St. Lucie Public Schools

Treasure Coast High School

2016-17 Schoolwide Improvement Plan

Treasure Coast High School

1000 SW DARWIN BLVD, Port St Lucie, FL 34953

http://www.stlucie.k12.fl.us/tch/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	64%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	B*	B	B

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Treasure Coast High School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Treasure Coast High School is to ensure that all of our students are immersed in a safe, caring and academically challenging learning environment, an environment that is fun filled, educationally relevant and conducive to learning.

b. Provide the school's vision statement.

The vision of Treasure Coast is to continuously strive for excellence in both teaching and student learning through ongoing professional development that is focused on our students academic achievement and personal growth. Our aim is to strive for, achieve and maintain an "A" Grade.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

- Teaming as part of the master schedule (9-12) in core classes
- Grade assemblies
- student and guest speakers
- Advisory
- Kids At Hope program
- Small Learning Community structure with distributive leadership
- Student focus groups
- Freshman Seminar course for all 9th grade students

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Before School:
-Teacher and Administrative presence prior to bell
-Teachers required to greet all students as they enter buildings/classroom
- Visible SRO and SRD
- Assigned gate keepers monitoring main entrances to campus

During School:
- Clear and concise school wide expectations aligned to PBIS plan
- Classroom management training for teachers
- 3 Deans of discipline
- Quad expectations
- Structure of the school with automatic locking system
- 2 Gatekeepers
- School Social Worker
- Guidance counselors (7) available to support students at each grade level
- Collaboration with Project Success agency (assigned staff members onsite full-time)
- Student-student mentoring

After School:
- Teachers visible during required duty supervision

- Many clubs and teams that are supervised by faculty
- All administration on duty

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

There are protocols that are in place to limit classroom distractions. The front desk limits the use of public announcements during the school day and the transfer of outside calls to classrooms.

All faculty review the Teacher Handbook to review the established protocols for disciplinary issues on campus. This is done during the first week of school and when new teachers/staff are hired during the school year. Assistant Principals and Deans work together to ensure that disciplinary incidents are addressed swiftly, decisively and consistently in accordance with language outlined in the district/school code of conduct. A team approach is taken on major disciplinary incidents on campus to ensure cases are dealt with equitably.

The school has a PBIS team that works to review the school expectations and PBIS plan. Posters are placed in all classes and public areas displaying expectations.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The master scheduled is created to formulate teams in grades 9 -12 into Small Learning Communities. This model fosters the development of professional relationships that allows teachers to really know their students.

In addition, each Small Learning Academy structure has an assigned counselor(s), Assistant Principal and Dean. Students that require more support to meet their social-emotional needs can also seek the professional assistance of the school social worker.

Students are assigned mentors as required and many outside agencies come to meet with students for scheduled appointments. Guidance and ESE frequently use the mental health collaborative process to meet the emotional needs of our students.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The following data is reported to the MTSS Committee on at least a quarterly basis this year. The sub committees or groups provide specific analysis of the data gathered and proposed interventions for;

- Attendance
- In/Out of school suspensions
- Core course failures
- Non-proficiency scores on high stakes state assessments.

The Attendance Committee reviews student attendance issues bi-monthly to identify students that fall below the 90 percent attendance rate and further identify possible patterns of truancy. Immediate address comes in the form of parent/guardian notification, student conferences and implementation of interventions (closer monitoring, check in/check out, assignment to an SLC office staff member, etc.,)

The Deans provide data discipline data and analysis of cause and impact. The committee then structures a plan for each of the four grade level's that employ the appropriate interventions for the specific discipline concerns presented.

Saturday school is also employed as an intervention with both an academic and counselling component embedded in the program. Community organization(s) will provide adult and peer counselling supports where applicable with follow up activities when necessary. Qualified students are provided this opportunity/option in lieu of discipline consequences that would otherwise negatively impact instructional time.

The Deans conduct follow up counseling for students that return to campus after suspensions and monitor the behavioral status of students on their watch lists.

The Deans will also conducted professional development training for teachers on how to create Behavior Intervention Reports (BIR's) for in-class behavior monitoring.

Course failure data is collected every 4 1/2 weeks and is followed with immediate communication, via school messenger, to parents/legal guardians. SLC phone calls, conferencing with parents and teacher are also facilitated by the guidance team(s) .

The PBIS team continues to promote a plan centered about the promotion of positive behavior, raised expectations and the maintenance of an environment of school camaraderie, respect & pride.

