

St. Lucie Public Schools

Dale Cassens Education Complex



2017-18 Schoolwide 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 and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	0%

School Grades History

Year	2015-16
Grade	F

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Dale Cassens Education Complex

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 are a choice school for pregnant and parenting teens called Lucie Adolescent Parenting Program (LAPP). Also on campus, we have a voluntary over-age-for-grade accelerated paced program where students from grades 4-8 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 called Rebound. We have added a Phoenix Academy for students in grades 6-12 that need a smaller setting with supports in order to graduate on time with their peers. This program is designed based on research from Mental Health First Aide, Trauma Informed Care, and Resiliency. Last, we have an Exceptional Education Center where students in grades K-12 are placed by their IEP in the most restrictive environment based on their individual needs. This program is called Hope House.

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 as well as ELL, IEP, 504 plans. 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. Parent participation in school-based events is encouraged by involving parents directly in the school advisory council, school Positive Behavior Interventions and Supports programs, Title I Parent events and our volunteer program.

b. 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 and Eric Jensen Teaching Students in Poverty as professional development throughout the school year. We also have professional

development on efficacy, bullying interventions, mental health and wellness, and all teachers were trained before school started on PCM Basic Classroom Intervention strategies and CHAMPS classroom management routines. Our school staff are continuing our training on efficacy and trauma informed care.

Our induction process with our families begins with a private interview with our team including administration, counseling, graduation, deans, mental health and wellness. We continue to build mutual trust 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.

c. 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 in two of our programs HOPE and Rebound. These tickets can then be exchanged for an array of items at our Phoenix Stores and PBIS events. Tickets can also be used to purchase school supplies as needed.

We have included Grace Packs as part of our culture where donations from the staff and community such as food and essential supplies for brushing teeth, deodorant, laundry, etc. are available to students and their families for the weekends. We are a universal free breakfast and lunch site for all students.

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. Our four programs are designed to facilitate these interventions with a team of trained staff supporting each program.

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

Our school also has a FAST Team 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 as a means to collect behavioral data for students who complete 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 Team 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 Go Leaps, Project Ride, CHAMPS and FLIP which provide 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. This year we have added Second Step for our elementary students.

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 (90% points) 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 as well as a support system of staff from zoned school eager to welcome our children back to their zoned schools. Graduation Coaches and Social Workers assigned to the schools meet students after their transition to closely monitor and lend assistance for a successful transition.

d. 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 part-time mental health counselor, two part-time substance abuse/intervention counselors, a full time guidance counselor and a part 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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 or program has a team of teachers that reviews data on attendance each Friday. Our Attendance Committee meets monthly to review every student's attendance data; however, our program lead teachers review attendance weekly. Parents have a bi-weekly progress reports which include 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 up to 70 minutes of instruction in ELA and Math and 70 minutes of remediation daily. Routines for small group work are scheduled within each period to include IReady software for practice for all students grades K-8.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	1	0	1	2	3	6	19	12	17	17	10	12	100
One or more suspensions	0	1	1	2	4	4	5	16	9	15	14	9	5	85
Course failure in ELA or Math	0	0	0	0	0	0	5	12	14	6	7	6	5	55
Level 1 on statewide assessment	0	0	0	2	2	3	7	9	74	11	15	6	1	130

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	1	0	1	2	4	7	16	19	17	16	9	7	99

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

Attendance: Attendance is taken daily/period-by-period and monitored weekly by program lead teachers. Dale Cassens has an attendance committee that reviews attendance of students. A PST for attendance will be initiated after multiple absences. PST or IEP team will meet with parent/guardian. If unavailable or unable to contact, 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 provides professional development to all levels of staff from classroom teachers to support paraprofessionals on deescalation and intervention strategies for students. We are a Kids and Hope and PBIS school. We train for signs of suicide, mental health and wellness and engaging students in poverty so that staff know how to build relationships with all children. We

provide mental health and substance abuse prevention counseling on site. We utilize the district pre-school calendar with workshops to understand the academic, behavioral and social needs of all students. We work with families through a problem solving team to address individual students needs identified by teachers and family. Behavior Intervention Plans and safety plans are created as needed.

Dale Cassens offers different options in lieu of suspension. We have tiered interventions, classroom managed behavior strategies, behavior tech interventions and behavior intervention classrooms to assist in preventing unnecessary suspensions from class or school.

