# Dale Cassens Education Complex

**2018-19 Schoolwide Improvement Plan**

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## 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) | **2017-18 Title I School** | **2017-18 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 | 78% |

### School Grades History

| Year | 2015-16 | 2011-12 |
|---|---|---|
| Grade | F | |

### School Board Approval

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

### SIP Authority

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.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

The mission of 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 Leadership Team

**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 |
| Alberti, Jaime | Assistant Principal |
| Martin, Margaret | Teacher, K-12 |
| Fillebrown, Christine | Teacher, K-12 |
| House, Michael | Teacher, ESE |
| Feldman, Jon | Dean |
| Young, Marguerite | Teacher, K-12 |
| Gooden, Annette | Teacher, K-12 |

**Duties**

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

Serve on Faculty Council who's purpose is to implement the School Improvement Plan, support the operation of the school, and to act as an advisor to the Principal.
Content leaders provide professional development to staff, mentor and model best practices in science, social studies, mathematics and English.

Participate in problem solving decisions based on data on attendance, behavior and assessment/academic performance.

Assist in lesson design implementation through collaborative planning.

## Early Warning Systems

### Year 2017-18

**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 | 0 | 0 | 4 | 1 | 2 | 1 | 8 | 21 | 1 | 4 | 5 | 2 | 49 |
| One or more suspensions | 0 | 0 | 0 | 4 | 1 | 2 | 2 | 8 | 20 | 1 | 4 | 8 | 3 | 53 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 22 | 1 | 4 | 5 | 2 | 36 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 1 | 0 | 4 | 1 | 7 | 14 | 0 | 5 | 8 | 1 | 41 |

**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 | 0 | 0 | 4 | 1 | 2 | 2 | 7 | 22 | 1 | 5 | 4 | 4 | 52 |

**The number of students identified as retainees:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 27 | 0 | 10 | 0 | 10 | 48 |
| Retained Students: Previous Year(s) | 0 | 30 | 6 | 74 | 0 | 0 | 12 | 11 | 14 | 0 | 0 | 0 | 1 | 148 |

**Date this data was collected**

Thursday 8/16/2018

### Year 2016-17 - As Reported

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| 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 |

**Year 2016-17 - Updated**

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| 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 |

## Part II: Needs Assessment/Analysis

**Assessment & Analysis**
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

Data overall reflects that 130 students from 2018 school year scored in level one on either math or ELA state assessments across all tested grades.

**Which data component showed the greatest decline from prior year?**

Grade 7 ELA 2018 (6%) ELA 2017 (13%) and Math 2018 (24%) Math 2017 (29%).

**Which data component had the biggest gap when compared to the state average?**

Biology EOC data showed a decline in percentage from 2017 (17%) to 2018 (14%). The data from both years reflects a large gap from both district 2017 (64%) 2018 (67%) and state 2017 (63 %) 2018 (65%) data.

**Which data component showed the most improvement? Is this a trend?**

Civics EOC data 2018 (49%) 2017 (33%).

**Describe the actions or changes that led to the improvement in this area.**

Civics teachers worked collaboratively on lesson design, met to review district support unit assessments, used data to reflect on teaching strategies and concentrated on student academic performance after

each review. Students were also tracking their own progress after each unit assessment and reflected on their own effort and learning.

**School Data**
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2018 | | | 2017 | | |
|---|---|---|---|---|---|---|
| | School | District | State | School | District | State |
| ELA Achievement | 0% | 57% | 60% | 9% | 49% | 55% |
| ELA Learning Gains | 0% | 57% | 57% | 34% | 53% | 54% |
| ELA Lowest 25th Percentile | 0% | 55% | 52% | 36% | 49% | 49% |
| Math Achievement | 0% | 58% | 61% | 6% | 49% | 56% |
| Math Learning Gains | 0% | 57% | 58% | 22% | 53% | 54% |
| Math Lowest 25th Percentile | 0% | 51% | 52% | 40% | 47% | 48% |
| Science Achievement | 0% | 56% | 57% | 6% | 44% | 52% |
| Social Studies Achievement | 0% | 74% | 77% | 10% | 65% | 72% |

### EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 (0) | 0 (1) | 0 (0) | 4 (1) | 1 (2) | 2 (3) | 1 (6) | 8 (19) | 21 (12) | 1 (17) | 4 (17) | 5 (10) | 2 (12) | 49 (100) |
| One or more suspensions | 0 (0) | 0 (1) | 0 (1) | 4 (2) | 1 (4) | 2 (4) | 2 (5) | 8 (16) | 20 (9) | 1 (15) | 4 (14) | 8 (9) | 3 (5) | 53 (85) |
| Course failure in ELA or Math | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (5) | 2 (12) | 22 (14) | 1 (6) | 4 (7) | 5 (6) | 2 (5) | 36 (55) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 1 (2) | 0 (2) | 4 (3) | 1 (7) | 7 (9) | 14 (74) | 0 (11) | 5 (15) | 8 (6) | 1 (1) | 41 (130) |

