middle school sports.
- Encourage all middle schools to have a student government.
- Increase participation in middle school honor society

4

Increase Participation in Extra Curricular Activities

- Create a marketing campaign explaining the benefits of extracurricular activities (increased attendance, grades, personal growth, SLPS Profile of a Graduate, etc.) and what activities are available at each school.
- Target parents with information about clubs and activities.
- Increase participation in high school honor society.
- Support schools in researching a way to easily track volunteer hours.

Strategic Planning Key Terms

- **Mission:** Our purpose- Why we exist.
- **Vision:** What we want to be.
- **Values:** What we value.
- **Pillars:** Our core work and supports for that work.
- **Strategic Aims:** Our long-term strategy aims in the five-year planning process.
- **Critical Initiatives:** What we do to get there.
- **Key Performance Measures:** How we describe and measure our progress.
- **Goals:** Annual goals are developed by the Superintendent and approved by the board. The annual goals align to the strategic aims within the five-year plan.

Key Performance Measures

Using Data to Strategically Plan

SLPS will collect evidence student performance data and other information such as: perception data, key learnings from qualitative analysis, and other findings. The next step is to analyze the evidence and bring it all together to develop final conclusions about our progress.

How We Measure and Describe Our Progress



SLPS can then determine how much progress the district has made on each Strategic Aim in our Five Year Plan. Annual goals of the Superintendent will be aligned to the Five Year Strategic Plan and evaluated yearly.

5 Year Plan Committee Members and Planning Participants

Kyron Belgraves- Program Specialist, CTE
 Heather Bolitho- Director of Elementary Curriculum, OTL
 Laurie Boyer, Curriculum Developer, OTL
 Troy Church, Director of Safety and Security
 Peter Crespo- SLPS Athletic Director
 Samantha Davis- District Webmaster, ITS (Information Technology Services)
 Mark Dionisio- Wellness Manager, Risk Management
 James Dunn- Data Processing Manager, ITS
 Kimberly Evans- K-5 Music Specialist, LWE
 David Freeland, President CTA
 Nile Gentry- Program Manager, ITS
 Misty Gilbert- Support Facilitation, PKE
 Anna Gillard, Coordinator of Mental Health/Psychological and Social Services
 Bridgette Hargadine- Administrator on Special Assignment, OTL
 Emmaline Harvey-Curriculum Developer- PE and Health, OTL
 Lewis Hinton- Program Specialist, ESE
 D’jion Jackson, Administrator on Special Assignment, District Communications
 Didi Johnson, Coordinator of Quality Instruction
 Kimberly Jay Administrator on Special Assignment, Federal Programs
 Dr. Lilia Kneidel- Program Specialist Guidance and Counseling K-5, Student Services
 Julie Kittrell- Network and Telecommunications Manager- ITS
 Kristin Landry, Assistant Principal, Dale Cassens
 Marcy Luckey-Director of ESE, Student Services
 Patrick Madden-Drama Teacher, PSLHS
 Lydia Martin- Chief Communications Officer, SLPS
 Alan Mathison- Digital Design Teacher, LPA
 Kyle McKenna-K-5 PE Teacher and Middle School Athletic Director, MSE (Morningside Elementary)
 Derek McSween- Director of Maintenance, Building Services and Projects, Business Operations
 Amber Minarchick-Director of Alternative Programs, Student Services
 Kayleigh Nemo- SLPS College and Career Advisor, OTL
 Adrian Ocampo- Executive Director of Accountability and Assessment
 Terence O’Leary- Chief Operations Officer, Business Operations
 Taryn Pack, Certified LE School Safety Specialist Inspector, School Safety and Security
 Lisa Paras-Curriculum Developer, OTL
 Dr. Kevin Perry- Assistant to the Superintendent
 Rebecca Petrie- CTA Vice President, St. Lucie Education Association
 Nikki Poole- SLPS Guidance Director
 Dr. Elizabeth Pruitt, Director of Secondary Curriculum, OTL
 Stephanie Ramirez-Art Teacher, OHK8
 George Rahming-Choir Teacher, LPA
 Justin Reed- Middle School Band Teacher, SGA

Andrea Reilly-Administrator on Special Assignment, Accountability and Assessment
Esther Rivera- Director of Student Services
Leinitia Robinson- Program Specialist, CTE
Denise Rodriguez- Executive Director of Teaching and Learning
Heather Roland- Executive Director of Student Services
Amber Salo-Dance Teacher, TCHS
Melissa Sanchez 6-8 Social Studies, PPK8
Dr. Rafael Sanchez- Executive Director of Human Relations
Aliesha Seitz- SLPS Director of Career and Technical Education
Todd Smith -Planning Principal Legacy High School
Stephanie Ramirez-Art Teacher, OHK8
Andrea Reilly-Administrator on Special Assignment, Accountability and Assessment
Esther Rivera- Director of Student Services
Lisa Slover- Administrator on Special Assignment, Leadership, OTL
Nicole Telese- Principal, Port St. Lucie High School
Dr. Craig Sommer- Chief Academic Officer
Mathew Weber-Senior Project Manager, Facilities and Maintenance, Business Operations
Troy Wiley- High School Band Teacher, PSLHS
Sharline William- Reading Interventionist, SLWCHS
Nicholas Zoerhof -Physical Education Teacher, Middle School Athletic Director, SPM

NOTICE OF NON-DISCRIMINATION AND SECTION 504 COMPLIANCE

THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA, No person shall, on the basis of age, ancestry, citizenship status, color, disability, ethnicity, genetic information, gender, gender expression, gender identity, marital status, medical condition, national origin, political beliefs, pregnancy, race, religion, religious beliefs, sex, sexual orientation, or veteran status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by this School District, except as provided by law.

Reasonable accommodations are provided for persons with disabilities to complete the application and/or interview process. Applicants/individuals with disabilities requesting accommodations under the Americans with Disabilities Act (ADA) may contact 772-429-7500 for assistance.

Non-Discrimination Policy Inquiries and Complaints by Students, Parents, Applicants for Admission to School, and all others except Employees and Applicants for Employment:

Heather Roland, Executive Director of Student Services
9461 Brandywine Lane, Port St. Lucie, FL 34986
Office: (772) 429-4521, Fax: (772) 429-4528, E-mail: SS-GRV@stlucieschools.org

Non-Discrimination Policy Inquiries and Complaints by Employees and Applicants for Employment:

Rafael Sanchez, Executive Director of Human Resources
9461 Brandywine Lane, Port St. Lucie, FL 34986
Office: (772) 429-7508, Fax: (772) 429-7501, E-mail: EMP-GRV@stlucieschools.org

Inquiries and Complaints under SECTION 504 OF THE REHABILITATION ACT OF 1973 should be directed to the School Board's Section 504 Compliance Officer, the Executive Director of Student Services, contact information listed above.

If due to a disability you need special accommodations to receive School Board information or to participate in School Board functions, call (772) 429-3600 and ask for the School Board Secretary.

Dr. Adrian Ocampo, Executive Director of Assessment and
Accountability Equity Coordinator
9461 Brandywine Lane, Port St. Lucie, FL 34986
Office: (772) 429-5538 E-mail: Adrian.Ocampo@stlucieschools.org

Telecommunications Device for the Deaf (TDD) phone (772) 429-3919.