

Dale Cassens Education Complex



2014-15 School Improvement Plan

Dale Cassens Education Complex

1901 S 11TH ST, Fort Pierce, FL 34950

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

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

%

Alternative/ESE Center

No

Charter School

No

Minority

%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Dale Cassens Education Complex is to ensure all students graduate from safe and caring schools, equipped with the knowledge, skills, and the desire to succeed.

Provide the school's vision statement

Our vision from all stakeholders is to maintain an environment where all students feel safe. Through a Multi-tiered System of Support, we are committed to providing each student with an individual plan for academic and behavioral success. We will provide mental health and substance abuse/intervention counseling as well as academic counseling as needed. All teachers will know the needs of each student and plan for rigorous instruction. Each student will know what they need to accomplish in order to graduate and as a team with staff, students, parents and our community, they will graduate from their zoned schools.

School Environment

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

All students at Dale Cassens are assigned, placed, or volunteer for each program offered on campus. We offer a Teen Parent Program called Lucie Adolescent Parenting Program (LAPP) for pregnant and parenting teens and their children through age 4. Also on campus, we have a voluntary over-age-for-grade middle school accelerated paced program where students in grades 7 and 8 can complete two years of study within one school year. We have a behavior-based program for students in grades 6-12 that are placed with us in lieu of expulsion for code of student conduct violations. Last, we have an Exceptional Education Unit where students are placed by their IEP in the most restrictive environment based on their individual needs.

All students and their families attend an initial entry meeting to establish baseline needs. Cumulative folders, attendance history, behavioral history and academic history are a part of the review. Parent/Guardian and student interviews are conducted to determine their goals for education. A calendar has been established to include bi-weekly progress monitor reports, monthly parent nights, and events to encourage family participation throughout the school year.

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

Relationship building is a high effect size strategy that we employ day one with all families and their children. We are a Positive Behavior Intervention and Support school and a Kids at Hope site. 100% of our staff are trained in these strategies including food service and site maintenance. We hold trainings for our bus drivers also. We include Ruby Payne professional development throughout the school year.

Our induction process with our families builds mutual trust and that trust is built upon throughout the school year through monthly parent nights. Our families have access to see their students progress in behavior, attendance and academic performance through Skyward. There are computers available on site for families also.

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

Dale Cassens is a Positive Behavioral Intervention Support school. Students are encouraged to display appropriate behaviors by earning tickets for following the school-wide expectations. These tickets can then be exchanged for an array of items at our Phoenix Den. Tickets can also be used to purchase dress code passes and our PBIS Phoenix events such as Fall Festival and Spring Fling. Our assignment of students also include a Tiered System of Support. Students in Tier 1 are in classes with just a teacher. Our Tier 2 students are in classes with a teacher and para-professional. The Tier three students on our campus are in a self-contained classroom of ESE students who require a high level of behavioral and academic support. This Tier 3 classroom has an ESE support facilitator, a general education teacher and a para-professional.

Dale Cassens also has School-wide Expectations for the campus, cafeteria, classroom, and hallway/transitions.

Our school also has a FAST Code system which is used to call for assistance based on the level of behavior being exhibited by the student at the time. Code 1: repetitive low-magnitude behavior, Code 2: high-magnitude behaviors, Code 3: elopement of student, Code 4: major disruption on campus/fight, Code Blue: medical needs.

Teachers are required to complete a Behavioral Incident Report for minor teacher managed behaviors and a Referral for office managed behaviors or as directed by a Dean or Administrator. Referrals are processed by using the St. Lucie County Code of Conduct.

All of our staff members are trained in PBIS and the FAST Code protocol.

Also within our PBIS plan is a flowchart protocol for teachers to follow in regards to Classroom Managed behaviors versus Office Managed behaviors. The plan also includes a hierarchy of interventions for teachers to try prior to having the student removed from class or receiving a referral. Our teachers have also been trained in Project Ride and FLIP which are two data bases of behavioral intervention resources for teachers to try based on the specific low-magnitude behavior the student is displaying. Teachers are encouraged to try up to three interventions with data collection prior to referring the student to the Problem Solving Team.

