Dale Cassens Education Complex

2021-22 Ungraded 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: 7/1/2005

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan was approved by the St. Lucie County School Board on 10/12/2021.

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

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 desire to succeed.

Provide the school's vision statement.

Our vision from all stakeholders is to maintain an environment wherein all students feel safe, academically confident, and civically conscientious. Through a Multi-tiered System of Support, we are committed to providing each student with an individual academic and behavioral success plan. We will provide mental health and
substance abuse/intervention counseling as well as academic counseling as needed. Through interviews, observations, and academic and behavior record reviews, all teachers will understand the needs of each student and plan for rigorous instruction. Each student will understand what they need to accomplish to graduate. As a collaborative team, staff, students, parents, and community stakeholders students will graduate from their zoned schools with a post-graduation plan.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Dale Cassens Education Complex (DCEC) provides emotional, social, behavioral, and academic interventions to support various needs for the assigned demographically diverse student population in grades K-12.

DCEC Positive Reinforcing, Inspiring, and Determined Elementary Program (PRIDE). PRIDE provides a safe learning environment for K-5 students. Students learn self-esteem, dignity, honor, self-respect, self-worth, and regard for self and others while engaging in rigorous academic work. This program includes small student-to-teacher ratios to increase educational performance time and support from paraprofessionals, behavior technicians, counselors, social workers, and a school psychologist. We infuse academic confidence, self-esteem, dignity, honor, self-respect, self-worth, and regard for self and others while engaging students in rigorous academic work.

Through the Multi-Aged Accelerated Pace Program (MAPP), DCEC provides a district-wide (voluntary) program for over-age-for-grade students behind their correct graduation cohort. The program affords vigorous fortified concentration of academic study to help students complete all missing classes and build academic skills to provide the impetus for students to meet all standard diploma options and graduate on time with their on-grade peers. Students may enroll for one year, spending one semester in each grade (S1 7th/S2 8th or S1 8th/S2 9th).

DCEC provides a Digital Learning Academy (DLA). The DLA program meets the needs of students who excel in a virtual learning arena and enjoy working at their own pace. DLA students who are self-motivated to graduate on time or early can benefit from this self-paced learning method. DLA uses computer-assisted instruction supported by certified content teachers in all core content areas (English, Math, Science, and Social Studies). DLA uses technology-enhanced educational strategies from Edgenuity to enhance learning experiences.

DCEC's Having Only Positive Expectations (HOPE) Program offers positive educational, behavioral, and social/emotional support for students with disabilities requiring interventions delivered in the most restrictive environment (St. Lucie County). The HOPE program provides students with Emotional/

Behavioral Disabilities (EBD) with intensive, focused instruction with a dedicated classroom teacher and paraprofessional in each class. Students rotate between core academics and remediation classes each day. Additionally, students within the Self-Contained EBD process follow the same curriculum as all St. Lucie Public Schools. HOPE students receive social skills instruction and specialized behavior management strategies within a highly supported instructional environment. Supports include; Positive Behavior Interventions & Support Practices, Computer-Based Instruction, Individual and Small Group Instruction, On-site Behavioral and Mental Health Counseling, Opportunities for Parent and Community Involvement.

DCEC also delivers instruction to students in grades 6-12 in our Phoenix Academy. Phoenix Academy provides a safe and caring educational setting for students who require a smaller classroom with academic credit recovery and remedial content needs. We support students through counseling and differentiated instruction.

