

St. Lucie Public Schools

Treasure Coast High School



2021-22 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: 6/10/2019

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	63%
2020-21 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%)
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	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the St. Lucie County School Board on 10/12/2021.

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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Treasure Coast High School

1000 SW DARWIN BLVD, Port St Lucie, FL 34953

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School 9-12</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>53%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>74%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

School Board Approval

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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>.

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.

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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Smith, Todd	Principal	Oversee school operations, school and community climate, and student achievement
Monroe, Jason	Assistant Principal	
Emerson, Jean	Assistant Principal	
Oge, Alex	Assistant Principal	
Roberts, Regina	Assistant Principal	
Wile, Erik	Assistant Principal	

Demographic Information

Principal start date

Monday 6/10/2019, Bradley Lehman

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

18

Total number of teacher positions allocated to the school

114

Total number of students enrolled at the school

3,105

Identify the number of instructional staff who left the school during the 2020-21 school year.

29

Identify the number of instructional staff who joined the school during the 2021-22 school year.

30

Demographic Data

Early Warning Systems

2021-22

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	788	781	751	766	3086
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	202	230	259	261	952
One or more suspensions	0	0	0	0	0	0	0	0	0	42	41	52	25	160
Course failure in ELA	0	0	0	0	0	0	0	0	0	257	248	150	80	735
Course failure in Math	0	0	0	0	0	0	0	0	0	160	201	154	102	617
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	148	167	112	23	450
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	125	142	141	2	410
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	246	257	233	32	768

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	339	42	27	8	416

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	4	5	8	7	24
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 8/18/2021

2020-21 - 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
Number of students enrolled	0	0	0	0	0	0	0	0	0	724	757	735	739	2955
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	146	185	207	265	803
One or more suspensions	0	0	0	0	0	0	0	0	0	97	109	128	110	444
Course failure in ELA	0	0	0	0	0	0	0	0	0	19	85	108	36	248
Course failure in Math	0	0	0	0	0	0	0	0	0	17	73	49	57	196
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	110	114	107	111	442
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	112	130	39	177	458

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	560	540	544	541	2185

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	4	6	13	12	35

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	724	757	735	739	2955
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	146	185	207	265	803
One or more suspensions	0	0	0	0	0	0	0	0	0	0	97	109	128	110	444
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	19	85	108	36	248
Course failure in Math	0	0	0	0	0	0	0	0	0	0	17	73	49	57	196
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	110	114	107	111	442
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	112	130	39	177	458

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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	0	2	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	4	6	13	12	35

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				53%	51%	56%	52%	50%	56%
ELA Learning Gains				51%	48%	51%	51%	52%	53%
ELA Lowest 25th Percentile				44%	36%	42%	42%	43%	44%
Math Achievement				50%	40%	51%	44%	40%	51%
Math Learning Gains				52%	41%	48%	45%	47%	48%
Math Lowest 25th Percentile				54%	38%	45%	37%	41%	45%
Science Achievement				73%	71%	68%	70%	68%	67%
Social Studies Achievement				71%	68%	73%	62%	62%	71%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	54%	54%	0%	55%	-1%
Cohort Comparison						
10	2021					
	2019	51%	51%	0%	53%	-2%
Cohort Comparison		-54%				

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	
2021						
2019	73%	71%	2%	67%	6%	

CIVICS EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019						

HISTORY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	70%	68%	2%	70%	0%	

ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	33%	51%	-18%	61%	-28%	

GEOMETRY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	61%	55%	6%	57%	4%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Power BI, Performance Matters, Skyward, and CLPs

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47	51	46
	Economically Disadvantaged	42	44	39
	Students With Disabilities	16	29	43
	English Language Learners	19	19	21
		Number/% Proficiency	Fall	Winter
Mathematics	All Students	13	10	24
	Economically Disadvantaged	11	7	22
	Students With Disabilities	3	8	21
	English Language Learners	13	11	15
		Number/% Proficiency	Fall	Winter
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
		Number/% Proficiency	Fall	Winter
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
		Number/% Proficiency	Fall	Winter

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52	77	48
	Economically Disadvantaged	47	71	44
	Students With Disabilities	19	47	13
	English Language Learners	21	42	19
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36	11	14
	Economically Disadvantaged	32	9	13
	Students With Disabilities	23	2	3
	English Language Learners	35	14	12
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	49	46	42
	Economically Disadvantaged	46	42	37
	Students With Disabilities	47	26	25
	English Language Learners	34	16	18
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	28	35	53
	Economically Disadvantaged	25	28	46
	Students With Disabilities	16	19	33
	English Language Learners	23	25	38