Dale Cassens is also a CHAMPs school. CHAMPs is a classroom management system by which students are taught classroom rules/procedures for voice levels, test taking, direct teacher instruction, collaborative groups, etc. At the start of the school year, each teacher takes a chunk of time to teach the CHAMPs of their classroom. This is done every day for the first week of school in each class and can be taught up to 21 days scaling back on the amount of time dedicated to teaching the procedures with the intent that the CHAMPs will only need to be referenced when a student needs a reminder.

We celebrate success as our children reach Level Up within our point and level system, as they level up, they know that they are making their way to transition back to their zoned schools. Transition requirements include 95% attendance, Orange Level and an overall average of a 2.0 within their nine weeks or semester of attendance at DCEC. The Transition Celebration is "standing room" only as the majority of families attend to cheer on their children.

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

We have a full time mental health counselor, a full time substance abuse/intervention counselor, a full time guidance counselor, a part-time graduation coach, a part-time school psychologist and social worker. We also have two student conduct counselors/deans and two school resource deputies. These counselors and supports work with individual students, small groups and whole classrooms depending on needs.

We have a tiered system of supports for academic and behavioral needs. Our universal school-wide behavioral system is PBIS and Kids at Hope. We also use CHAMPs within each classroom. Tier II

and III supports would include a Check in/out with a mentor and a Check and Connect program. LEAPS is utilized during our MTSS block each week for social skills development.

Early Warning Systems

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

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

Attendance:

Teachers take period-by-period attendance. Each small learning HOUSE has a team of teachers that reviews data on attendance each Friday. Our Attendance Committee meets monthly to review every students attendance data. Parents have a bi-weekly progress report which includes attendance data. The House has a data chat with administration to include attendance each month. We utilize our social worker for home visits as children start a pattern of non-attendance at school. We require 95% attendance for students wishing to Transition back to their zoned schools. Students also monitor and chart their own attendance as part of their data chats weekly.

Suspensions:

Since we are a behavior-based program all of our students come to us with at least ten (10) days of out-of-school suspensions before they enroll. Our goal is to provide alternatives to In School and Out of School suspensions by utilizing behavioral interventions to include counseling, teacher's classroom behavior model (CHAMPS), behavior technicians and paraprofessionals are assigned to classrooms with students who have a pattern of disruptive behavior as support. We have a Behavior Intervention Classroom that is utilized to redirect students as quickly as possible back to their classrooms to minimize a loss of instruction.

Level I Math/ELA:

All students who scored Level 1 in either math or ELA are scheduled into an additional Intervention course to receive remediation specific to their data. Students may be receiving both ELA and math as needed.

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

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	39	120	193	135	87	55	50	679
One or more suspensions	19	49	48	37	32	18	8	211
Course failure in ELA or Math	5	13	21	0	4	3	2	48
Level 1 on statewide assessment	9	23	35	45	21	10	4	147

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	3	36	84	36	22	26	32	239

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

Attendance: Dale Cassens has an attendance committee that reviews attendance of students. The social worker will then contact the families of students that are of concern to investigate what may be at the root of the attendance issue. Also, teachers are required to contact families after students have missed 3 consecutive days of school. Attendance is also tied in to the requirements for transition eligibility. Teachers review attendance with the students each Friday and speak to them about the importance of being in school.

Suspensions: Dale Cassens offers different options in lieu of suspension. One option may be In-School Suspension (ISS), Alt to Suspension, and Saturday School. When in ISS or Alt to Suspension the students complete lessons based on the behavior that was exhibited. They also complete course work for the classes they miss on E2020, a computer-based program. In-School Suspension is regular school hours. The Alt to Suspension is 10:00 to 3:00 and a parent or guardian must drop them off and pick them up. Saturday School is 8:30 to 12:00 and the same expectations for Alt to Suspension apply.

