

St. Lucie Public Schools

Treasure Coast High School



2019-20 Schoolwide Improvement Plan

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Treasure Coast High School

1000 SW DARWIN BLVD, Port St Lucie, FL 34953

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

Demographics

Principal: Bradley Lehman

Start Date for this Principal: 8/21/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	63%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (61%) 2017-18: B (55%) 2016-17: B (57%) 2015-16: C (50%) 2014-15: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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School Demographics

School Type and Grades Served (per MSID File) High School 9-12	2018-19 Title I School Yes	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) 58%
Primary Service Type (per MSID File) K-12 General Education	Charter School No	2018-19 Minority Rate (Reported as Non-white on Survey 2) 69%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	C

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Part I: School Information

School Mission and Vision

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.

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.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Smith, Todd	Principal	
Davenport, Lisa	Assistant Principal	
Roberts, Regina	Assistant Principal	
Oge, Alex	Assistant Principal	
Monroe, Jason	Assistant Principal	

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	687	735	687	698	2807
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	68	72	118	141	399
One or more suspensions	0	0	0	0	0	0	0	0	0	124	135	149	104	512
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	8	15	9	32
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	176	141	235	141	693

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	84	79	134	85	382

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	7	3	2	15

FTE units allocated to school (total number of teacher units)

121

Date this data was collected or last updated

Wednesday 8/21/2019

Prior Year - As Reported

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	90	126	130	184	530
One or more suspensions	0	0	0	0	0	0	0	0	0	95	141	126	133	495
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	27	165	91	95	378
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	130	182	176	115	603

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	80	166	124	142	512

Prior Year - Updated

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	90	126	130	184	530
One or more suspensions	0	0	0	0	0	0	0	0	0	95	141	126	133	495
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	27	165	91	95	378
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	130	182	176	115	603

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	80	166	124	142	512

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	53%	51%	56%	53%	50%	53%
ELA Learning Gains	51%	48%	51%	51%	48%	49%
ELA Lowest 25th Percentile	44%	36%	42%	46%	40%	41%
Math Achievement	50%	40%	51%	54%	56%	49%
Math Learning Gains	52%	41%	48%	46%	44%	44%
Math Lowest 25th Percentile	54%	38%	45%	41%	36%	39%
Science Achievement	73%	71%	68%	71%	67%	65%
Social Studies Achievement	71%	68%	73%	60%	66%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	687 (0)	735 (0)	687 (0)	698 (0)	2807 (0)
Attendance below 90 percent	68 (90)	72 (126)	118 (130)	141 (184)	399 (530)
One or more suspensions	124 (95)	135 (141)	149 (126)	104 (133)	512 (495)
Course failure in ELA or Math	0 (27)	8 (165)	15 (91)	9 (95)	32 (378)
Level 1 on statewide assessment	176 (130)	141 (182)	235 (176)	141 (115)	693 (603)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	54%	54%	0%	55%	-1%
	2018	49%	52%	-3%	53%	-4%
Same Grade Comparison		5%				
Cohort Comparison						
10	2019	51%	51%	0%	53%	-2%
	2018	55%	52%	3%	53%	2%
Same Grade Comparison		-4%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	73%	71%	2%	67%	6%
2018	69%	67%	2%	65%	4%
Compare		4%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	70%	68%	2%	70%	0%
2018	61%	63%	-2%	68%	-7%
Compare		9%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	33%	51%	-18%	61%	-28%
2018	39%	54%	-15%	62%	-23%
Compare		-6%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	61%	55%	6%	57%	4%
2018	46%	50%	-4%	56%	-10%
Compare		15%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	12	30	31	29	40	38	52	45		96	18
ELL	27	56	65	34	59		48	43		90	54
ASN	72	61		53	64		90	79		100	64

