

Dale Cassens Education Complex

1901 S 11TH ST, Fort Pierce, FL 34950

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	Yes	77%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	84%

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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 4-12 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 Stores. 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 a teacher in a ratio of 18:1. Our Tier 2 students are in classes with a teacher and para-professional in a ratio of 9:1. 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/ Behavior Tech and the ratio in these rooms is 3:1.

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

Our school also has a FASTT 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, Codes for Medical needs are called as needed.

Teachers are required to complete a Behavioral Incident Report (BIR) 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 FASTT 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 4 and a passing average on all coursework 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 certified behavior analyst, 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. The Principal and two Assistant Principals work as a team on all student 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. BIC (Behavior Intervention Classroom) is utilized to keep students in school, redirect behaviors and return students effectively to classrooms.

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 (BIC) 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. Students receive 90 minutes of instruction in ELA and Math daily. Routines for small group work are scheduled within each period to include Think Through Math and USA Test Prep software for practice.

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
	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	1	11	39	6	12	9	3	83
One or more suspensions	3	2	19	46	7	11	8	3	99
Course failure in ELA or Math	0	1	16	58	4	8	6	1	94
Level 1 on statewide assessment	2	1	17	29	3	0	0	0	52

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

Indicator	Grade Level								Total
	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	2	27	72	7	13	9	3	135

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. Improving our daily attendance rate is one of our TARGET Goals this year.

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. We also have an after school program Monday-Thursday from 4:00 p.m. - 6:00 p.m. which includes School Bus Transportation home. Many students utilize this program to catch up on missed work, tutoring or credit recovery.

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 in grades 11-12 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. Each week the students in high school have between 2.5 and 4 hours of remediation. Students in the 6th/7th/8th grades have 5 hours a week that includes reading, math. Our Middle School Accelerated Pace Program has a 90 minute daily instructional schedule for their core academic program of study.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/180248>.

Description

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

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.

The Housing Authority sponsors DCEC by SAC membership and donations to our school/children for PBIS incentives.

Our School Advisory Committee has members from different agencies from the community on it including the City of Fort Pierce, Detention Center, Housing Authority, Health Department.

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:

Name	Title
Harden, Ellen	Principal
Jackson, LaKeitha	Assistant Principal
Gavoni, Paul	Assistant Principal
Bayless-Natta, Wendi	Guidance Counselor
Moore, Larry	Guidance Counselor
Johnson, Jeffrey	Teacher, K-12
Griffin, Priscilla	Teacher, K-12
Coppola, Anthony	Teacher, K-12
Janik, Thomas	Teacher, K-12
Gregory, Mary	Teacher, K-12
Graham, Sheila	Other
Ellison, Cheryl	Teacher, ESE
Alberti, Jaime	Dean
Perona, Kathleen	Dean
Fox, Robert	Other

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. LaKeitha Jackson and Paul Gavoni 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, Teacher Leaders, ESE Chair and support staff.

This team meets each Wednesday 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

Grades 4-8 Leader: Jeffrey Johnson

Grades 9-12 Leader: Priscilla Griffin

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 - Margaret Martin

Math - Priscilla Griffin

Science - Mary Gregory

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

Weekly Leadership - Principal facilitator

Problem Solving - based on 4 sip goals additionally staff bring up issues as they arise

Budget - staff development is determined by data, needs assessment, survey - Title I budget utilized along with general funds

SAC agendas are driven by leadership requests - meetings occur monthly

HPS/CSC - After school funded through grant - serves 100% student population

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ellen Harden	Principal
Flavia Jagle	Education Support Employee
Tom Perona	Business/Community
Marie White	Business/Community
Dedilia Finlayson	Business/Community
Ellen Harden	Principal
Andrea Kochanowski	Business/Community
Christina Coppola	Teacher
	Principal

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

The SAC met monthly throughout the year. At each meeting data was shared concerning on-going progress toward goals as outlined by SIP. Mid-year and at the close of the year the SAC identified needs to be addressed, SIP objectives to be revised. Current SIP 2015-2016 Goals were approved based on last year's progress.

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

SIP funds and PBIS funds were used to provide student incentives. Donations were used to provide incentives for staff also. Vending budget went to support student PBIS events.