Course Failure: For students who have failed courses we offer them an after-school program Monday thru Thursday from 4:00pm to 6:00pm. Transportation is provided. During this time students work with certified teachers to complete the semesters of work that they have failed. High school students also have Credit Recovery built into their daily schedule to assist with making up failed courses. Students may also attend the after-school program for tutoring in hopes of passing the exams or courses.

Dale Cassens also has a built in MTSS (Multi Tiered System of Support) for every student on campus who is in need of math or reading remediation based on their level of achievement on state assessments. All level 1s and 2s are required to have this remediation time in their schedule daily. Each week the students in high school have between 2.5 and 4 hours of remediation. Students in the 6th/7th combination, 8th and 9th grades have 5 hours a week that includes reading, math and social skills. Our Middle School Accelerated Pace Program has 2.5 hours of remediation divided between reading and math.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

N/A

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

We have the following partnerships established within our school:

Our Teen Parent Program has a partnership with the Health Department to provide education, counseling and case management for our parents.

Our students involved with Department of Juvenile Justice have Juvenile Probation Officers that meet with the students on our campus and meet with our staff to support students.

Our students involved with Juvenile Drug Court have a Dean Mentor that meets with the students weekly and attends Drug Court weekly with their families.

The St. Lucie County Education Foundation has "adopt a class" and our classrooms have been adopted each year.

The Kiwanis have donated funds each year to support our PBIS program for all students.

Our School Advisory Committee has members from different agencies from the community on it.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Harden, Ellen	Principal
Davis, Keith	Assistant Principal
Guiel, Dawna	Assistant Principal

Duties

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

There are three administrators at our school: Ellen Harden is the Principal. Dawna Guiel and Keith Davis are Assistant Principals. We use a Tiered system for Leadership as follows:

Tier I - Administrative Leadership

Administrators, Deans, Guidance, Behavior Analyst, Instructional Coach, Graduation Coach, and ESE Chair.

This team meets each Monday to discuss issues and form action plans as needed. They are the board for all House Data Chats on attendance, behavior, and academic performance.

Tier II Teacher Leaders - Small Learning Communities

7/8/9 House Leader - Jeanine Sims

8/9 House Leader - Annette Gooden

10-12 House Leader - Priscilla Griffin

ESE House Leader - James Flynn

LAPP House Leader - Flavia Jagle

This team meets weekly with their team of core content teachers and ESE support teachers to review individual student academic and behavioral data. The teachers meet Fridays with their MTSS Check in/out groups to create graphs and goals for next week.

Tier III Instructional Teacher Leaders

ELA - Jeanine Sims

Math - Priscilla Griffin

Science - Annette Gooden

Social Studies - Anthony Coppola

These leaders support our Professional growth within their content and collaboratively plan units of instruction.

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Dawna Guiel	Principal
Flavia Jagle	Education Support Employee
Tom Perona	Business/Community
Marie White	Business/Community
Dedilia Finlayson	Business/Community
Ellen Harden	Principal
Reggie Sessions	Business/Community
Dawna Guiel	Principal
Andrea Kochanowski	Business/Community
Keith Davis	Principal
Christina Coppola	Business/Community
	Student

Duties

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

Evaluation of last year's school improvement plan

Development of this school improvement plan

SAC: Assists in the preparation and evaluation of the School Improvement Plan. (SIP). The plan is designed to achieve the state education goals and student performance standards. The plan must also address issues relative to budget, training, instructional materials, technology, staffing, student support services, and other matters of resource allocation as determined by school board policy. The School Advisory Council (SAC) assisted in the preparation of the elements/data contained within the plan. The school advisory council annually approves and monthly reviews the SIP.

Preparation of the school's annual budget and plan

SAC: Assists the principal in the school's annual budget..."With technical assistance from the Department of Education, each school advisory council shall assist in the preparation of the school's annual budget and plan as required by s. 1008.385(1). A portion of funds provided in the annual General Appropriations Act for use by school advisory councils must be used for implementing the school improvement plan.

SAC: Approves of the expenditure of school improvement funds.

