Dale Cassens Education Complex

2019-20 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/

Demographics

Principal: Gerald Earley   Start Date for this Principal: 8/12/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: F (17%) 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the St. Lucie County School Board on 10/8/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	No	%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year	2015-16	2011-12
Grade	F	

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SIP Authority

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Purpose and Outline of the SIP

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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	Job Duties and Responsibilities
Harden, Ellen	Principal	Provide strategic direction for the school by: Instructional leadership and maintaining a safe environment for all stakeholders. Manage budget. Design professional development, monitor all data, plan, implement, evaluate all academic objectives and goals and behavioral data. Liaison with community agencies. Staff/Personnel hire and evaluate. Parent involvement facilitator.
Bayless-Natta, Wendi	School Counselor	To monitor student academic progress and all graduation requirements for each student to graduate on time.
Moore, Larry	School Counselor	Listen to students' concerns about academic and SEL needs, assist with college and career readiness, PST, ELL monitoring and assessment, creates student schedules based on needs, monitors grades.
Johnson, Jeffrey	Teacher, K-12	Coordinates all assessments local and state for all students grades K12.
Griffin, Priscilla	Teacher, K-12	Creates lesson plans based on content standards with the rigor outlined by the scope and sequence of all core content. Delivers lessons to meet each students needs based on IEP, ELL, 504,etc. Delivers content to all learners style of learning, monitors progress and provides data to administration and parents. Creates and reinforces school-wide and classroom expectations and prepares students for standardized testing.
Coppola, Anthony	Teacher, K-12	Instruction academic coach, models academic lesson design and less delivery for optimal student comprehension.
Alberti, Jaime	Assistant Principal	Enforce attendance, meet with parents to discuss and plan, school facilities, Professional development, work with teachers - monitor and evaluate.
Martin, Margaret	Teacher, K-12	Creates lesson plans based on content standards with the rigor outlined by the scope and sequence of all core content. Delivers lessons to meet each students needs based on IEP, ELL, 504,etc. Delivers content to all learners style of learning, monitors progress and provides data to administration and parents. Creates and reinforces school-wide and classroom expectations and prepares students for standardized testing.
Fillebrown, Christine	Teacher, K-12	Creates lesson plans based on content standards with the rigor outlined by the scope and sequence of all core content. Delivers lessons to meet each students needs based on IEP, ELL, 504,etc. Delivers content to all learners style of learning, monitors progress and provides data to administration and parents. Creates and reinforces school-wide and classroom expectations and prepares students for standardized testing.
House, Michael	Dean	Conduct Counselors monitor student behaviors, communicate to parents, work with individual and groups of students for SEL needs, PBIS facilitators,

Name	Title	Job Duties and Responsibilities
		monitors interventions and supports, presents data to administrators and meets with parents as needed.
Feldman, Jon	Dean	Conduct Counselors monitor student behaviors, communicate to parents, work with individual and groups of students for SEL needs, PBIS facilitators, monitors interventions and supports, presents data to administrators and meets with parents as needed.
Young, Marguerite	Teacher, K-12	Creates lesson plans based on content standards with the rigor outlined by the scope and sequence of all core content. Delivers lessons to meet each students needs based on IEP, ELL, 504,etc. Delivers content to all learners style of learning, monitors progress and provides data to administration and parents. Creates and reinforces school-wide and classroom expectations and prepares students for standardized testing.
Gooden, Annette	Teacher, K-12	Creates lesson plans based on content standards with the rigor outlined by the scope and sequence of all core content. Delivers lessons to meet each students needs based on IEP, ELL, 504,etc. Delivers content to all learners style of learning, monitors progress and provides data to administration and parents. Creates and reinforces school-wide and classroom expectations and prepares students for standardized testing.
Jackson, LaKeitha	Assistant Principal	Enforce attendance, meet with parents to discuss and plan, school facilities, Professional development, work with teachers - monitor and evaluate.
Perona, Kathleen	Dean	Conduct Counselors monitor student behaviors, communicate to parents, work with individual and groups of students for SEL needs, PBIS facilitators, monitors interventions and supports, presents data to administrators and meets with parents as needed.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	1	0	7	7	10	11	29	100	20	29	29	31	274
Attendance below 90 percent	0	0	0	0	0	0	5	13	36	3	4	11	9	81
One or more suspensions	0	0	0	0	0	0	10	14	41	6	8	10	5	94
Course failure in ELA or Math	0	0	0	0	0	0	0	2	2	0	0	0	3	7
Level 1 on statewide assessment	0	0	0	0	0	0	11	20	52	11	7	20	15	136

