

St. Lucie Public Schools

Treasure Coast High School



2022-23 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: 7/1/2019

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	63%
2021-22 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	2021-22: A (62%) 2018-19: B (61%) 2017-18: B (55%)
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	N/A
* 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 10/11/2022.

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>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>63%</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>76%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		B	B

School Board Approval

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SIP Authority

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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. 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, academically challenging learning environment, and graduate from Treasure Coast High School. We believe all students can and will be successful.

Provide the school's vision statement.

Our vision is grounded in a belief that any student can be successful during their high school experience when immersed in a caring, challenging, and relevant learning environment. Our faculty and staff are selected based on their expertise and desire to help students succeed. It is our sole desire to witness the success of each student. Our pledge is to make sure each student at TCHS has a unique and fulfilling experience. Our aim is to strive for, achieve and maintain an "A" rated school grade.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Smith, Todd	Principal	<ol style="list-style-type: none"> 1. Responsible for the total school program. 2. Establishes and maintains an effective learning climate in the school. 3. Participates in the selection, evaluation and supervision of all school personnel. 4. Establishes guides for proper student conduct and maintaining student discipline. 5. Supervises the school's teaching process. 6. Plans, organizes, delegates and monitors the implementation of all school activities. 7. Establishes and maintains favorable relationships with local community groups and individuals to foster understanding and solicit support for overall school objectives. Discusses and resolves individual student problems. 8. Assumes responsibility for all official school correspondence and news releases. 9. Serves as a member of such committees and attends such meetings as the Superintendent shall direct. 10. Serves as an ex-officio member of all committees and councils within school. 11. Keeps appropriate Executive Director informed of events and activities of an unusual nature. 12. Assumes responsibility for professional growth and development through membership and participation in the affairs of professional organizations, through attendance at appropriate meetings and conferences, and through enrollment in advanced courses. 13. Performs such other tasks and assumes such other responsibilities as the appropriate Executive Director may assign. <p>PHYSICAL DEMAND CLASS: Sedentary Light (SL) - Occasional lifting and carrying of objects weighing 10 pounds or less. Infrequent lifting and carrying of objects weighing 11-20 pounds. Occasional walking and/or standing may be required</p>
Emerson, Jean	Assistant Principal	<p>JOB TITLE DEPARTMENT REPORTS TO Assistant Principal School Based Principal Position No: 73008, 73009, 73010 Length of Work Year: 11, or 12 Months Salary Schedule: PG2, PG2B, PG3, PG4, PG4B Date Approved: 1/28/97 FSLA: Exempt Date Revised: 8/15/15, 3/26/19 MINIMUM QUALIFICATIONS</p>

Name	Position Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 1. Minimum 3 years of successful teaching experience. 2. Master’s Degree in Educational Leadership OR Master’s Degree in other content area and courses for Certification in Educational Leadership. 3. Educational Leadership K-12 on teaching certificate. 4. Completion of an Aspiring Administration program. 5. Ability to perform the functions of the position. <p>DUTIES AND RESPONSIBILITIES</p> <ol style="list-style-type: none"> 1. Assumes the duties and responsibilities of the Principal in his/her absence or inability to function. 2. Assists in the development and monitoring of the instructional programs. 3. Assists in the observation and/or evaluation of assigned instructional and non-instructional school personnel. 4. Assists in the daily supervision of the school facilities for both academic and non-academic purposes to ensure the safety of students and faculty. 5. Informs the Principal of events and activities of an unusual nature as well as routine matters related to the Principal's accountability. 6. Responds to written and oral requests for information. 7. Serves as a member of committees and attends meetings as the Principal shall direct. 8. Purchases, receives, distributes and maintains inventory for supplies (textbooks, etc.), equipment, and furniture as needed for instructional and non-instructional personnel. 9. Maintains relationships with staff, students and parents to create a positive school climate. 10. Prepares and maintains required records and reports for data analysis. 11. Assists in establishing guides for proper student conduct and maintaining student discipline. Discusses and resolves individual student problems. 12. Establishes and maintains favorable relationships with local community groups and individuals to foster understanding and solicit support for overall school objectives and programs. 13. Assists in establishing and maintaining an effective learning climate in the school. 14. Follow district policies and procedures related to human resources, finances, curriculum initiatives. 15. Performs other duties as designated by the Principal. <p>PHYSICAL DEMAND CLASS: Light (L) - Frequent lifting and carrying of objects weighing 10 pounds or</p>