DCEC programs imbue emotional, behavioral, social, educational intervention and academic confidence to support success for assigned K-12 grade students for high school graduation and beyond.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Harden, Ellen	Principal	Provide strategic oversight and direction for the school by Instructional leadership and maintaining a safe environment for all stakeholders. Manage budget. Design and deliver professional development, monitor all data, plan, implement, evaluate all academic objectives and goals and behavioral data, liaison with community agencies. Staff/Personnel hire and oversee all evaluation processes. Parent involvement facilitator.
Alberti, Jaime	Assistant Principal	Enforce attendance, campus safety, coordinate professional development, assist in budget planning, meet with parents to discuss and plan school facilities, work with teachers to ensure goals and objectives are germane with academic plans – monitor and evaluate. Serve as a leader of the threat assessment team (TAT).
Jackson, LaKeitha	Assistant Principal	Enforce attendance, campus safety, coordinate professional development, assist in budget planning, meet with parents to discuss and plan school facilities, work with teachers to ensure objectives are germane with academic plans – monitor and evaluate. Serve as a leader of the threat assessment team (TAT).
Feldman, Jon	Dean	Conduct Counselor, monitor student behaviors, communicate to parents, work with individual and groups of students for SEL needs, PBIS facilitators, monitors interventions and supports, present behavioral data/trends to administrators, and meets with parents as required. Serve as a member of the threat assessment team (TAT).
Jackson, DeRhonda	Dean	Conduct Counselor, monitor student behaviors, communicate to parents, work with individual and groups of students for SEL needs, PBIS facilitators, monitors interventions and supports, present behavioral data/trends to administrators, and meets with parents as required. Serve as a member of the threat assessment team (TAT).
House, Michael	Dean	Conduct Counselor, monitor student behaviors, communicate to parents, work with individual and groups of students for SEL needs, PBIS facilitators, monitors interventions and supports, present behavioral data/trends to administrators, and meets with parents as required. Serve as a member of the threat assessment team (TAT).
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. Communicates with students, parents, staff as needed. Completes documents as requested by students/parents. Assists with assessments and monitoring for ELL and 504 students. Member of the Threat Assessment Team.

Name	Position Title	Job Duties and Responsibilities
Barnard, Elizabeth	Graduation Coach	Monitors student academic progress and all academic requirements to graduate commensurate with the student progression plan. Communicate with students, family, and staff to ensure correct courses are taken, and assessments are completed, GPA is monitored, credits are attained for promotion and graduation.
Coppola, Anthony	Instructional Coach	Models academic lesson design and lesson delivery for optimal student comprehension. Works directly with teachers. Uses "Get Better Faster" as a guide for advancing teachers' instructional delivery and classroom management. Is the liaison for all core content by attending district core PD and providing training and content knowledge to all teachers.
Johnson, Jeffrey	Other	Oversee and administer the national, state, and local assessments to students; train teachers commensurate with state testing requirements, monitor students during testing; assure student compliance with policies, procedures, and requirements. Organize, schedule, administer, and monitor the testing of extension programs, including alternatives and accommodations, for various academic departments.
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 student's needs based on IEP, ELL, 504, etc., requirements. Leads instructional team to ensure delivery of instructional content to all learners, collaboratively plan with student style of learning in mind, monitors progress, and provides data to administration and parents. Creates and reinforces school-wide and classroom expectations and prepares students for standardized testing.
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 student's needs based on IEP, ELL, 504, etc., requirements. Leads instructional team to ensure delivery of instructional content to all learners, collaboratively plan with student style of learning in mind, monitors progress, and provides data to administration and parents. Creates and reinforces school-wide and classroom expectations and prepares students for standardized testing.
Ballard, sarah	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 student's needs based on IEP, ELL, 504, etc., requirements. Leads instructional team to ensure delivery of instructional content to all learners, collaboratively plan with student style of learning in mind, monitors progress, and provides data to administration and parents. Creates and reinforces school-wide and classroom expectations and prepares students for standardized testing.

Name	Position Title	Job Duties and Responsibilities
Cooke, Garry	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 student's needs based on IEP, ELL, 504, etc., requirements. Leads instructional team to ensure delivery of instructional content to all learners, collaboratively plan with student style of learning in mind, monitors progress, and provides data to administration and parents. Creates and reinforces school-wide and classroom expectations and prepares students for standardized testing.
Simon, Angie	Teacher, ESE	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 student's needs based on IEP, ELL, 504, etc., requirements. Leads instructional team to ensure delivery of instructional content to all learners, collaboratively plan with student style of learning in mind, monitors progress, and provides data to administration and parents. Creates and reinforces school-wide and classroom expectations and prepares students for standardized testing.
Holtzman, Natalie	Other	Provides information to students, parents, and school staff, counsels students with personal and psychological issues, and addresses relevant school issues, such as school attendance, illegal drugs, teen pregnancy, and social adjustment issues. Serve as a member of the threat assessment team (TAT).
Welby, Shelley	Psychologist	Provide behavioral and emotional intervention to help children and youth succeed academically, socially, behaviorally, and emotionally. Intervene at the individual and system levels, develop, implement, and evaluate programs to promote positive learning environments for children and youth from diverse backgrounds, and ensure equal access to effective educational and psychological services that promote emotional and physical health and support academic success. Serve as a member of threat assessment team (TAT).
Lee, Diamond	Other	Provide crisis behavioral and emotional intervention to help children and youth succeed behaviorally, emotionally, academically, and socially. Serve as a member of the threat assessment team (TAT).
Adams, Cassandra	Other	Provide crisis behavioral and emotional intervention to help children and youth succeed behaviorally, emotionally, academically, and socially. Serve as a member of the threat assessment team (TAT).