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	15	35	41	15	28	40	45	42		100	47
ELL	24	36	35	21	32	48	49	57		98	85
ASN	68	48		33	23		70	83		100	100
BLK	44	48	43	20	23	23	57	60		100	78
HSP	55	50	39	31	36	37	70	62		100	86

2021 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 2019-20	C & C Accel 2019-20
MUL	43	44	33	31	37	60	70	30		100	66
WHT	54	49	38	38	40	42	74	71		99	84
FRL	44	45	41	24	28	30	61	58		99	80
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
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	590
Total Components for the Federal Index	11
Percent Tested	91%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	48
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	66
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	49
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	56
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	51
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 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	59
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	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

SWD are below the federal index of 41%. In 2019, Treasure Coast had increase in all overall areas when compared to 2018.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Algebra I dropped 6% with 33% proficiency in 2019.
SWD performed 7% lower or higher in ELA proficiency, learning gains, and lowest 25%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Factors that may have contributed to the decline might have been teacher transitions, student placement, and COVID-19. Increase performance with SWD, improve in ELA performance, learning gains, and lowest 25%. Increase learning gains, proficiency and bottom 25% in Algebra I. Decrease teacher retention.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

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

What were the contributing factors to this improvement? What new actions did your school take in this area?

- For the 2019 school year
1. Strategic Scheduling
 2. Remediation
 3. After school/Saturday boot camps
 4. Teacher preferred testing
 5. After school tutorials
 6. Part-time math instructional coach

What strategies will need to be implemented in order to accelerate learning?

Full implementation of an SEL plan, progress monitor across all grade levels, full time math interventionist, strategic scheduling, and full use of the CLP model.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Ongoing CLP, SEL, Performance Matters, technology, and grading equity training provided by administration and district. Additional trainings will be offer to meet the requested need of the staff.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Continual professional development that supports teacher development and student achievement. Title I funds to support our school and students. Progress monitoring of our students and utilizing high yield instructional practices to close the achievement gap. The CLP and SEL models. Survey data that is used to monitor and adjust school climate and culture. Community communication and involvement both at the school and district level.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: The Panorama Spring survey data indicated the largest area of concern was students sense of belonging. This decreased from 2019-2020 school year from 35% of students surveyed answered favorably to 31% answering favorably in the spring survey results of 2020-2021 school year.

Measurable Outcome: By implementing SEL strategies in their classrooms with students, teachers will be able to see improvements in behavior and academics and students will be able to feel a sense of belonging in the school. The SEL team will facilitate training for new teachers. By implementing quarterly grade level chats, teachers will be able to meet with their grade-level administrators in a small group to discuss student grades, attendance, and the specific needs with specific students. We will discuss strategies, interventions, and action plans with identified students. By implementing grade level assemblies with SEL themes, utilizing the feedback from student government to design school-wide activities, and developing a Principal’s Advisory Committee with a variety of student representation, students will experience school-wide, student-centered activities developed by students for students. An increase in student voice and school-wide activities should result in an increase in students’ sense of belonging.

Monitoring: All administrators will monitor SEL implementation in instructional practices through classroom observations and walkthroughs and providing feedback to teachers using the lesson plans checklist and a classroom walkthrough tool with SEL strategies. Additionally, each grade level administrator will be responsible for hosting grade level quarterly meetings with small groups of teachers. Each administrator will be responsible for taking notes and discussing interventions. Each teacher is responsible for attending the meetings and providing input. Professional Development will be provided to teachers as needs arise. Administrators will host grade-level assemblies to provide students with school-relevant information, student celebrations, guest speakers, and SEL-themed activities.

Person responsible for monitoring outcome: Todd Smith (todd.smith@stlucieschools.org)

Evidence-based Strategy: Explicit instruction of SEL utilizing Sanford Harmony/Lions Quest/School Connect will be implemented to teacher students the 5 SEL competencies. Daily circles will be facilitated to allow students opportunities for guided practice of these skills. These activities will be monitored through ongoing class observations using corresponding walk through tools. An SEL committee will be established to promote school-wide SEL through integrated activities

Rationale for Evidence-based Strategy: Our student are lacking many of the basic life skills needed for success in school, at home and the community. Intentional focus on cultivating SEL competences is a proven strategy used ot reduce discipline concerns, increase student buy-in, attendance and develop positive learning communities.

Action Steps to Implement

Include professional development, follow up coaching by the SEL department and school site team, and SEL Newsletter.

Person Responsible Todd Smith (todd.smith@stlucieschools.org)

#2. Instructional Practice specifically relating to Math

Area of Focus

Description and Rationale: SWD are not achieving at the same rates their non-disabled peers in math.