Name	Position Title	Job Duties and Responsibilities
		<p>less. Infrequent lifting and carrying of objects weighing 11-35 pounds. Frequent walking and/or standing is required to carry out duties.</p>
<p>Monroe, Jason</p>	<p>Assistant Principal</p>	<p>JOB TITLE DEPARTMENT REPORTS TO Assistant Principal School Based Principal Position No: 73008, 73009, 73010 Length of Work Year: 11, or 12 Months Salary Schedule: PG2, PG2B, PG3, PG4, PG4B Date Approved: 1/28/97 FSLA: Exempt Date Revised: 8/15/15, 3/26/19 MINIMUM QUALIFICATIONS 1. Minimum 3 years of successful teaching experience. 2. Master’s Degree in Educational Leadership OR Master’s Degree in other content area and courses for Certification in Educational Leadership. 3. Educational Leadership K-12 on teaching certificate. 4. Completion of an Aspiring Administration program. 5. Ability to perform the functions of the position. DUTIES AND RESPONSIBILITIES 1. Assumes the duties and responsibilities of the Principal in his/her absence or inability to function. 2. Assists in the development and monitoring of the instructional programs. 3. Assists in the observation and/or evaluation of assigned instructional and non-instructional school personnel. 4. Assists in the daily supervision of the school facilities for both academic and non-academic purposes to ensure the safety of students and faculty. 5. Informs the Principal of events and activities of an unusual nature as well as routine matters related to the Principal's accountability. 6. Responds to written and oral requests for information. 7. Serves as a member of committees and attends meetings as the Principal shall direct. 8. Purchases, receives, distributes and maintains inventory for supplies (textbooks, etc.), equipment, and furniture as needed for instructional and non-instructional personnel. 9. Maintains relationships with staff, students and parents to create a positive school climate. 10. Prepares and maintains required records and reports for data analysis. 11. Assists in establishing guides for proper student conduct and maintaining student discipline.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Discusses and resolves individual student problems.</p> <p>12. Establishes and maintains favorable relationships with local community groups and individuals to foster understanding and solicit support for overall school objectives and programs.</p> <p>13. Assists in establishing and maintaining an effective learning climate in the school.</p> <p>14. Follow district policies and procedures related to human resources, finances, curriculum initiatives.</p> <p>15. Performs other duties as designated by the Principal.</p> <p>PHYSICAL DEMAND CLASS: Light (L) - Frequent lifting and carrying of objects weighing 10 pounds or less. Infrequent lifting and carrying of objects weighing 11-35 pounds. Frequent walking and/or standing is required to carry out duties.</p>
Wile, Erik	Assistant Principal	<p>JOB TITLE DEPARTMENT REPORTS TO Assistant Principal School Based Principal Position No: 73008, 73009, 73010 Length of Work Year: 11, or 12 Months Salary Schedule: PG2, PG2B, PG3, PG4, PG4B Date Approved: 1/28/97 FSLA: Exempt Date Revised: 8/15/15, 3/26/19</p> <p>MINIMUM QUALIFICATIONS</p> <ol style="list-style-type: none"> 1. Minimum 3 years of successful teaching experience. 2. Master’s Degree in Educational Leadership OR Master’s Degree in other content area and courses for Certification in Educational Leadership. 3. Educational Leadership K-12 on teaching certificate. 4. Completion of an Aspiring Administration program. 5. Ability to perform the functions of the position. <p>DUTIES AND RESPONSIBILITIES</p> <ol style="list-style-type: none"> 1. Assumes the duties and responsibilities of the Principal in his/her absence or inability to function. 2. Assists in the development and monitoring of the instructional programs. 3. Assists in the observation and/or evaluation of assigned instructional and non-instructional school personnel. 4. Assists in the daily supervision of the school facilities for both academic and non-academic purposes to ensure the safety of students and faculty. 5. Informs the Principal of events and activities of an unusual nature as well as routine matters

