

Treasure Coast Elementary School

8955 85TH ST, Sebastian, FL 32958

www.indianriverschools.org

School Demographics

School Type and Grades Served (per MSID File) Elementary School KG-5	2017-18 Title I School Yes	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) 67%
Primary Service Type (per MSID File) K-12 General Education	Charter School No	2018-19 Minority Rate (Reported as Non-white on Survey 2) 34%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	C*

**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 Indian River 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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2018-19 DA Category and Statuses for Treasure Coast Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Treasure Coast Elementary is committed to empowering each student to reach his or her highest potential socially and academically by creating a school wide culture where all key stakeholders are rooted in a continuous commitment to develop and deepen our knowledge, skills and compassion.

b. Provide the school's vision statement.

At Treasure Coast Elementary, we envision a school where student potential is boundless due to a risk free, enriching environment that supports all key stakeholders, through a variety of rich academic and social experiences.

2. School Environment

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

Our teachers and staff prioritize relationship building. Each year all key stakeholders are called together to collaboratively design and coordinate culturally responsive school wide activities. School wide events are planned throughout the school year to represent and celebrate the diverse backgrounds of our students and staff. Through the following programs, our school will integrate culturally sensitive instruction and professional development that will help build a deeper understanding and appreciation for diverse backgrounds and experiences:

- Multicultural Committee
- Veterans Recognition
- Women's studies
- History of Africans and African Americans
- * Civic Responsibility

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

Our School Improvement Plan serves as a guide to insure teachers and staff are trained to create and sustain a safe, respectful and engaging learning environment at Treasure Coast Elementary. Teachers and staff demonstrate respectful behavior and teach students effective ways to share their thoughts, ideas and concerns. We monitor the culture of the school through surveys and use this data to implement plans to address concerns.

Classroom and school wide rules are designed to foster leadership among all key stakeholders. We use Positive Behavior Supports to reward and shape positive behaviors. Students and staff refer to the acronym "GRIT" that stands for:

- G - Give your very best.
- R - Respect yourself and others.
- I - Use integrity (doing the right thing even when no one is looking).
- T - Teamwork

•Provide ongoing professional development training to support teachers who need help in creating evidence based methods and structures for expanding positive interpersonal interaction in classroom settings.

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.

•Our staff has participated in back to school professional development to implement Positive Behavior & Intervention Supports (PBIS).

•Our staff has created a PBIS plan that is followed in order to teach consistent, clearly stated expectations for positive interpersonal interaction and follow a school wide to support the social needs of our students.

Our school based Multi-Tiered System of Supports Team meets monthly to problem solve, monitor and address school wide/grade level and classroom trends. This team support individual problem solving as well.

•We align our disciplinary actions to the district's Positive Climate and Discipline plan.

*Our staff has participated in professional development to implement de-escalation strategies, review the PBIS plan and the district's Positive Climate and Discipline plan.

• We have a school based Safety Committee who meets to analyze student data, safety methods and plans for implementation of school wide systems using a code system.

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.

• Our staff has participated in back to school professional development to review our PBIS Plan, MTSS process and district Positive Climate and Discipline plan.

• Ongoing school-wide professional development related to relationship building, intentional teaching, mindset, and student achievement, including daily lessons using Stanford Harmony.

• Staff training and full implementation of the district Positive Climate and Discipline plan, which includes; fostering positive climates that are safe, supportive, and engaging; providing fair and consistent disciplinary procedures; and the focus on accountability measures for behavior that allow all students to grow behaviorally, academically, socially, and academically through fair, proactive, corrective, and instructive strategies.

• Utilize staff, student and family surveys (both school and Title I Parent survey) to identify ways we can promote opportunities for students and families to develop social skills through varied activities.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Schedule re-occurring MTSS meetings on a monthly basis to review Tier I student data for academics, attendance and behavior

The following Early Warning System indicators are considered for each student:

Attendance below 90%

One or more suspensions

Level 1 score on the statewide, standardized assessment in English Language Arts and/or Mathematics and or Science (5th grade)

Below grade level performance on CORE assessments in ELA and/or Mathematics and/or Science

Scoring below level on I-Ready for Math and/or Reading

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	8	14	11	24	18	28	0	0	0	0	0	0	0	103
One or more suspensions	0	1	0	3	1	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	0	0	7	1	3	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	5	15	38	0	0	0	0	0	0	0	58
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	6	5	9	0	0	0	0	0	0	0	20