Our SAC reviews funding allocations and assists in the utilization of Title I and SAC funding sources for the direct benefit of students and parents.

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

The schools were not allocated new School Improvement funds last year. We were frugal and saved our funds to utilize for student and staff incentives as part of our PBIS plan.

We utilized funding as follows:

Students
Staff

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
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Duties

Describe how the LLT promotes literacy within the school

The LLT is comprised of the Instructional Coach, all ELA teachers, and administration. The LLT meets bi-weekly to discuss literacy strategies and best practices for improving student achievement in Reading and Language Arts. This student achievement includes the increase of academic gains as well as the status of being on grade-level for the 10th grade Reading Proficiency Exam, needed for graduation. The LLT is participating in a Learning Community reading the book What Really Matters in Comprehension and Fluency where they are working on collaborating and designing Unit Plans within the St. Lucie County and ELA Framework.

Public and Collaborative Teaching

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

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

Our teachers have a common planning time from 8:30 - 9:20 daily. Teachers work collaboratively to plan lessons and review student data. Title I allows the teachers additional time to collaboratively work on lesson development after school hours. We also have Professional Development opportunities on Fridays for all teachers and allocations for substitutes for teachers to observe quality instruction taking place with their peers.

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

St. Lucie County interviews for teachers and staff are designed to recruit staff with the heart for "at hope" children. We attend Teach-In's around the state and the district also travels out of state for recruiting which often includes administrators from various schools.

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

The school's mentoring program is in collaboration with the district. Each new teacher to the district and first year teachers are assigned a mentor that has had 3 years of teaching experience and an effective teacher rating on his/her yearly evaluation. The mentee and mentor are required to meet at least 2x per week for the first month of school and then once weekly after that.

The mentee is also required to attend monthly meetings at the school site for professional development.

The professional development is designed based on the needs of the teachers. Topics covered may include The St. Lucie County Frameworks, Deliberate Practice Plan, behavioral strategies and others. The new teachers are also encouraged to attend 4 cohort professional development sessions throughout the year created by the district.

Teachers are paired in one of two ways. The first option is by subject taught. The second option is by grade level. The option decided is based on the number of teachers who have taught for three or more years with an effective evaluation.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Our school uses instructional programs and materials that are approved by the curriculum review board. We use the approved district adopted texts and supplemental materials that are aligned to the Florida Standards.

Instructional Strategies

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

We have a 3 tiered level of support for instruction. Teachers also plan for differentiation and scaffolding instruction. Teachers also create lessons based on students' IEPs.

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

Strategy: After School Program

Minutes added to school year: 18,000

The after school program was created to be a credit recovery program for students over-age-for-grade in need of repeating a core content course that was failed. Also, students receive tutorial services and homework help as needed within the program.

Strategy Rationale

Students need to repeat coursework for grade point average and for promotion status. Most of our students have more than two courses to recover and many students are over age for their grade.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Davis, Keith, keith.davis@stlucieschools.org

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

Student grades in courses will be monitored. A 70% or C average or higher is acceptable evidence of accomplished work. Student attendance both during the day and in the after school program will be monitored. Success will be an increase in average daily attendance of 5% or higher.

Strategy: Weekend Program

Minutes added to school year: 5,580

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Strategy: Before School Program

Minutes added to school year: 10,800

Collaborative planning and professional development.

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

Student Transition and Readiness

PreK-12 Transition

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

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

Dale Cassens is an alternative education school site. Our students come to us almost daily. Each student entering our school throughout the year is required to have a meeting with an administrator or dean. During this meeting the student and parent are informed of the school's policies and rules, as well as the requirements to advance in grade level.

Each student who enters our campus has a comprehensive review of academic records that include credit checks. These are completed by either our graduation coach or guidance counselor.

College and Career Readiness

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

Our students are given the information about SAT and ACT. We do offer the PERT. The graduation coach works with our seniors and juniors in regards to college requirements. Our graduation coach also sets up an informational session for students in which the community college, Indian River State College comes and addresses what the college has to offer and reviews the application process with the seniors and juniors.