Name	Position Title	Job Duties and Responsibilities
		<p>related to the Principal's accountability.</p> <p>6. Responds to written and oral requests for information.</p> <p>7. Serves as a member of committees and attends meetings as the Principal shall direct.</p> <p>8. Purchases, receives, distributes and maintains inventory for supplies (textbooks, etc.), equipment, and furniture as needed for instructional and non-instructional personnel.</p> <p>9. Maintains relationships with staff, students and parents to create a positive school climate.</p> <p>10. Prepares and maintains required records and reports for data analysis.</p> <p>11. Assists in establishing guides for proper student conduct and maintaining student discipline.</p> <p>Discusses and resolves individual student problems.</p> <p>12. Establishes and maintains favorable relationships with local community groups and individuals to foster understanding and solicit support for overall school objectives and programs.</p> <p>13. Assists in establishing and maintaining an effective learning climate in the school.</p> <p>14. Follow district policies and procedures related to human resources, finances, curriculum initiatives.</p> <p>15. Performs other duties as designated by the Principal.</p> <p>PHYSICAL DEMAND CLASS: Light (L) - Frequent lifting and carrying of objects weighing 10 pounds or less. Infrequent lifting and carrying of objects weighing 11-35 pounds. Frequent walking and/or standing is required to carry out duties.</p>

Oge, Alex	Assistant Principal	<p>JOB TITLE DEPARTMENT REPORTS TO Assistant Principal School Based Principal Position No: 73008, 73009, 73010 Length of Work Year: 11, or 12 Months Salary Schedule: PG2, PG2B, PG3, PG4, PG4B Date Approved: 1/28/97 FSLA: Exempt Date Revised: 8/15/15, 3/26/19</p> <p>MINIMUM QUALIFICATIONS</p> <ol style="list-style-type: none"> 1. Minimum 3 years of successful teaching experience. 2. Master's Degree in Educational Leadership OR Master's Degree in other content area and courses for Certification in Educational Leadership. 3. Educational Leadership K-12 on teaching certificate. 4. Completion of an Aspiring Administration program. 5. Ability to perform the functions of the position.
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Name	Position Title	Job Duties and Responsibilities
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DUTIES AND RESPONSIBILITIES

1. Assumes the duties and responsibilities of the Principal in his/her absence or inability to function.
 2. Assists in the development and monitoring of the instructional programs.
 3. Assists in the observation and/or evaluation of assigned instructional and non-instructional school personnel.
 4. Assists in the daily supervision of the school facilities for both academic and non-academic purposes to ensure the safety of students and faculty.
 5. Informs the Principal of events and activities of an unusual nature as well as routine matters related to the Principal's accountability.
 6. Responds to written and oral requests for information.
 7. Serves as a member of committees and attends meetings as the Principal shall direct.
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Name	Position Title	Job Duties and Responsibilities
Roberts, Regina	Assistant Principal	<p>JOB TITLE DEPARTMENT REPORTS TO Assistant Principal School Based Principal Position No: 73008, 73009, 73010 Length of Work Year: 11, or 12 Months Salary Schedule: PG2, PG2B, PG3, PG4, PG4B Date Approved: 1/28/97 FSLA: Exempt Date Revised: 8/15/15, 3/26/19</p> <p>MINIMUM QUALIFICATIONS</p> <ol style="list-style-type: none"> 1. Minimum 3 years of successful teaching experience. 2. Master’s Degree in Educational Leadership OR Master’s Degree in other content area and courses for Certification in Educational Leadership. 3. Educational Leadership K-12 on teaching certificate. 4. Completion of an Aspiring Administration program. 5. Ability to perform the functions of the position. <p>DUTIES AND RESPONSIBILITIES</p> <ol style="list-style-type: none"> 1. Assumes the duties and responsibilities of the Principal in his/her absence or inability to function. 2. Assists in the development and monitoring of the instructional programs. 3. Assists in the observation and/or evaluation of assigned instructional and non-instructional school personnel. 4. Assists in the daily supervision of the school facilities for both academic and non-academic purposes to ensure the safety of students and faculty. 5. Informs the Principal of events and activities of an unusual nature as well as routine matters related to the Principal's accountability. 6. Responds to written and oral requests for information. 7. Serves as a member of committees and attends meetings as the Principal shall direct. 8. Purchases, receives, distributes and maintains inventory for supplies (textbooks, etc.), equipment, and furniture as needed for instructional and non-instructional personnel. 9. Maintains relationships with staff, students and parents to create a positive school climate. 10. Prepares and maintains required records and reports for data analysis. 11. Assists in establishing guides for proper student conduct and maintaining student discipline. <p>Discusses and resolves individual student problems.</p> <ol style="list-style-type: none"> 12. Establishes and maintains favorable relationships with local community groups and individuals to foster understanding and solicit support for overall school objectives and programs.