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. Students in grades 7-12 also have Credit Recovery and content remediation 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 7th/8th grades have 5 hours a week that includes reading, math. Our Multi-aged Accelerated Pace Program has a 75 minutes daily instructional scheduled for their core academic program of study and a 50 minute recovery/remediation/enrichment class daily.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

N/A

2. 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 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 community has Restoring the Village case management for students who have been involved with the juvenile justice system to mentor students. The counselors meet up to daily with the students on our campus.

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.

We regularly receive donations for our Grace Packs programs from the community.

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.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Harden, Ellen	Principal
Jackson, LaKeitha	Assistant Principal
Bayless-Natta, Wendi	School Counselor
Moore, Larry	School Counselor
Johnson, Jeffrey	Teacher, K-12
Griffin, Priscilla	Teacher, K-12
Coppola, Anthony	Teacher, K-12
Janik, Thomas	Teacher, K-12
Alberti, Jaime	Assistant Principal
Perona, Kathleen	Dean
Fox, Robert	Other
Agnew, Tonya	Dean
Martin, Margaret	Teacher, K-12
Smith, Kathleen	Instructional Technology
Fillebrown, Christine	Teacher, K-12

b. Duties

1. 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 Jaime Alberti 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

MAPP Leader: Verneshia Sanders

Phoenix High School Leader: Priscilla Griffin

Phoenix Middle School Leader: Margaret Martin

HOPE House Leader: Jonathan MacDonald

Rebound Leader: Christine Fillebrown

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. Rebound meetings occur daily with students.

Instructional Coach, Anthony Coppola

Attends all district supported meetings and training for all core content grades K12 and provides on-going support to classroom teachers on instructional design.

Instructional Teacher Leaders:

ELA - Christine Fillebrown

Math - Elizabeth Barnard

Science - Collen Mitchell

Social Studies - Anthony Coppola/John MacDonald

Graduation Coach, Wendi Bayless-Natta and Guidance Department, Larry Moore and Kim Gaites monitor student academic progress.

School ESE Chair, Penny Scialdo along with school social worker, Kate McCormick and school psychologist, Katie Mantor work with teams to provide accommodations or modifications along with community agency service referrals for mental health.

School Assessment Specialist, Robert Fox works with teachers to provide assessment training and calendar dates for all mandated assessments from district and state.

2. 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 SIP/PIP 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

Also, see above #1 response.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ellen Harden	Principal
Tom Perona	Business/Community
Marie White	Business/Community
LaKeitha Jackson	Education Support Employee
	Student
Adam Bente	Business/Community
Nancy Johnson	Business/Community
Monica Jakobsen	Business/Community
Deborah Becton	Business/Community
Roger Lamarca	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

SIP annual goals reviewed and revised annually based on current data. SIP reviewed by district, recommendations provided by district are amended in SIP. SIP approved by SAC annually at first meeting of the school year. Board approval pending.

The SAC meets monthly throughout the year. At each meeting data is shared concerning on-going progress toward goals as outlined by SIP. SIP is amended as needed throughout the school year as new data is made available. Mid-year and at the close of the year the SAC identified needs to be addressed, SIP objectives to be revised. PIP also reviewed and revised as per parent input annually.

b. 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.

c. 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.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Johnson, Jeffrey	Teacher, K-12
Martin, Margaret	Teacher, K-12
Fillebrown, Christine	Teacher, K-12
Jackson, LaKeitha	Assistant Principal
Coppola, Anthony	Instructional Coach
Jackson, DeRhonda	Teacher, K-12
House, Michael	Teacher, K-12
Pyne, Suzanne	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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 and a collaborative planning time based on content 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. St. Lucie County School Calendar also provides record keeping and professional development time throughout the school year.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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. District approved scope and sequence for all courses are aligned with state standards. District also provides unit common assessments in core content.

b. Instructional Strategies

1. 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 plan for differentiation and scaffolding instruction. Teachers also create lessons based on students' IEPs, 504 and ELL status. Classroom routines are utilized in all core academic areas. Within the routine, there is whole group instruction by teacher and small group rotations to evidence-based interventions: IReady software is used in remediation within ELA and Math core content as practice on Florida's Standards grades K-8. Unit assessments based on standards mastery drive the instructional process. Data are reviewed to determine students level of mastery to determine remediation needs for students not at proficiency yet.