We utilized funding as follows:

Students \$500

Staff \$500

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:

Name	Title
Barnes, Tawana	Teacher, K-12
Cusick, Richard	Teacher, K-12
Martin, Margaret	Teacher, K-12
fillebrown, christine	Teacher, K-12
Jackson, LaKeitha	Assistant Principal
perez, liliana	Teacher, ESE

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 English and Language Arts. The LLT is participating in collaborative planning where they are working on collaborating and designing Unit Plans within the St. Lucie County and ELA Framework. Another chosen SIP Goal: Increased proficiency on FSA/ELA for all grade levels was selected based on our declining trend data on reading assessments.

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 locally. 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, 504 and ELL status. Ninety-minute classroom routines are utilized in all core academic areas. Within the 90 minute routine, there is small group rotations to evidence-based interventions: Think Through Math, 100 Book Challenge/Read 180 strategies. We also utilize USA Test Prep within core content as practice on Florida's Standards by grade level/subject. Formative and Summative assessment data reviewed by content teachers to drive lesson design and the groupings within daily instruction. After-school time utilized by many students to increase academic learning time as needed. St. Lucie Schools provides common comprehensive assessments and Easy CBM for grades 4-12. Teachers review student data from these assessments to drive instructional practice.

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

Harden, Ellen, ellen.harden@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. Evidence of effectiveness will be a decrease in dropout rate and an increase in students promotion to next grade level and/or completion of credits for graduation within their four-year cohort.

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 a team designed to wrap services around individual needs. 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 and 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. Students attend local college fairs and visit IRSC's main campus to gather information about career opportunities with their programs. ASVAB given to students and results reviewed with families for career aptitudes. Guest speakers come to classrooms and parent nights to provide information about their role in St. Lucie County.

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.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By May 27, 2016 we will reduce out of school suspensions by 30%.

- G2.** By the end of the 2016 school year, we will have an increase of 25% of students demonstrating mastery of standards based instruction as evidenced by ELA and Math FSA/EOC proficiency levels.

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. By May 27, 2016 we will reduce out of school suspensions by 30%. 1a

G071063

Targets Supported 1b

Indicator	Annual Target
Dropout Rate	10.0

Resources Available to Support the Goal 2

- Mental Health First Aid Training CHAMPS Training Ruby Payne Training Data Chats with teachers and support staff MTSS Tiered Supports for students - schedules After school tutoring

Targeted Barriers to Achieving the Goal 3

- Teachers perception of discipline and the impact to the student and school.

Plan to Monitor Progress Toward G1. 8

A decrease in OSS will result in an increase in students academic learning time which will be reflected in the reduction of course failures.

Person Responsible

Ellen Harden

Schedule

Quarterly, from 10/9/2015 to 5/27/2016

Evidence of Completion

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

G2. By the end of the 2016 school year, we will have an increase of 25% of students demonstrating mastery of standards based instruction as evidenced by ELA and Math FSA/EOC proficiency levels. 1a

G071064

Targets Supported 1b

Indicator	Annual Target
Dropout Rate	10.0

Resources Available to Support the Goal 2

- 100 Book Challenge Think Through Math USA Test Prep 90 minute ELA and mathematics courses daily for all middle and high school students ELA and Math routines include 30 minutes daily of remediation After school tutoring is available to all students up to 8 hours per week Instructional Coaching through teacher leaders in all core content High School Comprehensive Assessments Easy CBM Assessments for grades 4-8 Professional Development Rigor all content

Targeted Barriers to Achieving the Goal 3

- Students enrolling at DCEC are more than one year behind their peers academically in skills and/or graduation cohort.

Plan to Monitor Progress Toward G2. 8

Student report cards, FSA/EOC data

Person Responsible

Ellen Harden

Schedule

Quarterly, from 10/23/2015 to 5/27/2016

Evidence of Completion

Increase in student academic proficiency on ELA/Math FSA/EOC and promotion based on passing grades.

Plan to Monitor Progress Toward G2. 8

Easy CBM data, Comprehensives, Writing monthly data

Person Responsible

LaKeitha Jackson

Schedule

Triannually, from 9/30/2015 to 5/27/2016

Evidence of Completion

Data collection demonstrating an increase in standards mastery in ELA/Math.