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

Being an alternative school site in which students attend in lieu of expulsion or to complete two years of school in one year, we do not offer such programs. Students have the chance to transition back to their Zone school which offers those programs.

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

Being an alternative school, we offer the core classes to students in grades 6-12.

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

Not applicable.

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** We will implement an effective Multi-tiered System of Supports for student achievement academically and behaviorally.

- G2.** We will implement collaborative planning on standards based instruction to increase student achievement.

Strategic Goals Detail

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

G1. We will implement an effective Multi-tiered System of Supports for student achievement academically and behaviorally. 1a

G042452

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	45.0

Resources Available to Support the Goal 2

- Think Through Math Algebra Nation Geometry Nation Intensive Math Classes MTSS offers another up to 3 days of intensive math After school tutoring

Targeted Barriers to Achieving the Goal 3

- Students' attendance is less than 90%.
- Majority of students are a level 1 or 2 on assessments and do not possess the basic skills to be proficient.

Plan to Monitor Progress Toward G1. 8

Fidelity reports and student progress reports.

Person Responsible

Ellen Harden

Schedule

Monthly, from 9/4/2014 to 5/29/2015

Evidence of Completion

Progress reports and grades will be collected to demonstrate growth towards proficiency.

G2. We will implement collaborative planning on standards based instruction to increase student achievement. 1a

G042421

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	37.0

Resources Available to Support the Goal 2

- 100 Book Challenge 90 minute Intensive Reading for all middle and high school students that do not meet the proficiency requirement. These Intensive Reading classes use Townsend Press Reading Series. MTSS offers another intensive reading block up to 3 times per week for students who do not demonstrate proficiency. After school tutoring is available to all students. Instructional Coach Great Leaps Easy CBM Professional Development on Reading Strategies.

Targeted Barriers to Achieving the Goal 3

- Majority of students have less than 90% attendance.

Plan to Monitor Progress Toward G2. 8

Great Leaps data

Person Responsible

Ellen Harden

Schedule

Daily, from 9/22/2014 to 5/29/2015

Evidence of Completion

Data collection demonstrating an increase in reading fluency and comprehension.

Plan to Monitor Progress Toward G2. 8

Easy CBM data,

Person Responsible

Ellen Harden

Schedule

Biweekly, from 9/4/2014 to 5/29/2015

Evidence of Completion

Data collection demonstrating an increase in reading fluency and comprehension.

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. We will implement an effective Multi-tiered System of Supports for student achievement academically and behaviorally. **1**

 G042452

G1.B1 Students' attendance is less than 90%. **2**

 B103579

G1.B1.S1 Provide incentives/rewards for attendance. Parental Contacts after 3 days of students being absent. Attendance Committee will meet regularly and identify chronic absenteeism and the social worker will be sent to the home. **4**

 S114975

Strategy Rationale

An increase in attendance will increase student achievement.

Action Step 1 **5**

Person Responsible


Schedule

Evidence of Completion

G1.B2 Majority of students are a level 1 or 2 on assessments and do not possess the basic skills to be proficient. **2**

 B103846

G1.B2.S1 Each student who is a level 1 or 2 will receive intensive math and/or reading up to 3 times per week either through class schedule or MTSS time. **4**

 S115119

Strategy Rationale

To focus on skill deficits needed to achieve proficiency status.

Action Step 1 **5**

Each student will be looked at individually and placed in the appropriate MTSS math class.

Person Responsible

Ellen Harden

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Data will be collected through formal and informal assessments, as well as grades, bi-monthly.

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

Teachers implementing Think Through Math will meet with the instructional coach Bi-Monthly to review student progress.

Person Responsible


Ellen Harden

Schedule

Evidence of Completion

Reports from Think Through Math will be provided to the administrators Bi-monthly.

G1.B2.S2 Students will use Think Through Math in class and during MTSS time. Students will use 100 Book Challenge and Townsend Press for Reading during MTSS. 4

 S115120

Strategy Rationale

To increase math skills needed to be proficient.
To increase reading skills needed to be proficient.