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	10	14	48	6	7	13	9	107

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	2	0	0	1	4	20	0	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	1	10	21	2	0	2	0	36

FTE units allocated to school (total number of teacher units)
27

Date this data was collected or last updated
Thursday 8/15/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	4	1	2	2	7	22	1	5	4	4	52

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	4	1	2	2	7	22	1	5	4	4	52

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	60%	61%	0%	54%	57%
ELA Learning Gains	0%	58%	59%	0%	57%	57%
ELA Lowest 25th Percentile	0%	50%	54%	0%	52%	51%
Math Achievement	0%	58%	62%	0%	55%	58%
Math Learning Gains	0%	56%	59%	0%	55%	56%
Math Lowest 25th Percentile	0%	46%	52%	0%	48%	50%
Science Achievement	0%	58%	56%	0%	50%	53%
Social Studies Achievement	0%	74%	78%	0%	74%	75%

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	
Number of students enrolled	0 (0)	1 (0)	0 (0)	7 (0)	7 (0)	10 (0)	11 (0)	29 (0)	100 (0)	20 (0)	29 (0)	29 (0)	31 (0)	274 (0)
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	0 (4)	0 (1)	0 (2)	5 (1)	13 (8)	36 (21)	3 (1)	4 (4)	11 (5)	9 (2)	81 (49)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (4)	0 (1)	0 (2)	10 (2)	14 (8)	41 (20)	6 (1)	8 (4)	10 (8)	5 (3)	94 (53)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	2 (2)	2 (22)	0 (1)	0 (4)	0 (5)	3 (2)	7 (36)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (1)	0 (0)	0 (4)	11 (1)	20 (7)	52 (14)	11 (0)	7 (5)	20 (8)	15 (1)	136 (41)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	0%	50%	-50%	58%	-58%
	2018					
Cohort Comparison						
04	2019	0%	51%	-51%	58%	-58%
	2018	41%	50%	-9%	56%	-15%
Same Grade Comparison		-41%				
Cohort Comparison		0%				
05	2019	0%	48%	-48%	56%	-56%
	2018	0%	49%	-49%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison		-41%				
06	2019	0%	51%	-51%	54%	-54%
	2018	0%	47%	-47%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	9%	49%	-40%	52%	-43%
	2018	6%	48%	-42%	51%	-45%
Same Grade Comparison		3%				
Cohort Comparison		9%				
08	2019	11%	54%	-43%	56%	-45%
	2018	17%	54%	-37%	58%	-41%
Same Grade Comparison		-6%				
Cohort Comparison		5%				
09	2019	15%	54%	-39%	55%	-40%
	2018	15%	52%	-37%	53%	-38%
Same Grade Comparison		0%				
Cohort Comparison		-2%				
10	2019	18%	51%	-33%	53%	-35%
	2018	6%	52%	-46%	53%	-47%
Same Grade Comparison		12%				
Cohort Comparison		3%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	0%	55%	-55%	62%	-62%
	2018	0%	54%	-54%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	54%	-54%	64%	-64%
	2018	29%	57%	-28%	62%	-33%
Same Grade Comparison		-29%				
Cohort Comparison		0%				
05	2019	0%	47%	-47%	60%	-60%
	2018	0%	55%	-55%	61%	-61%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		0%				
Cohort Comparison		-29%				
06	2019	0%	47%	-47%	55%	-55%
	2018	0%	46%	-46%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	6%	50%	-44%	54%	-48%
	2018	24%	49%	-25%	54%	-30%
Same Grade Comparison		-18%				
Cohort Comparison		6%				
08	2019	7%	34%	-27%	46%	-39%
	2018	18%	35%	-17%	45%	-27%
Same Grade Comparison		-11%				
Cohort Comparison		-17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	0%	46%	-46%	53%	-53%
	2018	0%	50%	-50%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison						
08	2019	14%	48%	-34%	48%	-34%
	2018	16%	48%	-32%	50%	-34%
Same Grade Comparison		-2%				
Cohort Comparison		14%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	16%	71%	-55%	67%	-51%
2018	14%	67%	-53%	65%	-51%
Compare		2%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	12%	67%	-55%	71%	-59%
2018	49%	71%	-22%	71%	-22%
Compare		-37%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	20%	68%	-48%	70%	-50%
2018	13%	63%	-50%	68%	-55%
Compare		7%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	15%	51%	-36%	61%	-46%
2018	27%	54%	-27%	62%	-35%
Compare		-12%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	14%	55%	-41%	57%	-43%
2018	14%	50%	-36%	56%	-42%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	42		19	9						
ELL											
BLK	21	30		27							
HSP											
FRL										8	
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	19
OVERALL Federal Index Below 41% All Students	YES