Through teacher survey of Best Practices for Inclusive Education (BPIE) it was learned that the school does not yet provide opportunity for success on indicators 16, 27 & 28 of the survey. (refer Domains; Leadership & Decision making, Communication & Collaboration)

All special education teachers are not yet full collaborative members of a general education curriculum team.

General and special education teachers do not yet use regular scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment of all students.

School leaders do not yet facilitate job embedded, technical assistance for all school-based personnel, as appropriate for their job role, on best practice for inclusive education for all students with disabilities.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	6	100	144	147	397
One or more suspensions	0	0	0	0	0	0	0	0	0	43	25	44	30	142
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	78	154	160	160	552
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	58	2	0	0	60

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	70	116	150	161	497

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

RTI/A provides for interventions with Intensive Reading classes and credit retrieval for math and biology.

At-Risk watch lists have been created by each SLC Office and phone calls, conferences, assemblies, and informational nights are planned for students and parents.

Guidance counselors have scheduled several classroom visits in order to conduct thorough credit checks with each grade level and meet with individual students to confirm their on track path to graduation.

School leaders will facilitate the provision of technical assistance for staff and collaborative teams as determined through professional development and continued needs assessments.

B. Family and Community Engagement
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
No

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

The school utilizes various forms of communication to inform parents and the community members of school events and announcements. Our school currently communicates messages through;
- TCHS endorsed Facebook page
- TCHS website
- School Messenger
- Marquee Board
- Remind texts to specific grade level groups.
Teachers and parents continue to communicate through the school/district Skyward system which provides real time information on student academic performance in each of their respective classes.
The Freshman SLC has an annual Freshman Open House which provides parents and students a broad introduction to high school, an opportunity to meet teachers first hand and tour the school campus.
The 9th and 10th Grade SLC's have scheduled Student-Led parent conferences this year for students to professionally showcase their progress and/or mastery of pre-set standards. Students also reflect and self report recognized opportunities for improvement. The Student-Led conferences encourage parents/guardian intervention so they may become more intimately involved in the students academic progress. This approach has proven successful in developing a more cohesive collaborative approach for all stakeholders.

Senior parent informational nights have been scheduled this year as well as a college-bound assemblies for the Junior class.

As a Title 1 school we will also host parent informational events which correlate with student success.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The JROTC program continues to be actively involved in our local community through their ongoing volunteerism and continued contributions to a number of charities.

Teachers of the science department have conducted presentations to the School Advisory Council (SAC) and garnered support for an after school science camp which is expected to continue through the 2016-17 school year.

Resources have been requested of the SAC by the guidance team to support an afterschool activity program for our targeted "at risk" students across all grades. The request was met with unanimous approval. TCHS expects to continue the program for the 2016-17 school year.

The Band and Football Booster Clubs have, and continue to reach out to community members and businesses for support at our school events. The Band Booster Club received donations (Bounce houses, DJ, and concession items) from community businesses for our "Meet the Titans Night" which we are planning to organize again this year.

Members of the Administrative team will collaborate with local business partners in an effort to increase SAC attendance, promote the school within the community and garner additional financial support through reciprocal marketing/advertising and promotional initiatives.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Seal, Susan	Principal
Evans, Eric	Assistant Principal
Poole, Nikki	Assistant Principal
Kopani, Jennifer	Assistant Principal
Davenport, Lisa	Assistant Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

In keeping with the distributive leadership model at TCHS, no one administrator is responsible exclusively for instruction. Each Assistant Principal (AP) is responsible for instruction within their assigned Small Learning Community (SLC). Each SLC numbers approximately 615 students and each AP is responsible for administering the principals of instructional leadership to approximately 25-30 teachers & non-instructional support staff members.

AP's meet with teachers to review instructional practices and the alignment of course content and delivery with state standards. Assessment data is also reviewed and plans for targeted and differentiated instructional approaches are discussed. SLC meetings focus on improved instructional strategies using the district approved Marzano framework as a model.

Principal and AP's visit classrooms frequently to conduct formal and informal observations and provide teachers with relevant, timely feedback.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Differentiated instruction describe a set of principles that call for recognition of a heterogeneous school environment, the equitable allocation of available resources to address the needs of diverse student populations, training of teachers through the provision of PD's that promote instructional practices targeting individual & collective student needs simultaneously, and an administrative team that embraces, cultivates & supports these principals.