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

Through bi-monthly MTSS problem solving meetings, the MTSS Team (teachers, admin and staff) will determine the appropriate research based interventions based on student data and needs. These interventions may include any of the following:

- Improved Tier I instruction through the implementation of the gradual release of responsibility model to increase guided practice and differentiated support
- Schedule problem solving team meetings with teachers and families to address student needs
- Implementation of extended learning opportunities through 21st Century Grant program and Title I
- Implementation of intensive support through small guided reading and math utilizing a variety of research based materials
- Title I Parent/Family Involvement Activities to support families, as well as engaging with community partners
- Training parents/ families to access to the district wide FOCUS information system to keep them informed of their child's progress and attendance
- Planned discussions and goal setting for individual students
- Notification procedures for parents, agency and community outreach

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/630212>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

Treasure Coast Elementary will continue to build and sustain partnerships with the local community through ongoing outreach/communication as well as by providing notification of meetings/events, including our Parent Teacher Association, School Advisory Council, School Wide Awards Ceremonies for academic improvement and success, delivery of school messages to provide information pertaining to school/district events and updates, school newsletter and consistent messages on our marquee. In addition, we have established community partnerships with the Education Foundation, Riverside Theater, Vero Beach Art Museum, Affordable Stone Solutions, Sebastian Karate, Twisted Pickle, No. 1 Chinese Restaurant, Pareidolia Brewing Co., Sandwich Shack, Papa Johns, Paradise Ice Cream, Kidz Closet, Jersey Mikes, Woody's BarBQ, Strike Zone, Chick-Fil-A, Vic's Italian, Dough Boyz Pizza, Maximum Velocity Gymnastics, Treasure Coast Pet Grooming, Barnes and Noble Book Store, Mardy Fish, and Handy Watford's Painting to support funding for our parent communication folders, family events and awards ceremonies.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Tetreault, Elizabeth	Principal
Stanfield, Walter	Other
Kohlstedt, Ashley	Instructional Coach
Rutherford, Jessica	Instructional Coach
Esposito, Tabetha	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.

The school based leadership team members work collaboratively with teachers, staff and families to collect and analyze student data in a continuous cycle in order to reduce barriers, establish goals and improve student achievement.

The administrators are responsible for identifying and aligning all available resources (personnel and curricular) in order to meet the needs of all students and maximize desired student outcomes, including, methodology for coordinating and supplementing federal, state and local funds, services and programs. The administrators are responsible for scheduling and facilitating Leadership Meetings, implementing the continuous improvement model to reduce barriers and support collective agency that will lead to improved student achievement.

Our instructional coaches are responsible for providing collaborative support to all key stakeholders that includes, coaching, professional development, identification of current research based

instructional strategies/materials, problem solving to reduce barriers to student achievement, and management of instructional materials.

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.

School leadership implements the 8 step problem solving process to create a continuous problem solving cycle. School leadership will use current student data to identify barriers that potential hinder progress, establish plans to reduce barriers, and align resources to promote increased student achievement.

Elizabeth Tetreault, Principal and Tabetha Esposito, Assistant Principal will conduct weekly leadership meetings, bi-monthly MTSS meetings, Individual Problem Solving meetings (every 4-6 weeks), as well as ongoing faculty meetings and School Advisory Council Meetings to continuously monitor our progress toward our school improvement goals.

Easy CBM, Fountas & Pinnell running records, core math and reading assessments as well as district created assessments, student work samples, and I-Ready Diagnostic assessments will be used to support the school's data based problem-solving process and to implement and monitor MTSS as well as SIP structures.

Additionally, we implement PBIS and will be using FOCUS to track behavioral data, Early Warning Indicators and respond to our students' social/emotional needs.

The principal identifies strengths in her staff, seeks input and ideas to maximize desired student outcomes.

Ongoing curriculum meetings facilitated by the principal, assistant principal and school leadership team on a bi-monthly basis, as well as weekly grade level meetings will support teachers in developing methodology to differentiate instruction and yield the highest impact.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ashley Wynn	Parent
Wendee Haddick	Education Support Employee
Matthew Sims	Parent
Elizabeth Tetreault	Principal
Narvis Heredia	Parent
Johnna Brinkley	Parent
Todd Thomas	Business/Community
Gina Venditti	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

At our first SAC Meeting, the School Advisory Council reviewed the goals that were established in the 2016-17 School Improvement Plan and analyzed the 2018 FSA data.