Action Step 1 5

Think Through Math provides the teachers with reports to assist with lesson planning.

Person Responsible

Dawna Guiel

Schedule

Weekly, from 9/4/2014 to 5/29/2015

Evidence of Completion

Fidelity reports are available and will be collected by the administration Bi-monthly.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

The instructional coach will provide coaching and monitoring to the math teachers.

Person Responsible

Dawna Guiel

Schedule

Biweekly, from 9/4/2014 to 5/29/2015

Evidence of Completion

The fidelity reports and student progress reports will be provided to the administration monthly.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

The instructional coach will work with teachers to ensure fidelity of the program.

Person Responsible

Ellen Harden


Schedule

Monthly, from 9/4/2014 to 5/29/2015

Evidence of Completion

Fidelity reports from the program and student progress reports.

G1.B2.S3 Students who have 5 or more referrals will be discussed during school initiated PST. 4

 S136814

Strategy Rationale

To determine the steps that may need to be taken such as, an FBA/BIP, BEP, or a change in classrooms from a teacher to a teacher and a para with a smaller teacher:student ratio.

Action Step 1 5

Students will be brought forward to PST to determine behavioral decisions.

Person Responsible

Ellen Harden

Schedule

Weekly, from 10/8/2014 to 5/27/2015

Evidence of Completion

G2. We will implement collaborative planning on standards based instruction to increase student achievement.

1

G042421

G2.B1 Majority of students have less than 90% attendance. 2

B103552

G2.B1.S1 Provide incentives/rewards for attendance. Parental Contacts after 3 days of students being absent. Attendance Committee will meet regularly and identify chronic absenteeism and the social worker will be sent to the home. 4

S114751

Strategy Rationale

To increase student attendance which will lead to increased student achievement.

Action Step 1 5

The attendance committee will meet regularly and the school social worker will visit homes for students of concern.

Person Responsible

Ellen Harden

Schedule

Monthly, from 9/3/2014 to 5/29/2015

Evidence of Completion

Social Worker Records and Daily Attendance

Action Step 2 5

The classroom teacher will make a phone call home after a student has been absent for 3 days.

Person Responsible

Dawna Guiel

Schedule

Daily, from 9/3/2014 to 5/8/2015

Evidence of Completion

Teachers will turn in their phone logs every 9 weeks.

Action Step 3 5

At the end of each month, attendance for each house will be calculated and the house with the highest attendance percentage will be rewarded.

Person Responsible

Dawna Guiel

Schedule

Monthly, from 9/19/2014 to 5/29/2015

Evidence of Completion

Percentage of attendance should increase each month.

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

Teachers will be provided daily reminders to make phone calls to parents.

Person Responsible

Dawna Guiel

Schedule

Daily, from 9/4/2014 to 5/29/2015

Evidence of Completion

Emails will be kept in a folder. Teachers' parental contact logs turned in every 9 weeks. Increase in grades and attendance.

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

Calendar of scheduled attendance meetings.

Person Responsible

Ellen Harden

Schedule

Monthly, from 9/3/2014 to 5/8/2015

Evidence of Completion

Minutes from the meetings will be kept in a file. Increase in grades and attendance.

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

Attendance clerk/Data Specialist will run reports on attendance. The information will be kept in a file along with the house who has won the reward and date/time and type of reward provided/ selected by the winning house.

Person Responsible

Dawna Guiel

Schedule

Monthly, from 9/19/2014 to 5/29/2015

Evidence of Completion

The attendance report per house and the winning house with the selected reward will be kept in a file. Increase in grades and attendance.

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

Daily percentage attendance will be provided to the administration from the data specialist.