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Demographic Information

Principal start date

Monday 7/1/2019, Bradley Lehman

Number of teachers with a 2022 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.*

1

Number of teachers with a 2022 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.*

39

Total number of teacher positions allocated to the school

168

Total number of students enrolled at the school

3,140

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

17

Identify the number of instructional staff who joined the school during the 2022-23 school year.

24

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	1	689	787	785	736	2998
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	192	355	392	409	1349
One or more suspensions	0	0	0	0	0	0	0	0	0	0	89	89	75	32	285
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	177	187	148	110	623
Course failure in Math	0	0	0	0	0	0	0	0	0	0	96	201	126	93	516
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	1	124	174	112	67	478
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	77	171	156	57	461
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	1	226	305	107	39	678

Using the table above, complete the table below with the number of students by current grade level who have 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	1	280	380	294	196	1151

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	4	3	3	6	16

Date this data was collected or last updated
Tuesday 8/16/2022

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	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

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	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	
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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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	53%	46%	51%				53%	51%	56%
ELA Learning Gains	56%						51%	48%	51%
ELA Lowest 25th Percentile	43%						44%	36%	42%
Math Achievement	41%	37%	38%				50%	40%	51%
Math Learning Gains	56%						52%	41%	48%
Math Lowest 25th Percentile	64%						54%	38%	45%
Science Achievement	61%	29%	40%				73%	71%	68%
Social Studies Achievement	68%	43%	48%				71%	68%	73%

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

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
2022					
2019	73%	71%	2%	67%	6%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	70%	68%	2%	70%	0%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	33%	51%	-18%	61%	-28%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	61%	55%	6%	57%	4%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	19	33	35	17	43	46	23	37		99	53
ELL	17	40	44	24	49	62	38	52		100	67
ASN	69	71		73			93			100	91
BLK	47	54	44	31	53	66	55	64		99	76
HSP	54	56	47	43	56	63	63	70		99	83
MUL	56	53		50	68		53	47		100	78
WHT	57	56	38	48	59	58	64	73		98	74
FRL	47	55	46	33	53	64	56	61		99	75
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

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
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
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	61
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	47
Total Points Earned for the Federal Index	666
Total Components for the Federal Index	11
Percent Tested	96%

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%	0

English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	83
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	57
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	63
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

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%	0

Part III: Planning for Improvement

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?

When compared to the school grade components of 2021, Treasure Coast High School increased in every reporting category cell for 2022 except Science (-6%). The subgroup math data for achievement, learning gains, and lowest 25% increased in every subgroup. 17 of the subgroup areas increased double digits. The 2022 ELA data increased in all subgroup data except ELL achievement (-7%), Hispanic achievement (-1%), student with disabilities learning gains (-2%), and student with disabilities bottom 25% for learning gains (-7%).

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based off progress monitoring and the 2022 state assessment results, the greatest need for improvement is in the areas of science. The 2022 subgroup data dropped double digits in the areas of students with disabilities (-22%), English language learners (-11%), multi-racial (-17%), and white (-10%) when compared to the 2021 subgroup data.

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, teachers on leave, student placement, and COVID-19. New actions taken to address the need for improvement are to increase performance with SWD, improve in ELA performance, learning gains, and lowest 25%. We will increase the use of PENDA as a science supplemental resource and use strategic scheduling.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math showed gains in every subgroup category with 17 areas having double digit gains. The black subgroup increased the largest with a 43% increase.