A number of instruments will be used to obtain information needed to assess both student and school need. These instruments include;

- Disaggregation and analysis of district, school and student assessment data
- Surveys (Student, Teacher, Parent/Community)
- Informal and formal discussions.

Master scheduling will be based primarily on student prior year assessment scores, an individual student's most assured path to graduation, availability and certification of highly qualified teachers in applicable content areas and the maintaining of SLC teaming, particularly in lower school.

Allocated resources for classroom materials targeting lower quartile academic performers, high stakes test remediation and preparation, Career Technical Education (CTE) programs, Advanced International Certificate of Education (AICE) and Advanced Placement (AP).

TCHS will also continue to offer opportunities for students to take the American College Test (ACT), Scholastic Aptitude Test (SAT) and the Post Secondary Education Readiness Test (PERT)

Data chats will be conducted to determine specific areas of need at the student and classroom level. The administrative team, along with department chairs, will continuously monitor assessment data and tailor class instruction and PD's based on what the data reveals.

Monthly team meetings, Department meetings & Role-A-likes offer opportunities for teacher teams and department to work collaboratively in the design, implementation and monitoring of best practices.

Multi-Tiered System of Supports (MTSS) quarterly meetings will be facilitated by the administrative teams who will in-turn create sub-groups responsible for generating and disaggregating discipline and Academic performance data. The MTSS team will determine appropriate intervention strategies where applicable, deployment of resources and designate lead persons at that time.

Based on aforementioned instruments for collecting data and determining school and students need, surveys will be conducted to assist in determining teacher professional development desires and needs.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Susan Seal	Principal
Bernadette Bodnar	Business/Community
Chalonda Parham	Parent
Denise Hunt	Teacher
Diane White	Education Support Employee
Grace Pierre Louis	Teacher
Isabel Tapanes	Student
Lori Applebee	Teacher
Michael Bernard	Business/Community
April Sherwood	Teacher
Marie Spranza	Teacher
Scott Nurse	Parent
Regina Tapanes	Parent
Paula Hosein	Business/Community
Heather Ritter	Parent
Shannon Dunbar	Parent
Nicole Zimmoch	Parent
Linda Fitzpatrick	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The SAC continues to be updated on results of Progress Monitoring assessments after disaggregation and analysis.

SAC members, as community partners, have opportunity to provide input on operational courses of action, recommendations on the use of proposed intervention strategies designed to positively impact delivery of instruction and student achievement, the appropriate allocation of available funds and required changes to the school improvement plan based on analysis and interpretation of data.

SAC members are also provided periodic updates and subsequent outcomes of the following SAC funded activities;

- College Tours

- English department essay scoring
- After-school tutoring (Math Boot Camp)
- Science Camp

b. Development of this school improvement plan

The SAC assists with the development of the school SIP by providing thoughtful input based on data reported at the beginning of the school year and feedback from evaluations and surveys discussed during the development and implementation phase of the approved plan.

c. Preparation of the school's annual budget and plan

N/A - School does not receive a School Improvement budget.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

N/A - School did not receive school improvement funds last year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Seal, Susan	Principal
Poole, Nikki	

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team (LLT) is made up of those teachers who are in key positions (e. g. Department Chairs) and are vital to the implementation of the new Florida Standards in an effort to improve student achievement by enhancing the use of effective literacy strategies across the content areas.

The LLT will facilitate the enhancement of literacy strategies by doing the following;

- The LLT will meet quarterly
- Capitalizing on the expertise of reading teachers during bi- monthly meetings and SLC meetings.
- Setting the expectation that all teachers will use reading strategies
- Assigned administrator will provide support to all teachers in implementation of strategies
- Obtain feedback on status of implementation and impact
- Analyze district assessments
- Use of "Reading Plus" program purchased with Title 1 funding.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

As a leadership team, we have designed a schedule for teachers to meet once a week with colleagues to work on lessons aligned with Florida Standards Assessment (FSA.) Opportunities include;

- Team Meetings
- Role A like Meetings
- Department Meetings
- SLC meetings

Professional develop opportunities and SLC meetings also focus on collaborative planning exercises/ activities.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

TCHS focuses on the recuitment, development and retention of highly qualified teachers. We have recruited teachers from recruiting fairs in New York and Michigan.

We continue to use the district human resource system (FASTrack) to hire highly qualified applicants. Additionally, www.teachers-teachers.com has proven to be a useful resource for acquiring highly qualified applicant leads.

After hire the pre-planning schedule is geared toward preparing new teachers for transition into the classroom.
New teachers are required to attend monthly meetings both onsite and at the district office. Training is partially centered about the "Art & Science of Teaching."