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK	48	49	42	42	50	51	66	62		98	57
HSP	52	50	51	51	49	51	69	71		98	67
MUL	43	40	60	54	48		86	79		100	76
WHT	57	54	37	57	57	61	80	77		98	67
FRL	46	47	44	46	52	54	67	65		98	61
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20	38	39	13	35		40	34		96	21
ELL	19	35	35	22	39		40	22		88	52
ASN	86	68		64	60		100	77		100	80
BLK	43	49	43	34	41	25	59	55		96	50
HSP	53	49	40	45	44	43	69	62		97	57
MUL	52	55	50	55	61		83	57		100	50
WHT	57	53	40	51	45	40	77	67		98	56
FRL	48	50	44	40	41	34	67	56		97	52
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	8	30	33	25	30	29	28	23		78	29
ELL	14	44	43	40	57		50	38		96	59
ASN	54	63		65	64		81	50			
BLK	49	50	41	48	46	36	60	48		86	44
HSP	52	53	46	57	50	44	75	61		92	56
MUL	55	55	33	50	40	36	64	75		100	47
WHT	57	49	52	57	43	43	75	69		95	56
FRL	47	47	42	51	44	39	65	55		90	47

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	657
Total Components for the Federal Index	11
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	61
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	65
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Students with disabilities performed 8% lower in ELA proficiency, learning gains, and lowest 25%. Teacher transition and attendance played a role in this. This is not a trend with compared to the 2017 to current data.

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

Algebra I dropped 6% points with 33% percent proficiency. Factors that contributed to the decline may include teacher transition and student placement.

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

Overall ELA Proficiency was 4% below the state average. Factors that may have contributed to the decline include teacher transition and student placement. This is not a trend when compared to 2017 data to current.

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

Math Lowest 25% made the largest improvement with 17% gains for the 2018-2019 school year.

Some of the strategies used are:

1. Strategic Scheduling
2. Remediation during electives
3. After school/Saturday boot camps

4. Teacher preference for testing
5. After school tutoring

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Students with disabilities is the subgroup with the lowest performance, not meeting the state minimum requirement of 41%.

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

1. Improve performance of Students with Disabilities
2. Improvement in ELA proficiency, learning gains, and lowest 25%.
3. Increased performance in Algebra 1
4. Teacher Retention

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Students with Disabilities will improve their overall performance on state assessments.
Rationale	According to the state's Every Student Succeeds Act (ESSA) report, students with disabilities were identified as a subgroup not meeting the state's minimum of 41%. There was a noticeable decrease in the overall performance of students with disabilities on the 2019 ELA FSA in three areas - Lowest 25% (decreased 8% from 2018), learning gains(decreased 8% from 2018), and overall proficiency(decreased 8% from 2018).

State the measurable outcome the school plans to achieve	Students with disabilities will improve their performance from 39% to a minimum of 41% to meet the state requirements.
Person responsible for monitoring outcome	Todd Smith (todd.smith@stlucieschools.org)
Evidence-based Strategy	Use a combination of direct instruction and cognitive strategy instruction when teaching students. Selecting this strategy will incorporate the following into teacher's daily lessons: -Identify target skill/concepts -Pretest/Review -Teach in multiple ways -Model -Rehearse/Practice -Role Play -Provide feedback -Practice in controlled settings -Practice in other settings -Post testing/Reflection -Follow-up/Feedback -Reteach as needed
Rationale for Evidence-based Strategy	These strategies directly align with the St. Lucie County Framework used in the teacher evaluation system. Source: https://www.oneontacsd.org

Action Step	
Description	1. Using unit assessment data to reteach standards in which students are displaying deficiencies. 2. Use of common planning time (ESE teachers will plan with core academic teachers) to review student progress, plan strategic lessons, and share best practices. 3. Work with the ESE department/teachers to offer professional development sessions to address strategies for students with disabilities. 4. Strategic scheduling of students. 5. Monitoring discipline data of ESE students for loss of instructional time.
Person Responsible	Todd Smith (todd.smith@stlucieschools.org)

#2	
Title	For the 2019-2020 school year, teachers will continue to implement standards-based instruction while increasing the academic rigor to improve student achievement in Algebra and ELA.
Rationale	Student assessment data and classroom observation feedback shows a need for teachers to increase rigor in class room instruction. According to Algebra EOC data, students meeting proficiency have dropped over 30 percentage points over the last 3 years - 2017 - 69%, 2018 - 39%, and 2019 - 33%. According to ELA FSA data, there was an increase in the number of students earning a zero on the Writing FSA from 2018 (6 students) to 2019 (29 students). Additionally, ELA scores have been slightly below the state average for the last two years in ninth grade and in 2019 in tenth grade.