ESSA Federal Index	
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	15
Total Points Earned for the Federal Index	114
Total Components for the Federal Index	6
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	15
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	20
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	18
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	7
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Across all grade levels both English/Language Arts and Mathematics show the lowest performance on the 2019 FSA. Contributing factors were new teachers in content with basic skills in both content and delivery of rigorous instruction.
Our largest population of students is grade 8. The data reflects the need to concentrate on all students' across all subgroups: ELA and Math instruction, attendance, suspensions/behaviors, credit recovery as these students have the majority of all ESW indicators across all monitored areas.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math was the greatest decline across all grade levels. The previous year we saw an upward trend in Algebra and Geometry scores. School year 2019 trended downward across all grades, all content. The contributing factors were a deficit in teachers ability to design and implement quality lessons along with the lack of understanding the progress monitoring tools used and how to adjust and differentiate lessons for all subgroups.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

We saw the greatest gaps within grades 3-6 in both English and Mathematics. Many of the students assigned to this grade group were students with Individual Education Plans and Behavior Plans. These students demonstrated gaps in their learning and were further behind their grade group than other subgroups. The students demonstrated learning gains, however, the gains were not significant to move from bucket to bucket.

Which data component showed the most improvement? What new actions did your school take in this area?

We had gains in US History, Biology, high school grade 10 ELA, and maintained within Geometry. These content teachers were all seasoned, veteran teachers with the knowledge and skills to understand data, design lessons and monitor student progress. These teachers met regularly with instructional coach and administrators to design quality lessons, held data conversations regularly and worked collaboratively.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Approximately 67% of our students are one or more grade levels behind. Almost 80% owe at least one credit to be recovered that they failed in previous years. This is a target area for our school for all students. Our school is designed this year to address the individual student needs to catch students up to their graduating cohort and graduate on time.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Monitor all data for grade eight students
2. ELA and math instruction
3. Credit Recovery
4. Remediation of skills
5. Social and emotional learning - attendance and behavior

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Mathematics Instruction
Rationale	Our data from FSA Mathematics indicates that our students are underachieving as compared to their grade level cohorts in the district and the state across all subgroups. Students need mathematics knowledge and skills so that they can learn to think analytically and have better reasoning.

State the measurable outcome the school plans to achieve	By June 2, 2020 the students taking the FSA mathematics assessments in grades 3-10 will have a combined learning gain of 51% or higher.
Person responsible for monitoring outcome	Ellen Harden (ellen.harden@stlucieschools.org)
Evidence-based Strategy	The following are the strategies put into action to increase our learning gains in mathematics across all grade levels and subgroups: 1. Utilize IReady Diagnostics with the classroom setting as outlined by the PD delivered. Utilize IReady Diagnostics data and supported resources to provide additional remediation in small groups outside of the classroom schedule. Utilize IReady Diagnostics to provide data to support lesson designs during the classroom schedule. 2. Increase academic learning time in classroom settings from single periods to block daily. 3. Provide push-in supports for SWD inside classrooms by ESE support facilitators. Collaboratively plan ESE support staff with math content teachers. 4. Collaboratively lesson plan with all math content teachers, instructional coach and administration. 5. Train and utilize district math routines and supports to increase math teachers implementation of rigorous lessons with fidelity. 6. Monitor, Model and Coach mathematics content delivery through PD designed based on Marzano's Art and Science of Teaching and Getting Better Faster (Paul Bambrick-Santoyo) 7. Utilize Performance Matters data on Unit Assessments and lagging FSA results to monitor subgroups performance. 8. Teachers create groups and differentiate instruction based on data for all sub-groups.
Rationale for Evidence-based Strategy	When teachers collaborate on their planning and teaching, they are better able to meet the needs of diverse students and fulfill their legal responsibilities. The National Council of Teachers of Mathematics cites research on eight principles essential to mathematics teaching practices. Among them are: -too much focus on learning procedures without any connection to meaning, understanding, or the applications that require these procedures. -too many students are limited by lower expectations, remedial level learning, and never receive the rigor needed to achieve. -too many math teachers remain isolated, without the benefits of collaborative structures and coaching, and with inadequate opportunities for PD related to mathematics teaching and learning.