Measurable Outcome: Student with disabilities are not achieving at the same rate in Alg I. We will increase 5-10% from the current status.

Monitoring: The CLP process and progress monitoring with Power Bi and Performance Matters. In addition, data chats will be help on a consistent basis. Teacher observations and feedback.

Person responsible for monitoring outcome: Todd Smith (todd.smith@stlucieschools.org)

Evidence-based Strategy: A school-wide approach for planning and implementing Universal Deign for learning across all instructional and non-instructional school context will be adopted. The CLP model will be followed with fidelity across instructional areas.

Rationale for Evidence-based Strategy: To provide a blueprint for planning for creating fluid instructional goals, methods, materials, and informal assessments that work for everyone-not a single, one-size-fits all solution but rather dynamic approaches that can be customized and adjusted to meet the needs of the individual. The CLP process suggests that proper implementation increases student achievement and promotes teacher collaboration.

Action Steps to Implement

Teachers will be trained in UDL, Backwards Design, FDLRS modifiers, and the CLP process. Warning signs will be identified and traced using key data points using Panorama data and Performance Matters. School-Wide SEL will be implemented and held daily with individual need assessments.

Person Responsible Todd Smith (todd.smith@stlucieschools.org)

#3. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale: SW are not achieving at the same rates their non-disabled peers in ELA.

Measurable Outcome: Student with disabilities are not achieving at the same rate in ELA. We will increase 10%-15% from the current status.

Monitoring: The CLP process and progress monitoring with Power Bi and Performance Matters. In addition, data chats will be help on a consistent basis. Teacher observations and feedback

Person responsible for monitoring outcome: Todd Smith (todd.smith@stlucieschools.org)

Evidence-based Strategy: A school-wide approach for planning and implementing Universal Deign for learning across all instructional and non-instructional school context will be adopted. The CLP model will be followed with fidelity across instructional areas.

Rationale for Evidence-based Strategy: To provide a blueprint for planning for creating fluid instructional goals, methods, materials, and informal assessments that work for everyone-not a single, one-size-fits all solution but rather dynamic approaches that can be customized and adjusted to meet the needs of the individual. The CLP process suggests that proper implementation increase student achievement and promotes teacher collaboration.

Action Steps to Implement

Teachers will be trained in UDL, Backwards Design, FDLRS modifiers, and the CLP process. Warning signs will be identified and traced using key data points using Panorama data and Performance Matters. School-Wide SEL will be implemented and held daily with individual need assessments.

Person Responsible Todd Smith (todd.smith@stlucieschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based off the School Safety Dashboard of Florida, Treasure Coast High School ranks 125th out of 505 schools statewide with 1.8 incidents per 100 students averaging an overall low risk factor. With the three sub categories in violent incidents, property incidents, and drug public and other incidents, Treasure Coast High School when compared to the state ranked 266/505 (moderate), 1/505 (very low), 136/505 (low) respectively. The suspensions rate was 224/505 with a moderate rating.

For the 2021-2022 school year, Treasure Coast will monitor violent incidents and strive for a 10% decrease in these incidents by intervening early in student behavior where possible. Core team member monthly discussions will also play a crucial role when monitoring these incidents.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The school utilizes various forms of communication to inform the community members of school events and announcements. Our school currently communicates messages through;

- TCHS endorsed Facebook page
- TCHS website
- School Messenger (translated into Spanish and Creole)
- Marquee Board
- Remind texts to specific grade level groups.
- School Advisory Committee
- Parent Informational Night
- Project Success Counselor
- Counselors Corner
- Surveys (Student, Teacher, Parent/Community)
- Informal and formal discussions
- Student Government
- Teams

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. Titian ambassadors are identified leaders on campus who work with the incoming freshman. 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 no limited to SEL. 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. College visits are planned when allowed.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

- Administration-support teachers, students, and staff with school operations while caring out the district mission and vision targeted at every child and will and can learn.
- Parents-be an integral part of their students success and growth while having a voice with our administration, teachers, and staff.
- Sac Members-oversee SAC resources, focus on school initiatives, and incorporate community voice.
- Facility Council-provide teacher feedback to administration, discuss and modify school initiatives, support teachers, and students.
- SEL Team-support all staff and students with social emotional learning while providing a foundation to support a positive school culture.
- Safety Team-develop and implement safety procedures set forth by the state, school district, and school promoting a safe environment while on campus.
- Student Government-provides student voice with teachers, staff, and administration.
- District-provides support and resources that promote teaching and learning, talent development and growth, safe and caring schools, and communication/community engagement/customer service.

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00