The council agreed to continue to address standards based instruction through guided collaborative planning so that teachers would continue to receive ongoing staff development and support from instructional coaches to deliver differentiated support and increase student achievement. Additionally, the School Advisory Council agreed that our staff receive additional training to utilize the Leveled Literacy Intervention program to support student's developmental needs in reading. This training will also provide support for teachers to deliver instruction through the Gradual Release of Responsibility Model. The council identified the need for teachers to utilize I-Ready workbooks that would provide intensive supports/enrichment and guided practice in the areas of math and reading.

In addition, reading interventionists will provide supplemental support for struggling students and model best practices for teachers to deliver guided reading.

b. Development of this school improvement plan

The 2018-19 SIP is an ongoing collaborative effort that began with an analysis of student FSA data. The School Advisory Council reviewed the 8 step problem solving plan and the work that the teachers had done during their professional development in August to identify the problem, barriers and resources.

The council reviewed the action plan to address overall proficiency and learning gains in Math, Reading, and Science.

It was determined that standards based instruction delivered in a gradual release of responsibility model would address consistency to deliver Tier I instruction and increase overall proficiency. The council agreed that focused staff development would take place as follows:

Reading: teachers will be trained by Heinemann staff developers to receive professional development in using the Fountas & Pinnell Leveled Literacy Intervention

Reading and Math - instructional coaches and interventionists will facilitate ongoing professional development through collaborative planning and early release days

We will continue to monitor the implementation of our strategies and p/d through data analysis. We will modify our plan throughout the year as needed.

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

Review the budget, Identify high impact goals, and align budget priorities to those goals.

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

NA

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
Tetreault, Elizabeth	Principal
Rutherford, Jessica	Instructional Coach
Trilla, Gina	Teacher, K-12
Esposito, Tabetha	Assistant Principal

b. Duties

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

The LLT has worked collaboratively with teachers to create schedules for collaborative planning, data analysis and professional development to support implementation of standards based instruction in a gradual

release of responsibility model and best practices in literacy.

During these meetings, teacher development to improve Tier 1 instruction is planned and monitored. Our action plan has been created to address facilitated collaboration to construct lesson plans rooted in standards based instruction. Consistent monitoring of implementation will take place through instructional observations, peer observations as well as analysis of student data.

We are addressing the barrier of limited staff development by working with staff developers from Heinemann to train teachers to utilize Fountas & Pinnell Benchmarking System in order to identify the developmental needs of our students and implement differentiated support based on an analysis of their reading running records.

The implementation of staff development will be monitored through ongoing observations and analysis of student reading running records.

We will continue to monitor the effectiveness of our p/d and modify our plans as needed.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Weekly grade level meetings will be scheduled to include, data review and analysis, sharing and review of instructional resources and strategies.

The master schedule has been designed to provide consistent time for teachers to meet in grade level teams as well as cross grade level. Research-based practices and methods are utilized to focus on the implementation of standards based instruction through the Gradual Release of Responsibility methodology.

Student improvement is monitored and instruction is modified as needed based on decisions made through collaborative data analysis meetings with teachers and the Leadership Team.

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

- Utilize the Human Resources Department to provide guidance pertaining to qualifications and performance of potential employees, as well as the implementation of interviewing/hiring procedures.
- Recruitment of highly qualified teachers and staff will include opportunities for teachers to visit and

observe our school throughout the school year. In addition, we will continue to use social media to highlight our events and successes in an effort to attract highly qualified personnel.

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

All first year teachers are assigned a "Clinical Educator" Certified teacher as a mentor. In addition, weekly grade level collaborative planning, faculty meetings, data analysis meetings and conferences with administrators will support the implementation and monitoring of mentoring activities.

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.

Teachers deliver standards based instruction using state approved adopted resources as well as research based instructional materials.

Ongoing analysis of materials takes place during weekly grade level collaborative planning to insure all instructional programs and materials are aligned to Florida's Standards.

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.

The school has created a schedule for bi-monthly MTSS meetings to analyze student data organized by sub group in order to plan lessons that differentiate instruction aligned with Florida's Standards and insure the needs of all students are met.