Action Step	
Description	1. Build a focus calendar for teacher collaboration on quality lesson design throughout the year that is built around standards based instruction and a block schedule daily. 2. Utilize instructional coach, mathematics content teacher leader, and administration to

infuse focused PD individualized for each teacher around teaching rigorous content and classroom management (Getting Better Faster).

3. Meet collaboratively to review data from unit assessments and discuss specific points from individual teachers that had success within the taught content. Build lesson study and teacher-teacher observations on what works as defined by data.

4. Monitor use and data from IReady Diagnostics of teachers and students. Utilize data to drive decisions on instruction in an "on time" manner.

5. Use district support time as a outside view of mathematics instruction in classrooms, provide on time coaching, resources, feedback to teachers on their lesson design and on the lesson delivery.

6. Data chats weekly with content teachers to reflect on unit assessments and lesson plan for future assessments.

7. Lesson plans include individualized interventions and small group needs for all subgroups based on data.

Person Responsible	Anthony Coppola (anthony.coppola@stlucieschools.org)

#2	
Title	ELA Instruction
Rationale	According to the National Council of Teachers of English, there are two critical reasons why ELA teaching is so important: 1. Literature is Life. By reading, students understand themselves, others, and the world. 2. ELA are the most essential human skills - how to receive information from others and how to transmit information. Literacy - through reading and listening, students receive information; through writing and speaking, we transmit information. In ELA classes, we "empower students to use their voices and to be able to use the tools of literacy, including digital tools, to contribute to our democracy and to the world." (NCTE 03.10.17)
State the measurable outcome the school plans to achieve	By June 2020, combined scores of students across grades 3-10 will show learning gains of 51% or higher.
Person responsible for monitoring outcome	Ellen Harden (ellen.harden@stlucieschools.org)
Evidence-based Strategy	1. Create a focus calendar for all ELA teachers across all grade levels to focus instruction based on standards and on the timeline within each class period. Create a collaboration calendar for ELA teachers within grade level bands (Lower Elementary, Upper Elementary, 6-7, 8, 9-10, 11-12) to work on lesson design and lesson delivery. 2. Utilize "Getting Better Faster" PD on Content and Classroom Management to finely focus individual teachers on specific elements to increase students achievement. Include immediate feedback, modelling and coaching through instructional coach, content lead teachers, administration. 3. Use IReady Dianostics to monitor student progress. Monitor both teacher access and student data to maintain fidelity of program/data. 4. Use district supported Unit Assessments to drive decisions on lesson design and teacher PD. 5. Use district level supports for resources within classrooms to model, coach and provide feedback. 6. Data chats weekly to review subgroup results on district unit assessments with lesson designs implementing differentiated learning for all subgroups.
Rationale for Evidence-based Strategy	Both the International Literacy Association and the National Council of Teachers of English propose that one of the highest yield strategies for students' ELA success is working on teacher preparation for literacy instruction (2017 International Literacy Association, National Council of Teachers of English, No. 9422). One essential point from this research is that evidence shows that by the second and third years of teaching, teachers are drawing on their professional knowledge from their practices/preparation to guide their teaching practices, whereas this knowledge in practice may not be observed during the first year of teaching when teachers are trying to reconcile new routines with previous expectations (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2009). There are four identified indicators for quality PD for ELA teachers: 1. Knowledge Development 2. Application of Knowledge within authentic contexts