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date
Friday 7/1/2005, Gerald Earley

Number of teachers with professional teaching certificates?
24

Number of teachers with temporary teaching certificates?
4

Total number of teacher positions allocated to the school.
28

Total number of students enrolled at the school.
234

Identify the number of instructional staff who left the school during the 2020-21 school year.
2

Identify the number of instructional staff who joined the school during the 2021-22 school year.
2

Demographic Data

Early Warning Systems

2021-22

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	1	0	2	2	3	6	12	31	73	22	17	19	42	230
Attendance below 90 percent	0	1	1	1	2	8	10	15	49	15	17	27	35	181
One or more suspensions	0	0	0	0	1	3	4	15	22	3	3	4	3	58
Course failure in ELA	0	0	0	0	0	2	7	11	7	6	0	9	0	42
Course failure in Math	0	0	0	0	0	0	2	7	7	1	2	9	0	28
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	6	11	7	14	41	9	16	6	7	118
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	6	16	8	15	41	4	9	12	9	122
Number of students with a substantial reading deficiency	0	0	0	1	4	8	5	11	36	8	7	10	4	94
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	0	1	4	10	9	17	42	13	11	20	10	138

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	0	0	0	0	0	15	0	0	0	17	32
Students retained two or more times	0	0	0	0	0	0	0	1	10	2	4	1	6	24

Date this data was collected or last updated

Monday 8/23/2021

2020-21 - 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	
Number of students enrolled	0	1	0	1	4	10	9	17	42	13	11	20	10	138
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	2	6	7	0	2	8	0	25
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	4	8	5	11	36	8	7	10	4	94
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	5	12	6	12	36	4	5	8	8	97

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	1	0	1	4	10	9	17	42	13	11	18	9	135

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					60%	61%		57%	60%
ELA Learning Gains					58%	59%		57%	57%
ELA Lowest 25th Percentile					50%	54%		55%	52%
Math Achievement					58%	62%		58%	61%
Math Learning Gains					56%	59%		57%	58%
Math Lowest 25th Percentile					46%	52%		51%	52%
Science Achievement					58%	56%		56%	57%
Social Studies Achievement					74%	78%		74%	77%

Grade Level Data Review - State Assessments
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	2021					
	2019	0%	50%	-50%	58%	-58%
Cohort Comparison						
04	2021					
	2019	0%	51%	-51%	58%	-58%
Cohort Comparison		0%				
05	2021					
	2019	0%	48%	-48%	56%	-56%
Cohort Comparison		0%				
06	2021					
	2019	0%	51%	-51%	54%	-54%
Cohort Comparison		0%				
07	2021					
	2019	9%	49%	-40%	52%	-43%
Cohort Comparison		0%				
08	2021					
	2019	11%	54%	-43%	56%	-45%
Cohort Comparison		-9%				
09	2021					
	2019	15%	54%	-39%	55%	-40%
Cohort Comparison		-11%				
10	2021					
	2019	18%	51%	-33%	53%	-35%
Cohort Comparison		-15%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	55%	-55%	62%	-62%
Cohort Comparison						
04	2021					
	2019	0%	54%	-54%	64%	-64%
Cohort Comparison		0%				
05	2021					
	2019	0%	47%	-47%	60%	-60%
Cohort Comparison		0%				
06	2021					
	2019	0%	47%	-47%	55%	-55%
Cohort Comparison		0%				
07	2021					
	2019	6%	50%	-44%	54%	-48%
Cohort Comparison		0%				
08	2021					
	2019	7%	34%	-27%	46%	-39%
Cohort Comparison		-6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	0%	46%	-46%	53%	-53%
Cohort Comparison						
08	2021					
	2019	14%	48%	-34%	48%	-34%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	16%	71%	-55%	67%	-51%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	12%	67%	-55%	71%	-59%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	20%	68%	-48%	70%	-50%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	15%	51%	-36%	61%	-46%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	14%	55%	-41%	57%	-43%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
BLK										6	
FRL										10	
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	10
OVERALL Federal Index Below 41% All Students	YES