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

Factors that may have contributed to the improvement: strategic scheduling, Thinking Classroom Model, standards-based grading, the CLP process, and the use of a math interventionist. Some of the new actions taken that might have contributed to this improvement was school-wide professional development with the Thinking Classroom Model and standards-based grading.

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

The strategies that will be implemented for the 2023 school year include the i-Succeed initiative (which will target most of the at-risk students who fall into the lowest 25% subgroup category), the continued use of the CLP process, targeted instruction and scheduling for ESOL Students, professional development addressing the BEST standards, utilization of a math coach and literacy coach to work with teachers on implementing instructional strategies, and the CLE plan.

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.

The professional development that will be implemented for the 2023 school year will include but is not limited to, ongoing CLP, CLE Monthly spotlight and PD, BEST Standards, Performance Matters, technology integration and upgrades, grading equity training, standards-based grading and the Thinking Classrooms Model. Additional trainings will be offered to meet the requested needs of the staff after conducting staff surveys.

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

Some of the additional services that will be implemented will include but is not limited to, 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 CLE models, monthly data chats, and weekly at-risk and attendance meetings. In addition, survey data will be used to monitor and adjust school climate and culture. Community communication and involvement both at the school, home, and district level. The addition of a second School Social Worker will help to address our students' mental health needs as well as student attendance.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to iSucceed Initiative targetted at single school culture.

**Area of Focus
Description and**

**Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.**

At-risk students were identified by discipline, attendance, and student achievement. The qualifiers identified the students into three risk categories. Grades 9-12 identified over 400 students that classified as moderate to high risk. This is a district initiative.

**Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

From the moderate to high risk students identified, 80 percent of the students will achieve personal and academic success while at Treasure Coast High School.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

An i-Succeed Leadership team was created with specific school-wide staff. Student risk data is tracked by using PowerBi, Skyward, Excel, and Onedrive. Once the data is collected, it's imputed into a live tracking sheet were PSTs and individual student progress plans are generated. Every week the tracking sheet is updated and the identified leadership team meets weekly to address individual student needs based off the collected data.

Person responsible for monitoring outcome:

Todd Smith (todd.smith@stlucieschools.org)

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

Progress monitoring, early Intervention, and single school culture.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

To provide a safe, secure, and predictable enforcement for all students and staff in schools. This is a systems-based approach to "re-norming" our student expectations with focus on positive behaviors. The criteria used for this selecting this staragey was a combination is PBIS, Champs/STOIC model, MTSS and RTI,

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Identify at-risk students per grade level that are at moderate to high risk based on discipline, grades, and attendance.

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

Schedule and facilitate meetings with identified at risk students. Mandatory meeting that include, student, parent/guardian, grade level assistant principal, assigned school counselor, and graduation coach as needed.

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

Monitor and analyze student data weekly. Data will be monitored through:

Progress reports

Report cards

PowerBi and/or Skyward for attendance/behavior

iSucceed student tracking Exel file on OneDrive

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

If behavior, grades, and/or attendance improve, continue to monitor student progress and celebrate success.

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

If behavior, grades, and/or attendance does not improve, schedule a PST meeting and reevaluate the students success plan.

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

#2. Instructional Practice specifically relating to ELA

Area of Focus

Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

ELA proficiency for 9th and 10 grade students was defined as an area of focus. Our over all proficiency of 53% matched our results in 2019 during a COIVD year with many obstacles. Our 9th grade ELA proficiency for 2022 was 56%% and the 10 grade ELA proficiency was 49%. One of our district initiatives is increasing our literacy rate.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Overall ELA proficiency for 9th and 10th grade achievement goal is 58%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The CLP process and progress monitoring with Power Bi and Performance Matters. In addition, data chats and identified at risk students meeting will be held on a consistent basis, with teacher observations and continuous feedback.