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 grades 4-12. Teachers review student data from these assessments to drive instructional practice via Unify/Performance Matters.

DCEC has data on student present levels of performance from last FSA/EOC by level, course remediation needs, credit recovery needs, attendance and behavior. Unit common assessment data used to determine lesson design to standard mastery. Focus calendars reviewed and adjusted based on data. Extra period daily for content remediation and enrichment.

2. 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: 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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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 enroll with us 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/guardian are informed of the school's policies and rules, as well as the requirements to advance within grade level or recovery.

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/or guidance counselor. A plan of action is created at the meeting to demonstrate a pathway for each student to graduate on time.

b. College and Career Readiness

1. 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.

Each month we host a College and Career Readiness day with events per period leading up to a guest speaker from the community. Students in all grade levels work on skills and research colleges and careers for their future. This is a pilot program this year built on a community guest speaker program from last year.

2. 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.

3. 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.

4. 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.

However, we did increase our rating from unsatisfactory in all areas to maintaining in all areas.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** BPIE Goal: Create a variety of service delivery models across all grade levels to provide instruction and related services to SWDs in general education classes and natural contexts.
- G2.** Based on Florida DOE requirements for alternative education site ratings the following goal is for ELA: By May 31, 2018 51% of students will demonstrate learning gains as measured by FSA ELA assessments from their previous year's data.
- G3.** Based on Florida DOE requirements for alternative education site ratings the following goal is for: By May 31, 2018 a minimum of 51% of students taking Mathematics assessments either EOC or FSA will demonstrate learning gains.

Strategic Goals Detail

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

G1. BPIE Goal: Create a variety of service delivery models across all grade levels to provide instruction and related services to SWDs in general education classes and natural contexts. 1a

G096282

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	75.0

Targeted Barriers to Achieving the Goal 3

- Teachers need to be able to articulate different ways to deliver special education services in general education settings.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Provide professional development in differentiated instruction.

Plan to Monitor Progress Toward G1. 8

Lesson plans, informal and formal observations.

Person Responsible

Ellen Harden

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Observations will provide evidence that teachers have designed, implemented and monitored quality lessons with the outcome being increased student achievement in all content areas. The expected outcomes are learning gains in ELA and Mathematics State Assessments.

G2. Based on Florida DOE requirements for alternative education site ratings the following goal is for ELA: By May 31, 2018 51% of students will demonstrate learning gains as measured by FSA ELA assessments from their previous year's data. **1a**

G096283

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains	51.0

Targeted Barriers to Achieving the Goal **3**

- Based on our current population, 130 students have been identified as Level 1 on state assessments in either ELA or Math.
- Dale Cassens continues to have a high transient population. We enroll students daily and often transition back to zoned schools prior to end of year.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Mindset CHAMPS Training Ruby Payne/Eric Jensen Training Efficacy Training Data Chats with teachers and support staff MTSS Tiered Supports for students - schedules After school tutoring Content Common Planning Content Common Assessments Monitoring Lesson Design Instructional Coach Administrators leading content discussion/PD/planning and monitoring instruction with classrooms IReady

Plan to Monitor Progress Toward G2. **8**

Student unit assessments, formative, summative assessments by teachers will be monitored to provide feedback to student on learning gains and feedback to teachers on learning strategies success.

Person Responsible

Ellen Harden

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

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

G3. Based on Florida DOE requirements for alternative education site ratings the following goal is for: By May 31, 2018 a minimum of 51% of students taking Mathematics assessments either EOC or FSA will demonstrate learning gains. **1a**

G096284

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics Achievement	51.0

Targeted Barriers to Achieving the Goal **3**

- of the students currently enrolled at DCEC 130 students have been identified as achieving level 1 in either math or ELA on state assessments.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- iReady Unify New math planning guides New math shifts PD for math content teachers on hands on concrete instruction After school tutoring is available to all students up to 8 hours per week Instructional Coaching for all teachers in all core content Common Collaborative planning Common unit assessments

Plan to Monitor Progress Toward G3. **8**

Biweekly progress monitoring reports from teachers, Unit assessment data, IReady Reports, Student report cards, FSA/EOC data

Person Responsible

Ellen Harden

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Increase in number of students making learning gains on ELA/Math FSA/EOC and promotion based on passing grades. Lesson design, unify, unit assessments, iReady reports will be monitored for student progress toward standards mastery.