Through the implementation of the Gradual Release of Responsibility methodology, teachers will provide direct instruction to deliver the standard and gradually release students through guided practice to independent mastery. Whole group, small group and 1:1 instruction will be provided during core instruction. In addition, a multi-tiered system has been implemented to provide intensified supports for those students struggling to attain proficiency or advanced levels on the state assessment. Each day, a 30 minute block has been dedicated to remediation and/or enrichment based on student's needs.

In addition, we provide an extended learning opportunity through our 21st Century Grant award. This program takes place after school 5 days per week free of charge. The program is taught by highly qualified teachers who utilize research based materials to provide supplemental support for our students.

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: Extended School Day

Minutes added to school year: 100

Students in this program receive instruction to support their educational needs (both enrichment and remediation) through planned instructional activities aligned with the standards

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Esposito, Tabettha, tabettha.esposito@indianriverschools.org

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

Student enrollment and attendance
Student academic data
Parent/ student surveys

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Pre-K meetings with parents/teachers/admin are conducted at the onset of each school year to discuss and plan for incoming K students.

In addition, cross grade level/school articulation occurs in the Spring with middle school Guidance Counselors for outgoing 5th graders.

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.

We have established partnerships with the The Indian River Sheriff's Department, The Executive Round Table of Indian River, and the local businesses to provide our students opportunities to work with volunteers from a variety of business backgrounds.

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

N/A

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

N/A

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.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

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.

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.** Through provided support and facilitated collaborative planning, teachers will deepen their understanding of the Gradual Release of Responsibility Model to plan lessons and deliver the Florida Standards across all content areas with rigor; focusing on all students demonstrating mastery of the skills.
- G2.** Increase number of key stakeholders to support student engagement, celebrate student success and build school wide culture.

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. Through provided support and facilitated collaborative planning, teachers will deepen their understanding of the Gradual Release of Responsibility Model to plan lessons and deliver the Florida Standards across all content areas with rigor; focusing on all students demonstrating mastery of the skills.

1a

G100521

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
FSA Mathematics Achievement	70.0
Statewide Science Assessment Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Instructional coaches and teachers need professional development to provide differentiated support within the MTSS framework.
- Instructional coaches and teachers need consistent collaborative planning to develop common understanding to deliver standards based instruction within the Gradual Release of Responsibility Model.
- Instructional coaches and teachers need materials to deliver differentiated instruction in core content areas.
- Master schedule needs to be created to support dedicated daily RTI time for Tier 2 and Tier 3 Interventions.
- Intensive small group interventions need to be delivered by highly qualified interventionists.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional coaches and administration will create opportunities for weekly facilitated professional development through collaborative planning to construct standards based lessons through the Gradual Release of Responsibility model.
- Instructional coaches and administrators will identify research based interventions and materials to support all tiered instruction.
- Title I resource teachers and interventionists will provide small group intensive interventions and establish a model for guided practice across all content areas.
- Research based, supplemental program, I-Ready to provide differentiated support for all students.
- Administration will provide I-ready resources to supplement reading and math instruction.

Plan to Monitor Progress Toward G1. 8

Instructional observations will be used to monitor the implementation of standards based instruction through the Gradual Release of Responsibility Model

Person Responsible

Elizabeth Tetreault

Schedule

Biweekly, from 8/27/2018 to 5/20/2019

Evidence of Completion

Instructional evaluations, walk through data,

Plan to Monitor Progress Toward G1. 8

I-Ready, formative assessments, and reading running records monitoring tools will be used monitor student progress

Person Responsible

Tabetha Esposito

Schedule

Monthly, from 8/27/2018 to 5/20/2019

Evidence of Completion

Data analysis meeting notes, progress monitoring reports

G2. Increase number of key stakeholders to support student engagement, celebrate student success and build school wide culture. 1a

G100522

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	85.0
School Climate Survey - Parent	85.0

Targeted Barriers to Achieving the Goal 3

- Lack of timely communication of events
- Lack of interest in school sponsored events

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title 1 Family Involvement resources
- dedicated staff
- PTA
- School Wide Message System
- Quarterly Newsletter
- Marquee
- Twitter
- Business Partnerships

Plan to Monitor Progress Toward G2. 8

The data to be collected will include events calendars, volunteer hours/sign in sheets, as well as events attendance logs.