New teachers are assigned a mentor on campus to assist with transitioning, lend support, quickly respond to queries and satisfy immediate resource needs.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Each new teacher is assigned a mentor. Teacher content, level of expertise, personality and classroom proximity are all carefully examined when creating mentor-mentee pairings.

If a new teacher develops a more compatible rapport with a mentor other than the one assigned, administration supports and encourages the cultivation of the new pairing.
New teacher PD's are created with the needs of a new teacher in mind. PD will include such topics as;

- The teacher evaluation process
- Assessment creation (Formative & Summative)
- Data driven instruction,
- FSA,
- Classroom management,
- Effective student relationships
- Students & social media
- Ethics

Note: the preceding list is not all inclusive.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The school utilizes the district provided scope and sequences to ensure that classes are aligned with Florida Standards.

Administration confirms that individual teacher lesson plans are aligned with the appropriate/ applicable Florida Standards. Focus calendars and pacing guides are also discussed during department meetings and/or with individual teachers.

Teachers are encouraged to utilize and share subject specific resources located on SharePoint (database).

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Student assessment data is used to determine student academic performance relative to pre-established acceptance grade criteria.

Data can be extracted from performance matters (database) and used to assist teachers in determining levels or degree of performance on specific item specifications. Teachers are then better able to tailor instruction based on the needs of their class, sub groups within their class or individuals as needed.

Based on information gleaned from data (formative or summative), teachers are better informed on how to organize their class and prepare instruction that include activities centered about the facilitation of differentiated strategies.

District led Unit Assessments will be used continuously to assess students' preparation for FSA. Teachers will review data and re-teach standards as deemed necessary for individual students.

Administrator and role alike groups will discuss each assessment results in order to identify areas of focus and need.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,880

After school tutoring in tested areas

Strategy Rationale

Focus on improving student academic proficiency and performance in FSA tested subjects.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Seal, Susan, susan.seal@stlucieschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student performance data extracted from district led unit assessments, formative assessments and teacher grades.

Strategy: Weekend Program

Minutes added to school year: 4,320

Intervention for students exhibiting excessive discipline challenges. Intervention with an academic and counseling component embedded into program in lieu of consequences that would otherwise negatively impact instructional time.

Strategy Rationale

Rather than following code of conduct that recommends suspension, students are given the opportunity to satisfy code of conduct discipline consequences by attending Saturday program.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Seal, Susan, susan.seal@stlucieschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Track discipline data and repeat offender profile, identify current trend and compare with 2015-16 year over year data trends.

Strategy: After School Program
Minutes added to school year: 6,000

Teacher collaboration, planning and professional development.

Strategy Rationale

Provide teachers with opportunities to work together and implement specific strategies in order to increase student proficiency in tested areas.

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Seal, Susan, susan.seal@stlucieschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Specific strategies will be implemented and then data will be collected to determine effectiveness.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

In order to successfully prepare students to transition to post high school, TCHS has created an atmosphere in which students work closely with their respective guidance counselors in order to create a well-planned graduation plan grades 9-12.

In ninth grade, all students take a Freshmen Seminar Course that offers extensive career exploration, study skills, and learning pathway exploration to assist in planning their high school classes and future college and career choices.

Students conduct a student-led conference in the fall & spring where they share their learning goals and achievements, and plans for the future with their teachers and parents.

In 10th grade, students explore the career academy options and post-high school options available by taking a field trip through each career academy program offered at the school. Sophomores also lead a spring student-led conference where they share their test scores, their work in school, their future goals and ambitions with their parents and teachers.

Juniors start their portfolio for college, work or military. This portfolio is further developed in their senior year and shared with peers through a comprehensive presentation. Students must demonstrate how their project is connected to their post-high school plans.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Upon entering Treasure Coast High School students in the 9th grade year are placed into Freshman Seminar courses that provide an introduction to high school along with in depth career and college investigation activities.