Plan to Monitor Progress Toward G3. **8**

IReady data, Common Unit assessments, EOC/FSA

Person Responsible

Ellen Harden

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Data collection demonstrating an increase in standards mastery in ELA/Math. Learning gains on FSA/EOC.

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. BPIE Goal: Create a variety of service delivery models across all grade levels to provide instruction and related services to SWDs in general education classes and natural contexts. **1**

 G096282

G1.B1 Teachers need to be able to articulate different ways to deliver special education services in general education settings. **2**

 B259089

G1.B1.S1 Provide professional development in differentiated instruction. **4**

 S274365

Strategy Rationale

Teachers struggle to provide differentiated instruction to all subgroups within their general education courses to meet the needs of all students.

Action Step 1 **5**

Provide differentiated instructional strategy training for all teachers.

Person Responsible

Anthony Coppola

Schedule

Quarterly, from 9/1/2017 to 5/26/2018

Evidence of Completion

Lesson plans will include strategies for SWDs in general courses.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administrators will monitor lesson plans and teacher direct instruction by formal and informal observations.

Person Responsible

Ellen Harden

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Lesson plans will include accommodations or modifications for SWD. Teachers will utilize PEER to review individual student IEP information.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

There will be a "3 before me" review of lesson plans where teachers complete collaborative lesson planning for content and the content leader reviews plans, then program leader will review for individual student data, last instructional coach will review for format and structure and provide guidance as needed. Last administration will review each plan by content by program.

Person Responsible

Ellen Harden

Schedule

Weekly, from 9/1/2017 to 5/31/2018


Evidence of Completion

The data from lesson review will provide evidence of continued progress for a quality lesson inclusive of all students needs.

G2. Based on Florida DOE requirements for alternative education site ratings the following goal is for ELA: By May 31, 2018 51% of students will demonstrate learning gains as measured by FSA ELA assessments from their previous year's data. **1**

 G096283

G2.B1 Based on our current population, 130 students have been identified as Level 1 on state assessments in either ELA or Math. **2**

 B259090

G2.B1.S1 We will use both formative and summative data to drive instructional practice for both during the school day and for after school tutorials. **4**

 S274366

Strategy Rationale

Early identification and targeted support will increase student skills and confidence.

Action Step 1 **5**

Identify each student's current levels of performance.

Person Responsible

Anthony Coppola

Schedule

Every 3 Weeks, from 8/14/2017 to 5/31/2018

Evidence of Completion

Unify data, unit assessment item analysis, teacher content meetings with instructional coach

Action Step 2 **5**

Content common collaborative planning time.

Person Responsible

Ellen Harden

Schedule

Weekly, from 8/4/2017 to 5/31/2018

Evidence of Completion

Common planning by ELA, Math, Science, Social Science weekly to monitor scope/sequence and plan lesson to include routines for hands-on inquiry/practice. Teachers able to collaboratively plan - agenda/rosters.

Action Step 3 5

Monitor unit assessment results, student progress on standards based mastery.

Person Responsible

Anthony Coppola

Schedule

Every 3 Weeks, from 9/1/2017 to 5/26/2018

Evidence of Completion

Students take unit assessments in content courses. The student results are used by teachers to re-design instruction to focus on deficits.

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

Administrators will facilitate common collaborative planning, provide support and assistance with design by instructional coach, and informal evaluations and walkthrough data for all teachers with timely and actionable feedback.

Person Responsible

Ellen Harden

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Lesson plans, evaluations, assessment data

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

The barriers of gaps in learning will be addressed by focused and individualized lessons delivered by trained teachers and monitored by teachers and administrators. Also, research based remediation via IReady data will provide detailed student results based on the interventions.

Person Responsible

Ellen Harden

Schedule

Every 3 Weeks, from 9/1/2017 to 5/31/2018

Evidence of Completion

Students will have demonstrated mastery of standards in ELA, Math, Science and Social Science on common unit assessments and state assessments. Students will show learning gains on state assessments for ELA and Math at least 51% learning gains will be attained.