Person Responsible

Tabetha Esposito

Schedule

Monthly, from 8/6/2018 to 5/24/2019

Evidence of Completion

Evidence will include, parent sign-in logs, volunteer hours, conference sign-ins, school surveys and parent feedback.

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. Through provided support and facilitated collaborative planning, teachers will deepen their understanding of the Gradual Release of Responsibility Model to plan lessons and deliver the Florida Standards across all content areas with rigor; focusing on all students demonstrating mastery of the skills. **1**

 G100521

G1.B1 Instructional coaches and teachers need professional development to provide differentiated support within the MTSS framework. **2**

 B271070

G1.B1.S1 Professional development will be provided by instructional coaches and administration through the facilitation of weekly planning meetings to create lessons aligned with Florida's standards organized within the gradual release of responsibility model. **4**

 S286969

Strategy Rationale

With facilitated support teachers will develop methodology to plan instruction to deliver the standards within the gradual release of responsibility model.

Action Step 1 **5**

Weekly collaborative planning facilitated by instructional coaches and administration will help teachers construct lesson plans aligned with the standards. .

Person Responsible

Elizabeth Tetreault

Schedule

Weekly, from 8/13/2018 to 5/24/2019

Evidence of Completion

Evidence to be collected will include (but not limited to) grade level lesson plans, data review notes, team meetings agendas, pre and post reflection sheets, and instructional rounds feedback

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

Admin and instructional coaches will attend collaborative planning for each grade level.

Person Responsible

Elizabeth Tetreault

Schedule

Monthly, from 9/3/2018 to 5/13/2019

Evidence of Completion

Collaborative planning schedule, team meeting agendas will be developed and shared with the leadership team, including notes/feedback..

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

Observations will be used to monitor for implementation of standards based instruction through the gradual release of responsibility model across all content areas.

Person Responsible

Elizabeth Tetreault

Schedule

Biweekly, from 8/13/2018 to 5/13/2019

Evidence of Completion

Checklist/teacher feedback forms, teacher evaluations

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

Student data will be monitored for effectiveness of instructional methodology.

Person Responsible

Elizabeth Tetreault

Schedule

Weekly, from 8/27/2018 to 5/20/2019

Evidence of Completion

Classroom walkthrough data and teacher evaluation data

G1.B2 Instructional coaches and teachers need consistent collaborative planning to develop common understanding to deliver standards based instruction within the Gradual Release of Responsibility Model.

2

 B271071

G1.B2.S1 Create calendar of grade level collaborative planning meetings facilitated by instructional coaches and administration. 4

 S286970

Strategy Rationale

When we have clear expectations with committed, consistent dates/times, the planning will be prioritized.

Action Step 1 5

Work with the instructional leadership team and grade level chairs to create collaborative planning schedules.

Person Responsible

Elizabeth Tetreault

Schedule

Every 6 Weeks, from 8/20/2018 to 5/17/2019

Evidence of Completion

Collaborative planning calendars Sign in sheets Collaborative planning notes Teacher lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Collaborative planning will be facilitated by instructional coaches and administration.

Person Responsible

Elizabeth Tetreault

Schedule

Weekly, from 8/20/2018 to 5/17/2019

Evidence of Completion

Collaborative planning notes Attendance Logs Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Instructional observations will be used to monitor the implementation of lesson plans created through collaborative planning.

Person Responsible

Elizabeth Tetreault

Schedule

Weekly, from 8/20/2018 to 5/24/2019

Evidence of Completion

Teacher evaluations Lesson plans

G1.B3 Instructional coaches and teachers need materials to deliver differentiated instruction in core content areas. 2

 B271072

G1.B3.S1 Purchase a variety of supplemental materials through I-Ready. 4

 S286971

Strategy Rationale

Teachers need a variety of instructional materials to differentiate instruction and support all learners.

Action Step 1 5

Purchase I-Ready supplemental materials

Person Responsible

Elizabeth Tetreault

Schedule

On 8/13/2018

Evidence of Completion

Purchase orders

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Attend professional development with teachers and instructional coaches

Person Responsible

Elizabeth Tetreault

Schedule

On 8/6/2018

Evidence of Completion

Notes/materials/agendas from professional development Attendance rosters

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Teacher observations and walk through data will be collected weekly to insure supplemental materials are being used to differentiate instruction.