Some major career and college initiatives include the Florida CHOICES program which allow students to complete career inventories from which career plans are created. Students can also use Choices to research college offerings specific to their career interests and apply for some Florida colleges and Universities. Students also benefit from district career and college fairs, Great Explorations, an event hosted by Indian River State College, which allow students to tour the campus and participate in career and major area of interest activities.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

TCHS is developing a strong recruitment program for students to complete testing for industry certifications. Each of our CTE teachers will be setting individual goals in their respective program to improve the percentage of students sitting for each available certification offered and increase the percentage pass rate.
CTE Industry Certification Exams include;

Medical Academy:
- Certified Nursing Assistant (CNA)
- Certified Medical Administrative Assistant (CMAA)
- Electrocardiography Aide (EKG)

International Business:
- Microsoft Office Systems (MOS)
- QuickBooks

Digital/Multimedia:
- Adobe Photoshop
- Adobe Dreamweaver

Culinary Arts:
- Serve Safe

Engineering and Manufacturing:
- Manufacturing Skills Standard Council (MSSC)

Graphic Design:
- Adobe Photoshop

Biotechnology:
- Biotechnician Assistant Credentialing Exam (BACE)

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Treasure Coast High School is grounded in the belief that students learn best while immersed in Small Learning Communities (SLC). These SLC's are enriched with Career and Technical Education (CTE) programs.
Each CTE program is attached to an SLC and meet regularly in role alike meetings to plan and discuss student activities and lessons. Additionally, many of the CTE programs on campus offer industry certification exams and support school initiatives by promoting reading, writing and math

across the curriculum.

A continuation of an initiative from last year includes the CTE department's support of reading and writing instruction by strengthening the reading-writing components of their programs thereby creating additional opportunities for students to reflect, improve vocabulary and deepen background knowledge.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes.

The school has also developed a recruiting plan to recruit more students into AICE and AP level courses, in order to better prepare them for college using Preliminary Scholastic Aptitude Test (PSAT) results to target students.
- TCHS offers ACT and SAT preparation for juniors and seniors, both during school and after school.
- Colleges visit the school and provide student with related information. Tours are also offered to all students.
- TCHS hosts a Free Application for Federal Student Aid (FAFSA) Application night, to teach parents and families how to fill out financial aid forms, as well as a College Night, to help parents and families fill out college application forms.
- All seniors receive one-on-one counseling to review scholarship opportunities and ensure they are on path to graduate.
- Qualified students will also take the Post-Education Readiness Test (PERT) to assess their college readiness level in both English and Math. Students testing "Not College Ready" will be placed in remediation classes (applicable college readiness courses).

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

N/A

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

N/A

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. For the 2016-2017 school year, teachers will continue to implement standards-based instruction to improve student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. For the 2016-2017 school year, teachers will continue to implement standards-based instruction to improve student achievement. 1a

🔍 G084123

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	55.0

Targeted Barriers to Achieving the Goal 3

- Depth of standards in ELA

- Common Assessments (New regularly scheduled unit assessments)

Resources Available to Help Reduce or Eliminate the Barriers 2

- Language

- Townsend Press

- Plugged into Non-Fiction

- St. Lucie Literacy Routines

- Literacy Based Questions (LBQ)

- Document Based Questions (DBQ's)

- Collection Textbook Series

- Reading Plus Software program

Plan to Monitor Progress Toward G1. 8

District Led unit assessment data will be reviewed and instructional strategies adjusted accordingly.

Person Responsible

Susan Seal

Schedule

Monthly, from 9/14/2016 to 6/1/2017

Evidence of Completion

Increased student achievement, evidenced by increased academic performance on unit assessments.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   S123456 = Quick Key

G1. For the 2016-2017 school year, teachers will continue to implement standards-based instruction to improve student achievement. 1

🔍 G084123

G1.B1 Depth of standards in ELA 2

🔍 B223514

G1.B1.S1 Teachers will review the item specs associated with the new state assessments and align with instructional strategies. 4

🔍 S235829

Strategy Rationale

The teachers will have a better understanding of how the item specs align with best practice instructional strategies.

Action Step 1 5

Professional development will be given to all ELA (9th &10th English) teachers on the alignment of the item specs and instructional strategies.

Person Responsible

Susan Seal

Schedule

Quarterly, from 9/14/2016 to 6/1/2017

Evidence of Completion

Instructional focus calendars aligned to new standards

Action Step 2 5

English and Reading Department Collaboration

Person Responsible

Susan Seal

Schedule

Monthly, from 9/14/2016 to 6/1/2017

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Administration will monitor the development of the instructional focus calendars and review monthly lesson plans.

Person Responsible

Susan Seal

Schedule

Monthly, from 9/14/2016 to 6/1/2017

Evidence of Completion

Collection of Instructional focus calendars aligned to new standards and lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Administration will provide teachers with common planning time to develop lessons and instructional strategies.