G3. Based on Florida DOE requirements for alternative education site ratings the following goal is for: By May 31, 2018 a minimum of 51% of students taking Mathematics assessments either EOC or FSA will demonstrate learning gains. **1**

G096284

G3.B1 of the students currently enrolled at DCEC 130 students have been identified as achieving level 1 in either math or ELA on state assessments. **2**

B259092

G3.B1.S1 Monitor student achievement through District progress monitoring assessments, teacher formative and summative assessments, and IReady Math reports. **4**

S274368

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 ELA, Mathematics, Science and Social Studies in all grades at DCEC.

Person Responsible

Ellen Harden

Schedule

Biweekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Unit Assessments, teacher assessments, IReady reports.

Action Step 2 **5**

We will provide Professional Development on lesson design based on item analysis and how to group students for optimal learning utilizing Unify.

Person Responsible

Robert Fox

Schedule

Monthly, from 9/1/2017 to 5/31/2018

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 G3.B1.S1 6

Teacher House meetings will include academic data chats to include demographic/subgroup data on student academic progress in all core content.

Person Responsible

Anthony Coppola

Schedule

Biweekly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Interactive demographic table completed by each teacher with data on ELA, Math, Science and SS progress summative data by standard. Teacher grade books include both formative data and summative data.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Leadership team/SAC will have data monthly to review.

Person Responsible

LaKeitha Jackson

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Meeting minutes from Leadership and SAC.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Instructional coach will provide on-going support in lesson design, identify appropriate resources, formative assessments, teaching strategies, model instruction as needed.

Person Responsible

Anthony Coppola

Schedule

Daily, from 8/4/2017 to 5/31/2018

Evidence of Completion

Teacher lessons and classroom instruction observations will provide feedback for administrators and coach to support PD and next steps with teachers.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Unify and teacher grades on Skyward will be monitored for each student across all content areas.

Person Responsible

Ellen Harden

Schedule

Every 3 Weeks, from 8/4/2017 to 5/31/2018

Evidence of Completion

Increase in number of students passing core content courses. Reduction of retentions based on failing core content. Learning Gains on state assessments in math.

G3.B1.S2 Provide collaborative planning time for all teachers. 4

 S274369

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. Concentration on teachers providing feedback to students on their work and on questioning strategies that reflect complexity level.

Person Responsible

Ellen Harden

Schedule

Daily, from 8/4/2017 to 5/31/2018

Evidence of Completion

Teachers utilize calendars based on scope and sequence. Unit plans reflect backward design and complexity level. Feedback from assessments is timely and provides teachers and students with next steps for planning.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Utilize lead content teachers and instructional coach to create calendar and content for collaborative planning daily.

Person Responsible

Anthony Coppola

Schedule

Daily, from 8/4/2017 to 5/31/2018

Evidence of Completion

Collaborative planning meeting rosters, agendas, lessons, unit assessments, student grades, state assessments will provide evidence of strategy used with fidelity.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Administration will monitor lesson design, implementation and delivery of lessons by informal and formal observations. Student achievement will be monitored by grades, unit assessments and progress on diagnostic measures.