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. By May 27, 2016 we will reduce out of school suspensions by 30%. **1**

 G071063

G1.B3 Teachers perception of discipline and the impact to the student and school. **2**

 B185378

G1.B3.S1 Provide professional development for teachers and staff to increase their awareness of students' backgrounds and possible barriers for learning to include: Ruby Payne, Understanding children of poverty through a book study "Do You Know Enough About Me to Teach Me?", CHAMPS classroom management strategies, Data analysis of behavior (root cause analysis), PBIS, Kids at Hope, alternatives to OSS, Point and Level Systems, Behavior Intervention Plans, IEP. **4**

 S196789

Strategy Rationale

Teachers and support staff believe that students who commit Level 2-4 infractions of the Student Code of Conduct should receive out of school suspension from school for up to ten days per event. Our students enroll at DCEC due to Level 4 infractions. This discipline history affects how teachers see their behavior. The teachers want a safe learning environment where students can learn. If students are disrupting the learning environment, they want the students removed from class.

If we put strategies in place for staff to understand the behaviors and consequences of lost instruction on the student and the school, they will begin to understand that OSS does not change behavior and they will begin to advocate for alternative strategies to change/replace behavior for the long term.

Action Step 1 **5**

To provide professional development to strengthen classroom management.

Person Responsible

Paul Gavoni

Schedule

Weekly, from 7/27/2015 to 5/27/2016

Evidence of Completion

Classroom observations will show teachers implementing CHAMPS.

Action Step 2 5

Professional Development to increase staff understanding of the whole child. LGBT training, Ruby Payne Training, Mental Health First Aid, Book study: Do You Know Enough About Me to Teach Me?

Person Responsible

Ellen Harden

Schedule

Monthly, from 7/27/2015 to 5/27/2016

Evidence of Completion

Evidence includes: 95% attendance rate by staff

Action Step 3 5

Person Responsible

Schedule

Evidence of Completion

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

All events, PD, meetings are outlined on School Calendar. Room code data recorded, reviewed biweekly at Leadership meetings, attendance data reviewed monthly with social worker and leadership. Classroom Observations - informal and formal.

Person Responsible

Ellen Harden

Schedule

Monthly, from 7/27/2015 to 5/27/2016

Evidence of Completion

All PD's held as scheduled, data chats held as scheduled, data will reflect a decrease in OSS, observation data will reflect teachers utilizing CHAMPS strategies in their classrooms.

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

OSS data will be monitored comparing trends from previous years.

Person Responsible

Paul Gavoni

Schedule

Biweekly, from 7/27/2015 to 5/27/2016

Evidence of Completion

OSS data will reflect a decline from previous years.


G2. By the end of the 2016 school year, we will have an increase of 25% of students demonstrating mastery of standards based instruction as evidenced by ELA and Math FSA/EOC proficiency levels. 1

 G071064

G2.B1 Students enrolling at DCEC are more than one year behind their peers academically in skills and/or graduation cohort. 2

 B185379

G2.B1.S1 Monitor student achievement through District progress monitoring assessments, teacher formative and summative assessments, and Think Through Math reports. 4

 S196790

Strategy Rationale

Teachers design lessons based on student achievement data, data drives the lesson plan, differentiation and remediation.

Action Step 1 5

We will monitor student achievement in Reading, Writing, and Mathematics in all grades at DCEC.

Person Responsible

Ellen Harden

Schedule

Quarterly, from 9/30/2015 to 4/29/2016

Evidence of Completion

Action Step 2 5

We will provide Professional Development on data collection and root cause analysis to monitor with fidelity student progress in ELA and Math.

Person Responsible

LaKeitha Jackson

Schedule

Semiannually, from 9/14/2015 to 3/4/2016

Evidence of Completion

The Professional Development days will be scheduled on the calendar, agendas set, attendance rosters on ERO.

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

Teacher House meetings will include academic data chats to include demographic/subgroup data on student academic progress in English, Writing and Math.

Person Responsible

LaKeitha Jackson

Schedule

Biweekly, from 9/4/2015 to 5/27/2016

Evidence of Completion

Interactive demographic table completed by each teacher with data on English, Writing, and math progress summative data by standard.

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

Teachers will submit progress monitoring data to leadership biweekly on all students English, Writing, and math academic work.

Person Responsible

Ellen Harden

Schedule

Monthly, from 9/30/2015 to 5/27/2016

Evidence of Completion

Minutes from the meetings will be kept in a file. Student academic achievement data in English and Math courses will be available on reports. FSA/EOC data available. Retention rates available. Promotion data available.

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

Leadership team/SAC will have data monthly to review.

Person Responsible

Ellen Harden

Schedule

Monthly, from 9/30/2015 to 5/27/2016

Evidence of Completion

Meeting minutes from Leadership and SAC.