ESSA Federal Index	
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	10
Total Components for the Federal Index	1
Percent Tested	
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	6
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	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	10
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

Area of Focus - English Language Arts performance
Subgroups: Students with Disabilities, Black/African American, Economically Disadvantaged
Progress Monitoring:
1. STAR Diagnostic Reading, Progress Monitoring, Post Assessment
2. District Unit Assessments in ELA
3. FSA ELA
4. Teacher Directed Writing Monthly Assessment

Area of Focus - Mathematics performance
1. STAR Diagnostic Math, Progress Monitoring, Post Assessment
2. District Unit Assessments in Math
3. FSA Math
4. Math Nation

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

Based on FSA data, upwards of 70% of students scored non-proficient in ELA measured categories. Specific concept areas of concern include elaboration and explanation, context clues, making inferences, and author's purpose across performance.

Area of Focus - English Language Arts performance
Subgroups: Students with Disabilities, Black/African American, Economically Disadvantaged
Writing performance - school addressed PD for all teachers all content on writing process, this was monitored monthly through student writing prompts, addressed in ELA classes for editing and re-writing by students to increase skills and understanding of scoring rubric.

Based on FSA data our ESSA Subgroups presented the following percentages of Learning Gains in math:
Black/African American - 11.22%
Hispanic - 12.24 %
SWD Number students per level:
Level 5 = 1
Level 4 = 1
Level 3 = 9
Level 2 = 10
Level 1 = 38
ELL Number students per level:
Level 3 = 3
Level 2 = 3
Level 1 = 17
ED Number students per level:
Level 5 = 3
Level 4 = 5
Level 3 = 32
Level 2 = 36
Level 1 = 79

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Based on our FSA data and trend data:
Key ideas and details
Integration of knowledge and ideas
Purposefully address:
Context clues - will be addressed cross-curricular through science, social sciences, math, English
Author's purpose
Main idea

Elementary students are struggling with Operations, Algebraic Thinking, and Fractions and Numbers, Operations in Base Ten.
Middle School students are struggling with all math concepts: Expressions and equations, functions, geometry, statistics and probability, the number system
Algebra students scores are lowest in statistics and the number system.
Geometry students scores are lowest in Circles, Geometric Measurement and Geometric Properties with Equations and in Modeling with Geometry.

What trends emerge across grade levels, subgroups and core content areas?

Mathematics is the overall lowest percentage of all students learning gains across all subgroups and Grade Bands:

Elementary K-5
Math Learning Gains - 0%
Grades 6 and 7 Students are struggling in both ELA and Mathematics concepts with 0% math
learning gains
Grade 8 math learning gains 17.91%
High School Math Learning Gains:
9th = 10.53%
10th = 0.00%
11th = 18.18%
12th = 23.08%

What strategies need to be implemented in order to accelerate learning?

Based on what we have observed through our student writing performance, FSA data, prompts we
have determined that one of the areas to work on for writing is elaboration and explanation. These
areas will assist students in the areas of context clues, making inferences, author's purpose. This
concentration will be across all content areas.
Based on the mathematics scores across all subgroups/grade bands there is a need to focus
additional time and support in all mathematical concepts. We have added a Math Interventionist
position to address tiered individual and small group math supports, we have a double block for all
core instruction and an additional 45 minutes daily for remediation. We also support an after school
tutorial program four days per week 2 hours per day.