State the measurable outcome the school plans to achieve	The measurable outcome for the 2019-2020 school year is to reflect a 25% increase in Algebra and to decrease the number of zeros on the Writing FSA by 50%.
Person responsible for monitoring outcome	Todd Smith (todd.smith@stlucieschools.org)
Evidence-based Strategy	Teachers will work on implementing engagement strategies and increasing academic rigor into their lessons.
Rationale for Evidence-based Strategy	Increasing engagement strategies and increasing rigor during instruction will help students stay focused on learning and challenge their thinking. Students will be able to conceptualize what they are learning in math and English. Rigor contains several essential components such as: critical thinking, content acquisition, relevance, integration, ability to apply content, long term retention, and responsibility. This is based on the research of Frey, Fisher, and Quaglia - Engagement by Design.

Action Step	
Description	<ol style="list-style-type: none"> 1. ELA teachers will increase the focus on implementing writing strategies using the district's new writing focus calendar and mini lessons. 2. To work with ELL students on specific writing strategies to meet their individual language acquisition needs. 3. Scheduled a master teacher for 2 planning periods to model and coach in high yield instructional strategies 4. Have scheduled teachers with double block math for seniors that will be available for push in/pull out interventions for struggling students after the end of semester 1 5. Teachers have access to technology, provided laptops in all classes for remediation of skills through the use of stations with math nation and Khan Academy 6. Use of collaborative planning time to share best practices and continue to implement rigor into lessons. 7. Provide professional development for teachers. 8. Monitor the prerequisites for Algebra and Geometry.
Person Responsible	Todd Smith (todd.smith@stlucieschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Behavior concerns

Interventions:

- SEL instruction for all incoming freshman
- Tiered interventions that limit missed class time
- Teachers on planning provide targeted instruction to students in Behavior Intervention Class
- Targeted instruction provided through PDs for classroom interventions and management strategies
- Implementation of mental health training for all teachers and students
- Use of Project Success counselor to meet with students as needed
- 10th grade World History teachers will help to monitor 10th grade unit assessment results and use Khan Academy as a resource for students.

Acceleration points

interventions:

- Intensive focus on scheduling all students in grades 9-11 in career programs that focus on their interests and potential career paths.
- All seniors lacking an acceleration point are scheduled into a Digital technology class that will provide necessary technological skills for college and career paths, as well as provide an acceleration point

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

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.
- School Advisory Committee
- Parent Informational Night
- Project Success Counselor
- Counselors Corner

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 which address graduation requirements 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, such as Counselors' Corner, which correlate with student success.

At risk students are identified and provided a mentor for further social and emotional needs

PFEP Link

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

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 schedule is created to formulate teams in grade 9 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.

Groups of students identified as needing additional support for social-emotional skills will receive strategies and activities in an after school setting.

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 all four years 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 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.

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).

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 and Department meetings offer opportunities for teacher teams and department to work collaboratively in the design, implementation and monitoring of best practices. Teachers in core subject areas will have a common planning time to allow role-alike groups to plan instructional strategies, and analyze student data.

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.

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.

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)
- AutoCad

Graphic Design:

- Adobe Photoshop

Biotechnology:

- Biotechnician Assistant Credentialing Exam (BACE)

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)

Part V: Budget

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

1	III.A.	Areas of Focus: Students with Disabilities will improve their overall performance on state assessments.	\$0.00
2	III.A.	Areas of Focus: For the 2019-2020 school year, teachers will continue to implement standards-based instruction while increasing the academic rigor to improve student achievement in Algebra and ELA.	\$0.00
Total:			\$0.00