Person Responsible

Elizabeth Tetreault

Schedule

Every 3 Weeks, from 9/4/2018 to 5/20/2019

Evidence of Completion

Classroom walk through data

G1.B5 Intensive small group interventions need to be delivered by highly qualified interventionists. 2

 B271074

G1.B5.S1 Hire highly qualified teachers to implement Tier 2 and Tier interventions in reading using LLI.

4

 S286972

Strategy Rationale

Intensifying support for struggling readers using small guided groups and research based materials will result in increased reading proficiency.

Action Step 1 5

Hire highly qualified interventionists to support Tier 2 and Tier 3 interventions.

Person Responsible

Elizabeth Tetreault

Schedule

On 8/27/2018

Evidence of Completion

Human resources records, including payroll.

Action Step 2 5

Hire highly qualified interventionists to support Tier 2 and Tier 3 interventions.

Person Responsible

Elizabeth Tetreault

Schedule

On 8/27/2018

Evidence of Completion

Human resources records, including payroll.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Conduct fidelity checks during Tier 2 and Tier 3 interventions.

Person Responsible

Jessica Rutherford

Schedule

Biweekly, from 9/17/2018 to 5/20/2019

Evidence of Completion

Observation notes collected during fidelity checks.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Student data will be collected and analyzed.

Person Responsible

Gina Trilla

Schedule

Every 3 Weeks, from 9/17/2018 to 5/20/2019

Evidence of Completion

Student reading running records

G2. Increase number of key stakeholders to support student engagement, celebrate student success and build school wide culture. 1

G100522

G2.B1 Lack of timely communication of events 2

B271075

G2.B1.S1 Create informative educational events for all key stakeholders to attend throughout the school year. 4

S286973

Strategy Rationale

When families and community are involved in student education, student achievement increases.

Action Step 1 5

Plan a variety of educational school wide events, inviting all key stakeholders.

Person Responsible

Elizabeth Tetreault

Schedule

Every 6 Weeks, from 8/27/2018 to 5/20/2019

Evidence of Completion

School calendars Flyers Invitations School Website/Social Media Advertising

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Create newsletters, twitter, invitations, messages on marquee to insure implementation of plan to build attendance of all key stakeholders at school wide events.

Person Responsible

Elizabeth Tetreault

Schedule

Quarterly, from 9/10/2018 to 5/20/2019

Evidence of Completion

Attendance Logs Pictures of events Feedback from parents

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Monitor the number of key stakeholders attending school wide events.

Person Responsible

Schedule

Every 6 Weeks, from 9/10/2018 to 5/20/2019

Evidence of Completion

Evidence will include, organizational membership counts, parent sign-in logs, volunteer hours, conference sign-ins, school surveys and parent feedback.

G2.B2 Lack of interest in school sponsored events 2

 B271076

G2.B2.S1 Utilize a variety of ways to build number of key stakeholders attending school wide events. 4

 S286974

Strategy Rationale

When a variety of events are consistently communicated in advance, key stakeholders will be more likely to attend.

Action Step 1 5

Implement use of Twitter, newsletters, marquee and messages to invite all key stakeholders to school wide events.

Person Responsible

Elizabeth Tetreault

Schedule

Biweekly, from 8/6/2018 to 5/24/2019

Evidence of Completion

Twitter feeds Newsletters Flyers Recorded messages

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

School events will be communicated in a variety of ways to all key stakeholders.

Person Responsible

Elizabeth Tetreault

Schedule

Quarterly, from 8/6/2018 to 5/24/2019

Evidence of Completion

Events Calendars Attendance Logs Social Media

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Attendance of school events will be used to monitor the effectiveness of our outreach.

Person Responsible

Tabetha Esposito

Schedule

Monthly, from 8/6/2018 to 5/24/2019

Evidence of Completion

Social Media Calendars Newsletters Messenger Reports Attendance Logs Flyers

V. Professional Development Opportunities

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

G1. Through provided support and facilitated collaborative planning, teachers will deepen their understanding of the Gradual Release of Responsibility Model to plan lessons and deliver the Florida Standards across all content areas with rigor; focusing on all students demonstrating mastery of the skills.

G1.B1 Instructional coaches and teachers need professional development to provide differentiated support within the MTSS framework.