Person Responsible

Ellen Harden

Schedule

Daily, from 9/4/2014 to 5/29/2015

Evidence of Completion

Increase in daily attendance percentages.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	The attendance committee will meet regularly and the school social worker will visit homes for students of concern.	Harden, Ellen	9/3/2014	Social Worker Records and Daily Attendance	5/29/2015 monthly
G1.B1.S1.A1	[no content entered]			one-time	
G1.B2.S1.A1	Each student will be looked at individually and placed in the appropriate MTSS math class.	Harden, Ellen	8/18/2014	Data will be collected through formal and informal assessments, as well as grades, bi-monthly.	5/29/2015 quarterly
G1.B2.S2.A1	Think Through Math provides the teachers with reports to assist with lesson planning.	Guigel, Dawna	9/4/2014	Fidelity reports are available and will be collected by the administration Bi-monthly.	5/29/2015 weekly
G1.B2.S3.A1	Students will be brought forward to PST to determine behavioral decisions.	Harden, Ellen	10/8/2014		5/27/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A2	The classroom teacher will make a phone call home after a student has been absent for 3 days.	Guiel, Dawna	9/3/2014	Teachers will turn in their phone logs every 9 weeks.	5/8/2015 daily
G2.B1.S1.A3	At the end of each month, attendance for each house will be calculated and the house with the highest attendance percentage will be rewarded.	Guiel, Dawna	9/19/2014	Percentage of attendance should increase each month.	5/29/2015 monthly
G1.MA1	Fidelity reports and student progress reports.	Harden, Ellen	9/4/2014	Progress reports and grades will be collected to demonstrate growth towards proficiency.	5/29/2015 monthly
G1.B2.S1.MA1	Teachers implementing Think Through Math will meet with the instructional coach Bi-Monthly to review student progress.	Harden, Ellen	Reports from Think Through Math will be provided to the administrators Bi-monthly.	one-time	
G1.B2.S2.MA1	The instructional coach will work with teachers to ensure fidelity of the program.	Harden, Ellen	9/4/2014	Fidelity reports from the program and student progress reports.	5/29/2015 monthly
G1.B2.S2.MA1	The instructional coach will provide coaching and monitoring to the math teachers.	Guiel, Dawna	9/4/2014	The fidelity reports and student progress reports will be provided to the administration monthly.	5/29/2015 biweekly
G2.MA1	Great Leaps data	Harden, Ellen	9/22/2014	Data collection demonstrating an increase in reading fluency and comprehension.	5/29/2015 daily
G2.MA1	Easy CBM data,	Harden, Ellen	9/4/2014	Data collection demonstrating an increase in reading fluency and comprehension.	5/29/2015 biweekly
G2.B1.S1.MA1	Daily percentage attendance will be provided to the administration from the data specialist.	Harden, Ellen	9/4/2014	Increase in daily attendance percentages.	5/29/2015 daily
G2.B1.S1.MA1	Teachers will be provided daily reminders to make phone calls to parents.	Guiel, Dawna	9/4/2014	Emails will be kept in a folder. Teachers' parental contact logs turned in every 9 weeks. Increase in grades and attendance.	5/29/2015 daily
G2.B1.S1.MA2	Calendar of scheduled attendance meetings.	Harden, Ellen	9/3/2014	Minutes from the meetings will be kept in a file. Increase in grades and attendance.	5/8/2015 monthly
G2.B1.S1.MA3	Attendance clerk/Data Specialist will run reports on attendance. The information will be kept in a file along with the house who has won the reward and date/time and type of reward provided/selected by the winning house.	Guiel, Dawna	9/19/2014	The attendance report per house and the winning house with the selected reward will be kept in a file. Increase in grades and attendance.	5/29/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. We will implement an effective Multi-tiered System of Supports for student achievement academically and behaviorally.

G1.B2 Majority of students are a level 1 or 2 on assessments and do not possess the basic skills to be proficient.

G1.B2.S2 Students will use Think Through Math in class and during MTSS time. Students will use 100 Book Challenge and Townsend Press for Reading during MTSS.

PD Opportunity 1

Think Through Math provides the teachers with reports to assist with lesson planning.

Facilitator

Lakeitha Jackson

Participants

Math Teachers

Schedule

Weekly, from 9/4/2014 to 5/29/2015

Budget Rollup

Summary	
Description	Total
Grand Total	0