**Based on the contributing factors and strategies identified to accelerate learning, describe the
professional development opportunities that will be provided at the school to support
teachers and leaders.**

Based contributing factors implementation of Professional Development for teachers that incorporate
training on the theory and practical application strategies of increasing student understanding and
student performance in the areas of elaboration and explanation, context clues, making inferences,
and author's purpose across all content domains. Teachers will add training for LAFS for intensive
remediation. Achieve 3000 and Reading Horizons training will be added as well. STAR Reading will
be continued and supported with PD. New for early elementary is BAS and LLI.

Mathematics routines will be a priority for teacher professional development. Concrete/hands on labs
are added to support the learning styles for all students. Teachers will be trained in MAFS, Math
Nation, STAR Math.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Across all ESSA subgroups reading/writing scores 83 percent of our students scored Level 1 on the FSA Reading/ Writing Assessment.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	#1. Instructional Practice specifically relating to ELA Area of Focus Description and Rationale: ELA data reflect students have a great need for support and intensive remediation in this content area as 83% of current student population scored Level 1 on FSA ELA. By June 2022, students with disabilities will increase their level of proficiency to 41%. By June 2022, black/African American students will increase their level of proficiency to 41%. By June 2022, students who are identified as economically disadvantaged will increase their level of proficiency to 41%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	STAR Progress monitoring will occur at scheduled intervals over the school year with a pre/post assessment included for overall growth. District Unit assessments by grade level data will be monitored after every assessment with collaborative planning by grade level or content to plan for remediation immediately following each assessment.
Person responsible for monitoring outcome:	Anthony Coppola (anthony.coppola@stlucieschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Elementary focus on BAS, LLI and Reading Horizons. There are benchmark assessments with materials and resources available for teachers to use with students to remediate during planned tiered interventions. Secondary focus on standards based instruction supported by newly adopted textbook series. Collaborative planning used to increase teacher knowledge, skills and implementation. Instructional coach and administration meet through common planning with each core content group to coach, model and monitor progress. We have added double block of ELA content for students and added a remediation/enrichment period daily.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	District support for content with PD is provided for above programs/resources.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Provide double block of English/Language Arts daily for all students.
2. Provide Intensive Tier 2-3 remediation for Level 1 students in ELA - one period daily with content certified teacher.
3. Provide PD and resources specific to ELA remediation to include Achieve 3000, IReady LAFS, and

STAR Reading.

4. Teachers in content have collaborative planning to increase data monitoring and sharing of lesson designs that have proven results.

5. Teachers model lesson delivery for new teachers/struggling teachers.

6. Cross-curricular writing plan K12 school-wide.

Person Responsible   Ellen Harden (ellen.harden@stlucieschools.org)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	The action steps impact the ESSA subgroups and will be monitored as outlined above.

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Mathematics FSA scores: SWD students below proficiency level is 81%. ELL students below proficiency level is 87%. ED students below proficiency level is 74%
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Currently only 19% of SWD scored at Level 3 or above on the FSA math assessment. The percentage SWD scoring at or above level 3 will increase to 41% by June 2022. Currently only 13% of ELL students scored at Level 3 or above on the FSA math assessment. The percentage of ELL students scoring at or above level 3 will increase to 41% by June 2022. Currently only 26% of ED students scored at Level 3 or above on the FSA math assessment. The percentage of ED students scoring at or above level 3 will increase to 41% by June 2022.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring: STAR math diagnostic, pre/post assessment and scheduled progress monitoring Math Nation data monitored weekly District Unit assessments in math data reviewed after each administration. Collaborative planning content teams meet to analyze data and plan for remediation as needed. Administration and Instructional coach will facilitate each meeting, coach and model desired outcomes in the classrooms and monitor lesson design and implementation through classroom observations.
Person responsible for monitoring outcome:	Anthony Coppola (anthony.coppola@stlucieschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Professional development for math routines for all math teachers. Professional development in concrete teaching strategies for all math teachers - modelled in the classroom during instruction. Added new Math Interventional Teacher for tiered math interventions Increased math class time to double block daily Added 45 min daily remediation for students scoring Level 1 on FSA Math Added 45 min daily enrichment for students scoring Level 3 or above on FSA Math Placed Level 3 and higher scored students in advanced math classes.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Mathematics data from FSA Math assessment indicate that most students across all subgroups are struggling in all mathematical concepts at each grade level. The students have large gaps in their understanding of basic math concepts and need quality instruction, planned practice and progress monitoring to achieve more than a year's growth in math. Math teachers are working for standards-based mastery and they are collecting data daily on attainment of each standard at each grade level.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Planned PD throughout the year will provide teachers time to work collaboratively on lesson design, math routines, concrete practice, creating exemplars to share, allowing time for teachers to observe quality math instruction by their peers. Administration, teacher leaders and instructional coach plan each event.