G1.B1.S1 Professional development will be provided by instructional coaches and administration through the facilitation of weekly planning meetings to create lessons aligned with Florida's standards organized within the gradual release of responsibility model.

PD Opportunity 1

Weekly collaborative planning facilitated by instructional coaches and administration will help teachers construct lesson plans aligned with the standards. .

Facilitator

Liz Tetreault, Tabettha Esposito, Jessica Rutherford

Participants

Instructional coaches, administration and teachers

Schedule

Weekly, from 8/13/2018 to 5/24/2019

VI. Technical Assistance Items

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

G1. Through provided support and facilitated collaborative planning, teachers will deepen their understanding of the Gradual Release of Responsibility Model to plan lessons and deliver the Florida Standards across all content areas with rigor; focusing on all students demonstrating mastery of the skills.

G1.B2 Instructional coaches and teachers need consistent collaborative planning to develop common understanding to deliver standards based instruction within the Gradual Release of Responsibility Model.

G1.B2.S1 Create calendar of grade level collaborative planning meetings facilitated by instructional coaches and administration.

TA Opportunity 1

Work with the instructional leadership team and grade level chairs to create collaborative planning schedules.

Facilitator

Elizabeth Tetreault, Tabettha Esposito, Jessica Rutherford, Ashley Kohlstedt

Participants

Teachers K-5

Schedule

Every 6 Weeks, from 8/20/2018 to 5/17/2019

VII. Budget

1	G1.B1.S1.A1	Weekly collaborative planning facilitated by instructional coaches and administration will help teachers construct lesson plans aligned with the standards. .				\$0.00
2	G1.B2.S1.A1	Work with the instructional leadership team and grade level chairs to create collaborative planning schedules.				\$0.00
3	G1.B3.S1.A1	Purchase I-Ready supplemental materials				\$18,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0341 - Treasure Coast Elementary School	Title, I Part A		\$18,500.00
<i>Notes: Supplemental Materials to differentiate instruction.</i>						
4	G1.B5.S1.A1	Hire highly qualified interventionists to support Tier 2 and Tier 3 interventions.				\$0.00
5	G1.B5.S1.A2	Hire highly qualified interventionists to support Tier 2 and Tier 3 interventions.				\$86,000.00

Indian River - 0341 - Treasure Coast Elementary School - 2018-19 SIP
Treasure Coast Elementary School