Person Responsible

Susan Seal

Schedule

Monthly, from 9/14/2016 to 6/1/2017

Evidence of Completion

Administration will monitor the effective use of the teachers' instructional strategies during regular classroom walk-throughs.

G1.B1.S2 Teachers will be given the opportunity to correlate item specs with the appropriate instructional strategy and align with classroom assessments. 4

🔑 S235830

Strategy Rationale

Understanding the depth of standards will increase.

Action Step 1 5

Teachers will work collaboratively during their monthly department and team meetings to correlate the item specs with the instructional strategies and district led nit assessments.

Person Responsible

Susan Seal

Schedule

Monthly, from 9/14/2016 to 6/1/2017

Evidence of Completion

Monthly agendas and meeting notes

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Through classroom walkthroughs, monthly lesson plan reviews, and common planning agendas, teachers will be monitored regarding their process and implementation of this goal.

Person Responsible

Susan Seal

Schedule

On 6/1/2017

Evidence of Completion

Monthly lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Each administrator is assigned to a specific grade. Each will be responsible for the implementation of the strategies proposed and monitoring the effectiveness. The Administrative team will meet on a weekly basis to discuss progress and/or barriers and collectively problem solve.

Person Responsible

Schedule

On 6/1/2017

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 🔑 M309625	District Led unit assessment data will be reviewed and instructional strategies adjusted...	Seal, Susan	9/14/2016	Increased student achievement, evidenced by increased academic performance on unit assessments.	6/1/2017 monthly
G1.B1.S1.MA1 🔑 M309619	Administration will provide teachers with common planning time to develop lessons and instructional...	Seal, Susan	9/14/2016	Administration will monitor the effective use of the teachers' instructional strategies during regular classroom walk-throughs.	6/1/2017 monthly
G1.B1.S1.MA1 🔑 M309620	Administration will monitor the development of the instructional focus calendars and review monthly...	Seal, Susan	9/14/2016	Collection of Instructional focus calendars aligned to new standards and lesson plans	6/1/2017 monthly
G1.B1.S1.A1 🔑 A304146	Professional development will be given to all ELA (9th &10th English) teachers on the alignment of...	Seal, Susan	9/14/2016	Instructional focus calendars aligned to new standards	6/1/2017 quarterly
G1.B1.S1.A2 🔑 A304147	English and Reading Department Collaboration	Seal, Susan	9/14/2016	Lesson plans	6/1/2017 monthly
G1.B1.S2.MA1 🔑 M309621	Each administrator is assigned to a specific grade. Each will be responsible for the implementation...		9/14/2016		6/1/2017 one-time
G1.B1.S2.MA1 🔑 M309622	Through classroom walkthroughs, monthly lesson plan reviews, and common planning agendas, teachers...	Seal, Susan	9/14/2016	Monthly lesson plans	6/1/2017 one-time
G1.B1.S2.A1 🔑 A304148	Teachers will work collaboratively during their monthly department and team meetings to correlate...	Seal, Susan	9/14/2016	Monthly agendas and meeting notes	6/1/2017 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. For the 2016-2017 school year, teachers will continue to implement standards-based instruction to improve student achievement.

G1.B1 Depth of standards in ELA

G1.B1.S1 Teachers will review the item specs associated with the new state assessments and align with instructional strategies.

PD Opportunity 1

Professional development will be given to all ELA (9th &10th English) teachers on the alignment of the item specs and instructional strategies.

Facilitator

Susan Seal

Participants

9th &10th grade English Teachers

Schedule

Quarterly, from 9/14/2016 to 6/1/2017

PD Opportunity 2

English and Reading Department Collaboration

Facilitator

Kim Cooper and Sandy Southerly (with support from other District trained teachers)

Participants

English and Reading Department

Schedule

Monthly, from 9/14/2016 to 6/1/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	**Professional development will be given to all ELA (9th &10th English) teachers on the alignment of the item specs and instructional strategies.**				**$5,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0411 - Treasure Coast High School	Title I, Part A		$5,000.00
			Notes: Notes			
2	G1.B1.S1.A2	**English and Reading Department Collaboration**				**$5,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0411 - Treasure Coast High School	Title I, Part A		$5,000.00
			Notes: Notes			
3	G1.B1.S2.A1	**Teachers will work collaboratively during their monthly department and team meetings to correlate the item specs with the instructional strategies and district led nit assessments.**				**$5,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0411 - Treasure Coast High School	Title I, Part A		$5,000.00
			Notes: Notes			
					Total:	**$15,000.00**