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

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	The action steps impact the ESSA subgroups and will be monitored as outlined above.

#3. Other specifically relating to RAISE ELA data for grades 3,4,5	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	One or more grades (3,4,5) are below 50% for proficiency in ELA. Grade 3 - 50% scoring Level 3 or higher ELA Grade 4 - 0% scoring Level 3 or higher ELA Grade 5 - 11% scoring Level 3 or higher ELA
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of 2022, 51% students in grade (identify grade 3,4,5) will show proficiency in ELA.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored using Unit assessment, STAR diagnostic and Growth Monitoring, K-2 Monitoring Assessments and tiered intervention progress monitoring.
Person responsible for monitoring outcome:	LaKeitha Jackson (lakeitha.jackson@stlucieschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Tier 2 interventions with fidelity in all grades (K -5) with special attention paid to our K – 2 classes (refer to Reading Matrix found in the approved SLPS Reading Plan) - Use Benchmark Advanced System for whole group, differentiated small group instruction and tiered intervention and use LLI intervention for tiered intervention. - Utilize school-based coaching support in collaborative planning and classroom implementation of curriculum. - Focus on strong CLPs creating standards-based lessons
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Benchmark Advanced is our peer-reviewed adopted text materials for elementary ELA instruction. LLI is a researched based intervention designed to provide targeted, differentiated small group instruction. Coaching support for collaborative planning and classroom feedback is part of our district literacy plan. our interventionist position is a Reading endorsed teacher with experience in providing tiered intervention and tracking student progress.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monitor implementation and effectiveness of standards-based instruction for whole group, and small group – using monitoring schools (Unit Assessments, K-2 assessments).

Person Responsible	LaKeitha Jackson (lakeitha.jackson@stlucieschools.org)

Provide school-based coaching support in collaborative planning and classroom feedback

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

Monitor implementation and effectiveness of standards-based instruction for Tier 2 and Tier 3 intervention

Person Responsible	LaKeitha Jackson (lakeitha.jackson@stlucieschools.org)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to	Monitor implementation and effectiveness of standards-based instruction for Tier 2 and Tier 3 interventions for grades 3,4,5 ELA.

all ESSA subgroups not meeting
the 41% threshold according to
the Federal Index.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The embodied single school culture mindset reflected in our daily activities is fundamental to Dale Cassens' positive school community. The heart and soul of our positive school culture are that our stakeholders share the theme and attitude of "know your why." We facilitate small learning communities which address the needs of each student. We work together to assess the function of behavior related to student learning and collaboratively develop a small group learning modality that aligns with student learning proclivity. In consonance with improved academic performance, our programs also instill the capacity for students to develop responsible, collaborative, positive relationships to maximize their potential to elevate excellence in school attendance, academic performance, and civic consciousness.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

All stakeholders (faculty and staff) share a crucial role in promoting and maintaining a positive school culture. Central stakeholders include the administration team, which oversees and sets the tone and direction of the school's cultural tenets. Academic support team members include Guidance, Emotional Support Counselors, Graduation and Literacy Coaches, Assessment Specialist, ESE Chair, all of whom help students feel academically and emotionally safe. Additionally, the Academic support team works with teachers to orchestrate interventions to sustain a positive, structured, safe environment to deliver rigorous instruction. The Deans who work with individuals and groups of students for SEL needs, facilitate the Positive Behavior Intervention and Supports team (PBIS), research and present behavioral data/trends to administrators, and meet with teachers and parents as required. Students also contribute by identifying their respective needs, concerns, and expectations. Consonant with the school vision and mission expectations, peripheral stakeholders contribute to school culture by supporting the entity's vision and mission perspective.