	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	2110		0341 - Treasure Coast Elementary School	Title, I Part A	0.6	\$38,000.00
			<i>Notes: .6 Reading Interventionist</i>			
	2110		0341 - Treasure Coast Elementary School	Title, I Part A	1.0	\$48,000.00
			<i>Notes: Full Time Reading Interventionist</i>			
6	G2.B1.S1.A1	Plan a variety of educational school wide events, inviting all key stakeholders.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0341 - Treasure Coast Elementary School	Title, I Part A		\$3,000.00
7	G2.B2.S1.A1	Implement use of Twitter, newsletters, marquee and messages to invite all key stakeholders to school wide events.				\$0.00
					Total:	\$107,500.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2019					
G1.B3.S1.MA1 M424765	Attend professional development with teachers and instructional coaches	Tetreault, Elizabeth	8/6/2018	Notes/materials/agendas from professional development Attendance rosters	8/6/2018 one-time
G1.B3.S1.A1 A388736	Purchase I-Ready supplemental materials	Tetreault, Elizabeth	8/6/2018	Purchase orders	8/13/2018 one-time
G1.B5.S1.A1 A388737	Hire highly qualified interventionists to support Tier 2 and Tier 3 interventions.	Tetreault, Elizabeth	8/20/2018	Human resources records, including payroll.	8/27/2018 one-time
G1.B5.S1.A2 A388738	Hire highly qualified interventionists to support Tier 2 and Tier 3 interventions.	Tetreault, Elizabeth	8/20/2018	Human resources records, including payroll.	8/27/2018 one-time
G1.B1.S1.MA1 M424760	Admin and instructional coaches will attend collaborative planning for each grade level.	Tetreault, Elizabeth	9/3/2018	Collaborative planning schedule, team meeting agendas will be developed and shared with the leadership team, including notes/feedback..	5/13/2019 monthly
G1.B1.S1.MA3 M424761	Observations will be used to monitor for implementation of standards based instruction through the...	Tetreault, Elizabeth	8/13/2018	Checklist/teacher feedback forms, teacher evaluations	5/13/2019 biweekly
G1.B2.S1.MA1 M424763	Collaborative planning will be facilitated by instructional coaches and administration.	Tetreault, Elizabeth	8/20/2018	Collaborative planning notes Attendance Logs Lesson Plans	5/17/2019 weekly
G1.B2.S1.A1 A388735	Work with the instructional leadership team and grade level chairs to create collaborative planning...	Tetreault, Elizabeth	8/20/2018	Collaborative planning calendars Sign in sheets Collaborative planning notes Teacher lesson plans	5/17/2019 every-6-weeks
G1.MA1 M424768	Instructional observations will be used to monitor the implementation of standards based...	Tetreault, Elizabeth	8/27/2018	Instructional evaluations, walk through data,	5/20/2019 biweekly
G1.MA2 M424769	I-Ready, formative assessments, and reading running records monitoring tools will be used monitor...	Esposito, Tabetha	8/27/2018	Data analysis meeting notes, progress monitoring reports	5/20/2019 monthly
G1.B1.S1.MA1 M424759	Student data will be monitored for effectiveness of instructional methodology.	Tetreault, Elizabeth	8/27/2018	Classroom walkthrough data and teacher evaluation data	5/20/2019 weekly
G1.B3.S1.MA1 M424764	Teacher observations and walk through data will be collected weekly to insure supplemental...	Tetreault, Elizabeth	9/4/2018	Classroom walk through data	5/20/2019 every-3-weeks
G1.B5.S1.MA1 M424766	Student data will be collected and analyzed.	Trilla, Gina	9/17/2018	Student reading running records	5/20/2019 every-3-weeks
G1.B5.S1.MA1 M424767	Conduct fidelity checks during Tier 2 and Tier 3 interventions.	Rutherford, Jessica	9/17/2018	Observation notes collected during fidelity checks.	5/20/2019 biweekly
G2.B1.S1.MA1 M424770	Monitor the number of key stakeholders attending school wide events.		9/10/2018	Evidence will include, organizational membership counts, parent sign-in logs, volunteer hours, conference sign-ins, school surveys and parent feedback.	5/20/2019 every-6-weeks
G2.B1.S1.MA1 M424771	Create newsletters, twitter, invitations, messages on marquee to insure implementation of plan to...	Tetreault, Elizabeth	9/10/2018	Attendance Logs Pictures of events Feedback from parents	5/20/2019 quarterly
G2.B1.S1.A1 A388739	Plan a variety of educational school wide events, inviting all key stakeholders.	Tetreault, Elizabeth	8/27/2018	School calendars Flyers Invitations School Website/Social Media Advertising	5/20/2019 every-6-weeks
G2.MA1 M424774	The data to be collected will include events calendars, volunteer hours/sign in sheets, as well as...	Esposito, Tabetha	8/6/2018	Evidence will include, parent sign-in logs, volunteer hours, conference sign-ins, school surveys and parent feedback.	5/24/2019 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1  A388734	Weekly collaborative planning facilitated by instructional coaches and administration will help...	Tetreault, Elizabeth	8/13/2018	Evidence to be collected will include (but not limited to) grade level lesson plans, data review notes, team meetings agendas, pre and post reflection sheets, and instructional rounds feedback	5/24/2019 weekly
G1.B2.S1.MA1  M424762	Instructional observations will be used to monitor the implementation of lesson plans created...	Tetreault, Elizabeth	8/20/2018	Teacher evaluations Lesson plans	5/24/2019 weekly
G2.B2.S1.MA1  M424772	Attendance of school events will be used to monitor the effectiveness of our outreach.	Esposito, Tabettha	8/6/2018	Social Media Calendars Newsletters Messenger Reports Attendance Logs Flyers	5/24/2019 monthly
G2.B2.S1.MA1  M424773	School events will be communicated in a variety of ways to all key stakeholders.	Tetreault, Elizabeth	8/6/2018	Events Calendars Attendance Logs Social Media	5/24/2019 quarterly
G2.B2.S1.A1  A388740	Implement use of Twitter, newsletters, marquee and messages to invite all key stakeholders to...	Tetreault, Elizabeth	8/6/2018	Twitter feeds Newsletters Flyers Recorded messages	5/24/2019 biweekly