Person responsible for monitoring outcome:

Todd Smith (todd.smith@stlucieschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

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:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

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

#3. Instructional Practice specifically relating to Science

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Science proficiency dropped 6% with compared to 2021 proficiency data. Students identified with disabilities as a subgroup dropped 22% when compared to the 2021 subgroup proficiency data and are not performing at the same rate in Biology as their peers.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase the science proficiency by 6% and increase the students identified with a disabilities subgroup by 10% for the 2023 school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The CLP process and progress monitoring with Power Bi and Performance Matters. In addition, data chats and identified at risk student will be held on a consistent basis, teacher observations and feedback, Individual student progress plans targeted at areas of improvement with continual feedback.

Person responsible for monitoring outcome:

Todd Smith (todd.smith@stlucieschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

A school-wide approach for planning and implementing Universal Design for learning across all instructional and non-instructional school context. Continual ongoing training and resource allocation for the BEST standards. The CLP model will be followed with fidelity across instructional areas. Student progress monitoring data and instructional remediation will be implemented in lower achieving areas.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 learner. The CLP process suggests that proper implementation increases student achievement and promotes teacher collaboration. PENDIA Learning for science has proven results for increasing science achievement by a game based approach.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

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

Student PENDIA Learning minimum 30 minutes each week.

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

The i-Succeed initiative encompasses CHAMPS and PBIS initiatives targeted at single school culture, safety, and producing a predictable environment. It is a multi-tiered systems based approach. Some of the areas within the system focus on:

- Life Management Skills/Culture & Learning Environment
- Tough Kids
- Ripple Effects/Bouncy
- Student Success Plans Principal/Parent meetings
- Deans' Training
- Alternative Education
- Alternative to Out of School Suspensions (ALTOS)

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 Nights

- Surveys (Student, Teacher, Parent/Community)
- Informal and formal discussions
- Student Government
- Teams
- Skyward Message Center

Teachers and parents continue to communicate through the school and district Skyward system which provides real time information on student academic performance in each of their respective classes. The 9th grade class had three open campus transition days and hosts a Spring Open House annually. Since Covid protocols have changed, there was a fall open house for students in grades 9-12 this year. This provided parents and students a broad introduction to high school, an opportunity to meet teachers, and tour the school campus. Titan ambassadors are identified student-leaders on campus who work with the incoming freshman. The 9th and 10th grade 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 on opportunities for improvement. The Student-Led conferences encourage parents/guardians intervention(s), so they may become more involved in the student's academic progress. This approach has proven successful in developing a more cohesive collaborative approach for all stakeholders. All grade levels host at-risk meetings where students with identified risk indicators develop and track growth plans geared at aligning the students with a successful academic path meeting their social and emotional needs. 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 with a FAFSA parent and student night. As a Title 1 school we will also host parent informational events, such as Counselors' Corner, at-risk meetings, and Senior Parent Night.

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

Administration - support teachers, students, and staff with school operations while carrying out the district mission and vision targeted that every child will and can learn.

Teachers - will implement CHAMPS strategies and Classroom Behavior Plans which align with single school culture in order to promote positive relationships with students.

Students - will understand school-wide expectations, academic requirements, and classroom behavioral policies. Through participation in CLE Circles, check-ins with a trusted adult, and tiered behavioral consequences, the students will have a consistent, warm environment at school. Student involvement is encouraged through the plethora of teams, clubs, and activities offered.

Parents - play an integral part of their student's success and growth while having a voice with our administration, teachers, and staff. Parent involvement will be encouraged through a team approach.

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.

PBiS Team - support all students and staff by recognizing positive behavior which meet our school-wide expectations in supporting a single school culture.

Safety Team - develops and implements safety procedures set forth by the state, school district, and school promoting a safe environment while on campus.

Threat Assessment Team - identifies at-risk students for discipline or mental health concerns; updates and develops safety plans.

Student Government - provides student voice with teachers, staff, and administration.

Youth Advisory Council - provides student voice at the district level.

Titan Ambassadors - identified student leaders on campus who support students and staff. Titan Ambassadors are paired with new students to tour the campus and sit with him/her at lunch. Many of the ambassadors speak multiple languages which help new ESOL students acclimate to the campus and culture.

District - provides support and resources that promote teaching and learning, talent development and growth, safe and caring schools, and communication/community engagement/customer service.