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

Students will demonstrate standards mastery by their grades from teachers in ELA and Math content areas.

Person Responsible

Ellen Harden

Schedule

Quarterly, from 10/30/2015 to 5/27/2016

Evidence of Completion

Increase in number of students passing ELA and Math courses. Reduction of retentions based on failing core content.

G2.B1.S2 Provide collaborative planning time for all teachers. 4

S196791

Strategy Rationale

Teachers work in teams to create focus calendars based on standards, and modify as data is reviewed.

Action Step 1 5

Provide collaborative planning time for teachers across all core content to focus on standards based instruction.

Person Responsible

Ellen Harden

Schedule

On 8/6/2015

Evidence of Completion

Teachers create focus calendars and common assessments to track student progress. Teacher will have a Nine Weeks Unit Plan completed.

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
G1.B3.S1.A1	To provide professional development to strengthen classroom management.	Gavoni, Paul	7/27/2015	Classroom observations will show teachers implementing CHAMPS.	5/27/2016 weekly
G2.B1.S1.A1	We will monitor student achievement in Reading, Writing, and Mathematics in all grades at DCEC.	Harden, Ellen	9/30/2015		4/29/2016 quarterly
G2.B1.S2.A1	Provide collaborative planning time for teachers across all core content to focus on standards based instruction.	Harden, Ellen	7/27/2015	Teachers create focus calendars and common assessments to track student progress. Teacher will have a Nine Weeks Unit Plan completed.	8/6/2015 one-time
G1.B3.S1.A2	Professional Development to increase staff understanding of the whole child. LGBT training, Ruby Payne Training, Mental Health First Aid, Book study: Do You Know Enough About Me to Teach Me?	Harden, Ellen	7/27/2015	Evidence includes: 95% attendance rate by staff	5/27/2016 monthly
G2.B1.S1.A2	We will provide Professional Development on data collection and root cause analysis to monitor with fidelity student progress in ELA and Math.	Jackson, LaKeitha	9/14/2015	The Professional Development days will be scheduled on the calendar, agendas set, attendance rosters on ERO.	3/4/2016 semiannually
G1.B3.S1.A3	[no content entered]			once	
G1.MA1	A decrease in OSS will result in an increase in students academic learning time which will be reflected in the reduction of course failures.	Harden, Ellen	10/9/2015	Progress reports and grades will be collected to demonstrate growth towards proficiency.	5/27/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1	OSS data will be monitored comparing trends from previous years.	Gavoni, Paul	7/27/2015	OSS data will reflect a decline from previous years.	5/27/2016 biweekly
G1.B3.S1.MA1	All events, PD, meetings are outlined on School Calendar. Room code data recorded, reviewed biweekly at Leadership meetings, attendance data reviewed monthly with social worker and leadership. Classroom Observations - informal and formal.	Harden, Ellen	7/27/2015	All PD's held as scheduled, data chats held as scheduled, data will reflect a decrease in OSS, observation data will reflect teachers utilizing CHAMPS strategies in their classrooms.	5/27/2016 monthly
G2.MA1	Student report cards, FSA/EOC data	Harden, Ellen	10/23/2015	Increase in student academic proficiency on ELA/Math FSA/EOC and promotion based on passing grades.	5/27/2016 quarterly
G2.MA1	Easy CBM data, Comprehensives, Writing monthly data	Jackson, LaKeitha	9/30/2015	Data collection demonstrating an increase in standards mastery in ELA/ Math.	5/27/2016 triannually
G2.B1.S1.MA1	Students will demonstrate standards mastery by their grades from teachers in ELA and Math content areas.	Harden, Ellen	10/30/2015	Increase in number of students passing ELA and Math courses. Reduction of retentions based on failing core content.	5/27/2016 quarterly
G2.B1.S1.MA1	Teacher House meetings will include academic data chats to include demographic/subgroup data on student academic progress in English, Writing and Math.	Jackson, LaKeitha	9/4/2015	Interactive demographic table completed by each teacher with data on English, Writing, and math progress summative data by standard.	5/27/2016 biweekly
G2.B1.S1.MA2	Teachers will submit progress monitoring data to leadership biweekly on all students English, Writing, and math academic work.	Harden, Ellen	9/30/2015	Minutes from the meetings will be kept in a file. Student academic achievement data in English and Math courses will be available on reports. FSA/EOC data available. Retention rates available. Promotion data available.	5/27/2016 monthly
G2.B1.S1.MA3	Leadership team/SAC will have data monthly to review.	Harden, Ellen	9/30/2015	Meeting minutes from Leadership and SAC.	5/27/2016 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. By May 27, 2016 we will reduce out of school suspensions by 30%.