3. Ongoing Teacher Development
4. Ongoing Assessments

Action Step	
Description	1. Design Collaborative PD calendar for ELA teachers to include focus on scope and sequence, standards, content delivery within class period, assessment of understanding/ learning, individualized needs of students. 2. Utilize "Getting Better Faster" to design, implement a coaching, modelling, feedback system for ELA teachers. 3. Monitor IReady Diagnostic data and district unit assessment data for teacher delivery fidelity and student outcomes data to design feedback to teachers and students. 4. Utilize district supports for classroom coaching, modeling, lesson design and feedback to teachers. 5. Monitor subgroup results on both writing and reading practice, diagnostic and district unit assessment. 6. Utilize data to lesson plan for differentiation to include all subgroups.
Person Responsible	Anthony Coppola (anthony.coppola@stlucieschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Social Emotional Learning
Part 1:
Students that enroll in the Dale Cassens Education Complex are students with social and emotional needs that require a depth of knowledge by all staff and a planned approach to support their individual needs.
Part II:
Needs Assessment/Analysis
Dale Cassens exists to support the needs of the district for an individualized systematic plan to address the social and emotional needs of all enrolled students. Of the population, 87% of the students assigned to PRIDE Academy have a behavior intervention plan (BIP) that includes SEL as a daily component. Of the students enrolled in HOPE House, 100% require SEL on a daily basis, 100% need a BIP, 82% are emotional learners. Of the students enrolled in Rebound, 100% are students with histories of risk factors and/or trauma that need support. MAPP and Phoenix also have at least half of the population with EWS and/or trauma where SEL will benefit their personal growth and well-being.
Part III:
Planning for Improvement
A. Area of Focus:
School Climate and Culture including Early Warning Systems
Activity #1
Title: Social Emotional Learning
Rationale:
Analysis of teacher and student climate survey results, student discipline data, the number of mental health referrals and staff and student attendance data indicate a need to address the social emotional
learning needs of our school.
Measurable Intended Outcome:
1. The number of discipline referrals will decrease by 25% or more.
2. The number of mental health referrals will decrease by 25% or more

3. The number of students with attendance below 90 percent will be reduced by 30%

4. The number of students exhibiting 2 or more early warning indicators will decrease by 30%.

5. Teacher perception of student behavioral concerns as measured by the district teacher climate survey will decrease by 30%.

6. Student perception of sense of belonging and safety will increase by 25% as measured by the student climate survey.

Evidence-based Strategy:

Explicit instruction of SEL utilizing Sanford Harmony/Lions Quest/School-Connect

will be implemented to teach students the 5 SEL competencies. Daily circles will be facilitated to allow students

opportunities for guided practice of these skills. These activities will be monitored through ongoing class observations using corresponding walkthrough tools. An SEL committee will be established to promote school-

wide SEL through integrated activities.

Rationale for Evidence-based Strategy:

Our students are lacking many of these basic life skills needed for success in school, at home and in the community. Intentional focus on cultivating SEL competencies is a proven strategy used to reduce discipline concerns, increase attendance and develop positive learning communities.

Describe Action Steps:

1. Professional development and follow up coaching by the SEL Department

2. High School Connect curriculum - trained staff utilizing curriculum in grades 9-12 through the school year in structured class setting.

3. Lions Quest curriculum - trained staff utilizing curriculum in grades 6-8 through the school year in structured class setting.

4. Sanford Harmony - trained staff utilizing curriculum in grades k-5 through the school year in structured class setting.

5. All staff trained in Mental Health First Aid and Trauma Informed Care

6. Continue partnership with Tykes and Teens for supported PD throughout the year.

7. Utilize Mental Health counselor as needed for supports and training for students - parents.

8. Utilize Data Substance Prevention and Intervention staff with students ongoing throughout the year.

9. Maintain Threat Assessment Team on campus that are trained and meet monthly or as needed for all student needs.

10. Work with school resource deputies to maintain a safe and secure campus and to provide PD for staff and communicate with parents, community as needed.

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 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 and district SEL staff 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, a part-time graduation coach, a part-time certified behavior analyst, a part-time school psychologist and social worker. We also have three student conduct counselors/deans and three 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. SEL programs are 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
Threat Assessment Team - monitoring monthly data and convenes as needed

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.

We host a College and Career Readiness day with guest speakers/stations from the community. Students in all grade levels work on skills and research colleges and careers for their future.

We are piloting a Farm to Table initiative with PRIDE and HOPE this year with the support of the SLPS Food Service Department. This program is designed to assist students with understanding food and nutrition as well as learning about the food industry in our area through guest speakers and direct work in the gardens.