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

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2018 | | | | | |
| | 2017 | 0% | 49% | -49% | 58% | -58% |
| Cohort Comparison | | | | | | |
| 04 | 2018 | 41% | 50% | -9% | 56% | -15% |
| | 2017 | 0% | 50% | -50% | 56% | -56% |
| Same Grade Comparison | | 41% | | | | |
| Cohort Comparison | | 41% | | | | |
| 05 | 2018 | 0% | 49% | -49% | 55% | -55% |
| | 2017 | 0% | 45% | -45% | 53% | -53% |

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 06 | 2018 | 0% | 47% | -47% | 52% | -52% |
| | 2017 | 0% | 48% | -48% | 52% | -52% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 07 | 2018 | 6% | 48% | -42% | 51% | -45% |
| | 2017 | 13% | 46% | -33% | 52% | -39% |
| Same Grade Comparison | | -7% | | | | |
| Cohort Comparison | | 6% | | | | |
| 08 | 2018 | 17% | 54% | -37% | 58% | -41% |
| | 2017 | 5% | 50% | -45% | 55% | -50% |
| Same Grade Comparison | | 12% | | | | |
| Cohort Comparison | | 4% | | | | |
| 09 | 2018 | 15% | 52% | -37% | 53% | -38% |
| | 2017 | 15% | 51% | -36% | 52% | -37% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 10% | | | | |
| 10 | 2018 | 6% | 52% | -46% | 53% | -47% |
| | 2017 | 6% | 48% | -42% | 50% | -44% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | -9% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 03 | 2018 | 0% | 54% | -54% | 62% | -62% |
| | 2017 | 0% | 54% | -54% | 62% | -62% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2018 | 29% | 57% | -28% | 62% | -33% |
| | 2017 | 0% | 56% | -56% | 64% | -64% |
| Same Grade Comparison | | 29% | | | | |
| Cohort Comparison | | 29% | | | | |
| 05 | 2018 | 0% | 55% | -55% | 61% | -61% |
| | 2017 | 0% | 48% | -48% | 57% | -57% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 06 | 2018 | 0% | 46% | -46% | 52% | -52% |
| | 2017 | 0% | 48% | -48% | 51% | -51% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 07 | 2018 | 24% | 49% | -25% | 54% | -30% |
| | 2017 | 29% | 47% | -18% | 53% | -24% |
| Same Grade Comparison | | -5% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| Cohort Comparison | | 24% | | | | |
| 08 | 2018 | 18% | 35% | -17% | 45% | -27% |
| | 2017 | 10% | 40% | -30% | 46% | -36% |
| Same Grade Comparison | | 8% | | | | |
| Cohort Comparison | | -11% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 05 | 2018 | 0% | 50% | -50% | 55% | -55% |
| | 2017 | | | | | |
| Cohort Comparison | | | | | | |
| 08 | 2018 | 16% | 48% | -32% | 50% | -34% |
| | 2017 | | | | | |
| Cohort Comparison | | 16% | | | | |

| BIOLOGY EOC | | | | | |
|---|---|---|---|---|---|
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2018 | 14% | 67% | -53% | 65% | -51% |
| 2017 | 17% | 64% | -47% | 63% | -46% |
| Compare | -3% | | | | |

| CIVICS EOC | | | | | |
|---|---|---|---|---|---|
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2018 | 49% | 71% | -22% | 71% | -22% |
| 2017 | 33% | 69% | -36% | 69% | -36% |
| Compare | 16% | | | | |

| HISTORY EOC | | | | | |
|---|---|---|---|---|---|
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2018 | 13% | 63% | -50% | 68% | -55% |
| 2017 | 8% | 61% | -53% | 67% | -59% |
| Compare | 5% | | | | |

| ALGEBRA EOC | | | | | |
|---|---|---|---|---|---|
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2018 | 27% | 54% | -27% | 62% | -35% |
| 2017 | 0% | 69% | -69% | 60% | -60% |
| Compare | 27% | | | | |

| GEOMETRY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 14% | 50% | -36% | 56% | -42% |
| 2017 | 0% | 60% | -60% | 53% | -53% |
| Compare | | 14% | | | |

## Subgroup Data

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| **2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS** | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |

## Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

## Areas of Focus:

| Activity #1 | |
|---|---|
| **Title** | ELA instruction across all grade groups. |
| **Rationale** | The 2018 data indicated that 130 students scored level one on state assessments for ELA or math. Our ELA data reflects that other than grade four, our students scored less than 20% on grade level assessments in ELA. |
| **Intended Outcome** | Working collaboratively on effective teaching strategies that are research based and having both teacher and student monitoring student progress with feedback designed to be timely and actionable will increase student academic performance on state ELA assessments. |
| **Point Person** | Ellen Harden (ellen.harden@stlucieschools.org) |

| Action Step | |
|---|---|
| **Description** | 1. Increase student time on task by increase instructional minutes to 75 minutes daily.<br>2. Create school-based focused instructional calendar for each unit of instruction with embedded time to reflect on learning based on unit assessment data.<br>3. Create lesson design template to focus teacher instruction on best practices and standards based learning.<br>4. Create common content collaborative planning time.<br>5. Create Feedback Fridays for students and teachers to reflect on effort and results.<br>6. Classroom observations tied to lesson design to determine teachers instruction based on standards and rigor.<br>7. Monitor attendance to determine students lost instruction due to both teacher absences and student absences.<br>8. Provide incentives for attendance for both teachers and students to increase time on task daily.<br>9. Grades K8 will utilize iReady for diagnostic and prescriptive practice.<br>10. Provide after school tutorial and makeup work with content teachers available for students. |
| **Person Responsible** | Anthony Coppola (anthony.coppola@stlucieschools.org) |

| Plan to Monitor Effectiveness | |
|---|---|
| **Description** | 1. Administrators and instructional coach will monitor teacher lesson plans each unit.<br>2. Administrators will observe teacher instruction and provide timely, actionable feedback to teachers.<br>3. Instructional coach will model and mentor teachers in lesson design and implementation. |
| **Person Responsible** | Ellen Harden (ellen.harden@stlucieschools.org) |

| Activity #2 | |
|---|---|
| **Title** | Mathematics instruction across all grade groups. |
| **Rationale** | 2018 data reflects that 130 students scored level one on either ELA or mathematics state assessments. Data reflects increases across all grades groups other than grade seven, however, percentages are all below 30% and below both district and state scores. |
| **Intended Outcome** | As all stakeholders monitor student progress along the instructional timeline by utilizes district unit assessments as a benchmark, adjust teaching strategies for struggling subgroups, and provide opportunities for re-teaching standards, student academic achievement in mathematics will increase. |
| **Point Person** | Ellen Harden (ellen.harden@stlucieschools.org) |

| Action Step | |
|---|---|
| **Description** | 1. Increase student time on task by increasing instructional minutes of mathematics instruction to 75 minutes daily.<br>2. Teachers create focus instructional calendars to reflect our timeline to include monitoring student progress on standards, practice and reteaching.<br>3. Provide professional development on lesson design (template) based on high yield instructional strategies.<br>4. Provide common collaborative planning facilitated by both administrators and instructional coach.<br>5. Provide specific professional development on teaching a 75 minute class to include mathematics routines of whole group, grouping strategies, and on concrete manipulatives.<br>6. Create and model Feedback Fridays for both staff and students to include classroom observation data and unit assessments.<br>7. Utilize iReady in grades K8 for both diagnostic and practice.<br>8. Monitor staff and student attendance in mathematics classes.<br>9. Provide after school tutorial and makeup time for students with content teachers. |
| **Person Responsible** | Anthony Coppola (anthony.coppola@stlucieschools.org) |

| Plan to Monitor Effectiveness | |
|---|---|
| **Description** | 1. Monitor lesson design.<br>2. Monitor classroom instruction with timely, actionable feedback.<br>3. Monitor attendance.<br>4. Monitor Unit assessments and iReady data.<br>5. Monitor FSA results by teacher, by subgroup, by grade. |
| **Person Responsible** | Ellen Harden (ellen.harden@stlucieschools.org) |

## Part IV: Title I Requirements

**Additional Title I Requirements**
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Dale Cassens Education Complex is an alternative educational setting for students in grades K-12. We have designed five small learning communities to address the unique needs of our students. As students enroll, a team comprised of an administrator, counselor, teacher, ESE support, mental health, behavior analyst, and dean meet individually with families to first analyze the enrolling students academic, behavioral and mental wellness needs and plan a pathway to success within one of the programs. Parents are invited throughout the year to problem solving team meetings, meetings to address behavioral needs (PTR) and meetings to check academic progress.
Our students have outside agency involvement such as case managers, counselors and juvenile probation officers. We meet with each agency to provide them with student data based on requested/ approved agreements and a place to work privately.
We have support from Tykes and Teens for mental wellness professional development for our staff and our parents. We have support from Data House for substance abuse and treatment counselors on site and off as needed for our families. We participate in Drug Court as a family liaison between court and school. We have a teen parenting program for mothers/fathers who meet with the health department as needed. The health department provides guest speakers and professional development for students, parents, and staff.

**PFEP Link**

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

**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 will have a full-time mental health counselor, a full-time substance abuse/intervention counselor, a full time guidance counselor and a part time guidance counselor, a part-time graduation coach, a full-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.

**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.

**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
Faculty Council - staff meet monthly
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.

**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 s pilot program this year built on a community guest speaker program from last year.