G1.B3 Teachers perception of discipline and the impact to the student and school.

G1.B3.S1 Provide professional development for teachers and staff to increase their awareness of students' backgrounds and possible barriers for learning to include: Ruby Payne, Understanding children of poverty through a book study "Do You Know Enough About Me to Teach Me?", CHAMPS classroom management strategies, Data analysis of behavior (root cause analysis), PBIS, Kids at Hope, alternatives to OSS, Point and Level Systems, Behavior Intervention Plans, IEP.

PD Opportunity 1

To provide professional development to strengthen classroom management.

Facilitator

Paul Gavoni, Assistant Principal

Participants

Teachers and support staff

Schedule

Weekly, from 7/27/2015 to 5/27/2016

PD Opportunity 2

Professional Development to increase staff understanding of the whole child. LGBT training, Ruby Payne Training, Mental Health First Aid, Book study: Do You Know Enough About Me to Teach Me?

Facilitator

Ellen Harden, LaKeitha Jackson, Stacey Cason, Kate McCormick

Participants

All staff

Schedule

Monthly, from 7/27/2015 to 5/27/2016

G2. By the end of the 2016 school year, we will have an increase of 25% of students demonstrating mastery of standards based instruction as evidenced by ELA and Math FSA/EOC proficiency levels.

G2.B1 Students enrolling at DCEC are more than one year behind their peers academically in skills and/or graduation cohort.

G2.B1.S1 Monitor student achievement through District progress monitoring assessments, teacher formative and summative assessments, and Think Through Math reports.

PD Opportunity 1

We will provide Professional Development on data collection and root cause analysis to monitor with fidelity student progress in ELA and Math.

Facilitator

Todd Fox, Assessment

Participants

Teachers

Schedule

Semiannually, from 9/14/2015 to 3/4/2016

G2.B1.S2 Provide collaborative planning time for all teachers.

PD Opportunity 1

Provide collaborative planning time for teachers across all core content to focus on standards based instruction.

Facilitator

Teacher Leaders

Participants

Teachers

Schedule

On 8/6/2015

Budget

Budget Data

1	G1.B3.S1.A1	To provide professional development to strengthen classroom management.				\$8,680.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
			0205 - Dale Cassens Education Complex	Title I Part A		\$1,640.00
<i>Notes: PD Classroom Management Pre School</i>						
			0205 - Dale Cassens Education Complex	Title I Part A		\$5,400.00
<i>Notes: PD Learning Resources</i>						
			0205 - Dale Cassens Education Complex	Title I Part A		\$1,640.00
<i>Notes: Resources for teachers on Classroom Management</i>						
2	G1.B3.S1.A2	Professional Development to increase staff understanding of the whole child. LGBT training, Ruby Payne Training, Mental Health First Aid, Book study: Do You Know Enough About Me to Teach Me?				\$38,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0205 - Dale Cassens Education Complex	Title I Part A		\$38,000.00
<i>Notes: To provide a Behavior Tech to increase student academic learning time and school safety.</i>						
3	G1.B3.S1.A3					\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0205 - Dale Cassens Education Complex	Title I Part A		\$7,000.00
<i>Notes: Teachers were paid training stipends over the summer to begin culture development for Kids at Hope, PBIS, Applied Behavior Analysis.</i>						
4	G2.B1.S1.A1	We will monitor student achievement in Reading, Writing, and Mathematics in all grades at DCEC.				\$10,850.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0205 - Dale Cassens Education Complex	Title I Part A		\$5,100.00
<i>Notes: Think Through Math</i>						
			0205 - Dale Cassens Education Complex	Title I Part A		\$5,750.00
<i>Notes: USA Test Prep</i>						
5	G2.B1.S1.A2	We will provide Professional Development on data collection and root cause analysis to monitor with fidelity student progress in ELA and Math.				\$0.00
6	G2.B1.S2.A1	Provide collaborative planning time for teachers across all core content to focus on standards based instruction.				\$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
			0205 - Dale Cassens Education Complex	Title I Part A		\$8,000.00
			<i>Notes: Collaborative planning time for teachers</i>			
Total:						\$72,530.00