Person Responsible

Ellen Harden













Schedule

Weekly, from 8/14/2017 to 5/31/2018










Evidence of Completion

Lessons, observations. grades, assessment data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.A1  A368277	Provide differentiated instructional strategy training for all teachers.	Coppola, Anthony	9/1/2017	Lesson plans will include strategies for SWDs in general courses.	5/26/2018 quarterly
G2.B1.S1.A3  A368280	Monitor unit assessment results, student progress on standards based mastery.	Coppola, Anthony	9/1/2017	Students take unit assessments in content courses. The student results are used by teachers to re-design instruction to focus on deficits.	5/26/2018 every-3-weeks
G1.MA1  M395788	Lesson plans, informal and formal observations.	Harden, Ellen	9/1/2017	Observations will provide evidence that teachers have designed, implemented and monitored quality lessons with the outcome being increased student achievement in all content areas. The expected outcomes are learning gains in ELA and Mathematics State Assessments.	5/31/2018 weekly
G2.MA1  M395793	Student unit assessments, formative, summative assessments by teachers will be monitored to provide...	Harden, Ellen	9/1/2017	Progress reports and remediation reports will be collected to demonstrate growth towards proficiency.	5/31/2018 monthly
G3.MA1  M395800	Biweekly progress monitoring reports from teachers, Unit assessment data, IReady Reports, Student...	Harden, Ellen	8/14/2017	Increase in number of students making learning gains on ELA/Math FSA/EOC and promotion based on passing grades. Lesson design, unify, unit assessments, iReady reports will be monitored for student progress toward standards mastery.	5/31/2018 biweekly
G3.MA1  M395801	IReady data, Common Unit assessments, EOC/FSA	Harden, Ellen	8/14/2017	Data collection demonstrating an increase in standards mastery in ELA/Math. Learning gains on FSA/EOC.	5/31/2018 quarterly
G1.B1.S1.MA1  M395786	There will be a "3 before me" review of lesson plans where teachers complete collaborative lesson...	Harden, Ellen	9/1/2017	The data from lesson review will provide evidence of continued progress for a quality lesson inclusive of all students needs.	5/31/2018 weekly
G1.B1.S1.MA1  M395787	Administrators will monitor lesson plans and teacher direct instruction by formal and informal...	Harden, Ellen	8/14/2017	Lesson plans will include accommodations or modifications for SWD. Teachers will utilize PEER to review individual student IEP information.	5/31/2018 weekly
G2.B1.S1.MA1  M395789	The barriers of gaps in learning will be addressed by focused and individualized lessons delivered...	Harden, Ellen	9/1/2017	Students will have demonstrated mastery of standards in ELA, Math, Science and Social Science on common unit assessments and state assessments. Students will show learning gains on state assessments for ELA and Math at least 51% learning gains will be attained.	5/31/2018 every-3-weeks
G2.B1.S1.MA1  M395790	Administrators will facilitate common collaborative planning, provide support and assistance with...	Harden, Ellen	8/14/2017	Lesson plans, evaluations, assessment data	5/31/2018 weekly
G2.B1.S1.A1  A368278	Identify each student's current levels of performance.	Coppola, Anthony	8/14/2017	Unify data, unit assessment item analysis, teacher content meetings with instructional coach	5/31/2018 every-3-weeks
G2.B1.S1.A2  A368279	Content common collaborative planning time.	Harden, Ellen	8/4/2017	Common planning by ELA, Math, Science, Social Science weekly to monitor scope/sequence and plan lesson to include routines for hands-on inquiry/practice. Teachers able to collaboratively plan - agenda/rosters.	5/31/2018 weekly

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Dale Cassens Education Complex

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.MA1  M395794	Unify and teacher grades on Skyward will be monitored for each student across all content areas.	Harden, Ellen	8/4/2017	Increase in number of students passing core content courses. Reduction of retentions based on failing core content. Learning Gains on state assessments in math.	5/31/2018 every-3-weeks
G3.B1.S1.MA1  M395795	Teacher House meetings will include academic data chats to include demographic/subgroup data on...	Coppola, Anthony	8/31/2017	Interactive demographic table completed by each teacher with data on ELA, Math, Science and SS progress summative data by standard. Teacher grade books include both formative data and summative data.	5/31/2018 biweekly
G3.B1.S1.MA2  M395796	Leadership team/SAC will have data monthly to review.	Jackson, LaKeitha	9/1/2017	Meeting minutes from Leadership and SAC.	5/31/2018 monthly
G3.B1.S1.MA4  M395797	Instructional coach will provide on-going support in lesson design, identify appropriate resources,...	Coppola, Anthony	8/4/2017	Teacher lessons and classroom instruction observations will provide feedback for administrators and coach to support PD and next steps with teachers.	5/31/2018 daily
G3.B1.S1.A1  A368282	We will monitor student achievement in ELA, Mathematics, Science and Social Studies in all grades...	Harden, Ellen	9/1/2017	Unit Assessments, teacher assessments, IReady reports.	5/31/2018 biweekly
G3.B1.S1.A2  A368283	We will provide Professional Development on lesson design based on item analysis and how to group...	Fox, Robert	9/1/2017	The Professional Development days will be scheduled on the calendar, agendas set, attendance rosters on ERO.	5/31/2018 monthly
G3.B1.S2.MA1  M395798	Administration will monitor lesson design, implementation and delivery of lessons by informal and...	Harden, Ellen	8/14/2017	Lessons, observations. grades, assessment data	5/31/2018 weekly
G3.B1.S2.MA1  M395799	Utilize lead content teachers and instructional coach to create calendar and content for...	Coppola, Anthony	8/4/2017	Collaborative planning meeting rosters, agendas, lessons, unit assessments, student grades, state assessments will provide evidence of strategy used with fidelity.	5/31/2018 daily
G3.B1.S2.A1  A368284	Provide collaborative planning time for teachers across all core content to focus on standards...	Harden, Ellen	8/4/2017	Teachers utilize calendars based on scope and sequence. Unit plans reflect backward design and complexity level. Feedback from assessments is timely and provides teachers and students with next steps for planning.	5/31/2018 daily

V. Professional Development Opportunities

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

G1. BPIE Goal: Create a variety of service delivery models across all grade levels to provide instruction and related services to SWDs in general education classes and natural contexts.

G1.B1 Teachers need to be able to articulate different ways to deliver special education services in general education settings.

G1.B1.S1 Provide professional development in differentiated instruction.

PD Opportunity 1

Provide differentiated instructional strategy training for all teachers.

Facilitator

Penny Scialdo

Participants

All Teachers

Schedule

Quarterly, from 9/1/2017 to 5/26/2018

G2. Based on Florida DOE requirements for alternative education site ratings the following goal is for ELA: By May 31, 2018 51% of students will demonstrate learning gains as measured by FSA ELA assessments from their previous year's data.

G2.B1 Based on our current population, 130 students have been identified as Level 1 on state assessments in either ELA or Math.

G2.B1.S1 We will use both formative and summative data to drive instructional practice for both during the school day and for after school tutorials.

PD Opportunity 1

Identify each student's current levels of performance.

Facilitator

Anthony Coppola, Instructional Coach

Participants

Teacheres

Schedule

Every 3 Weeks, from 8/14/2017 to 5/31/2018

PD Opportunity 2

Content common collaborative planning time.

Facilitator

Anthony Coppola, Liz Barnard (math), Colleen Mitchell (science), Christine Fillebrown (ELA), and Jon MacDonald (SS)

Participants

Teachers

Schedule

Weekly, from 8/4/2017 to 5/31/2018

PD Opportunity 3

Monitor unit assessment results, student progress on standards based mastery.

Facilitator

Anthony Coppola

Participants

All teachers

Schedule

Every 3 Weeks, from 9/1/2017 to 5/26/2018

G3. Based on Florida DOE requirements for alternative education site ratings the following goal is for: By May 31, 2018 a minimum of 51% of students taking Mathematics assessments either EOC or FSA will demonstrate learning gains.

G3.B1 of the students currently enrolled at DCEC 130 students have been identified as achieving level 1 in either math or ELA on state assessments.

G3.B1.S1 Monitor student achievement through District progress monitoring assessments, teacher formative and summative assessments, and IReady Math reports.

PD Opportunity 1

We will provide Professional Development on lesson design based on item analysis and how to group students for optimal learning utilizing Unify.

Facilitator

Todd Fox, Assessment

Participants

Teachers

Schedule

Monthly, from 9/1/2017 to 5/31/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Provide differentiated instructional strategy training for all teachers.				\$0.00
2	G2.B1.S1.A1	Identify each student's current levels of performance.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0205 - Dale Cassens Education Complex			\$0.00
<i>Notes: Behavior Tech to increase student academic instruction time through a safe environment.</i>						
			0205 - Dale Cassens Education Complex	Title I, Part A		\$0.00
<i>Notes: After School Tutorial</i>						
3	G2.B1.S1.A2	Content common collaborative planning time.				\$0.00
4	G2.B1.S1.A3	Monitor unit assessment results, student progress on standards based mastery.				\$0.00
5	G3.B1.S1.A1	We will monitor student achievement in ELA, Mathematics, Science and Social Studies in all grades at DCEC.				\$0.00
6	G3.B1.S1.A2	We will provide Professional Development on lesson design based on item analysis and how to group students for optimal learning utilizing Unify.				\$0.00
7	G3.B1.S2.A1	Provide collaborative planning time for teachers across all core content to focus on standards based instruction. Concentration on teachers providing feedback to students on their work and on questioning strategies that reflect complexity level.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0205 - Dale Cassens Education Complex	Title I, Part A		\$0.00
<i>Notes: Collaborative planning time for teachers before the start of the school year.</i>						
Total:						\$0.00