

St. Lucie Public Schools

# Dale Cassens Education Complex



2022-23 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: 8/1/2020

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

### School Board Approval

This plan was approved by the St. Lucie County School Board on 10/11/2022.

### 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. As Dale Cassens is a temporary stop for students, our goal is to ensure that they maintain academic good standing, or improve their academic standings to be returned to their zone schools. As our seniors meet graduation requirements, they are returned to their home zoned school.

#### **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 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 of the assigned demographically diverse student population in grades K-12. DCEC has four programs serving at-risk populations.

- 1) 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 themselves 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.
- 2) 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.

3) 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, CHAMPS, Computer-Based Instruction, Individual and Small Group Instruction, On-site Behavioral and Mental Health Counseling, Opportunities for Parent and Community Involvement.

4) 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
Earley, Gerald	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).
Ford, Kendra	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 our middle school team..
Laundry, Kristen	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 our upper school and enrollment team.
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).

Name	Position Title	Job Duties and Responsibilities
Moore, Larry	School Counselor	<p>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.</p>
Coppola, Anthony	Instructional Coach	<p>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.</p>
Johnson, Jeffrey	Other	<p>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.</p>
Martin, Margaret	Teacher, K-12	<p>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.</p>
Burns, Charity	Teacher, K-12	<p>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.</p>



Name	Position Title	Job Duties and Responsibilities
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.
Adams, Cassandra	Other	
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).
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).
Wright, George	Dean	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.
Maxon, Chris	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.

**Is education provided through contract for educational services?**

No

If yes, name of the contracted education provider.

N/A

**Demographic Information**

**Principal start date**

Saturday 8/1/2020, Gerald Earley

**Total number of students enrolled at the school.**

233

**Total number of teacher positions allocated to the school.**

28

**Number of teachers with professional teaching certificates?**

13

**Number of teachers with temporary teaching certificates?**

11

**Number of teachers with ESE certification?**

8

**Identify the number of instructional staff who left the school during the 2021-22 school year.**

10

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

10

**Demographic Data**

**Early Warning Systems**

**2022-23**

**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	0	2	3	6	10	23	16	88	19	18	22	26	233
Attendance below 90 percent	0	0	1	1	5	6	16	11	58	15	17	21	19	170
One or more suspensions	0	0	0	0	4	8	14	8	27	12	14	11	7	105
Course failure in ELA	0	0	0	0	0	0	0	1	7	5	3	3	0	19
Course failure in Math	0	0	0	0	0	0	0	1	5	0	2	1	0	9
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	3	6	8	9	51	6	7	3	3	96
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	4	7	11	8	63	0	7	7	4	112
Number of students with a substantial reading deficiency	0	0	0	0	3	5	0	0	0	0	0	0	0	8

**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	1	5	8	13	9	66	13	16	15	8	154

**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	16	5	1	8	0	31
Students retained two or more times	0	0	0	0	0	0	0	1	12	5	3	1	4	26

**Date this data was collected or last updated**

Tuesday 8/2/2022

**2021-22 - 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	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 2019 statewide FSA ELA assessment	0	0	0	1	6	11	7	14	41	9	16	6	7	118
Level 1 on 2019 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	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

## 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		53%	55%					60%	61%
ELA Learning Gains								58%	59%
ELA Lowest 25th Percentile								50%	54%
Math Achievement		41%	42%					58%	62%
Math Learning Gains								56%	59%
Math Lowest 25th Percentile								46%	52%
Science Achievement		50%	54%					58%	56%
Social Studies Achievement		55%	59%					74%	78%

### 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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	50%	-50%	58%	-58%
Cohort Comparison		0%				
04	2022					
	2019	0%	51%	-51%	58%	-58%
Cohort Comparison		0%				
05	2022					
	2019	0%	48%	-48%	56%	-56%
Cohort Comparison		0%				
06	2022					
	2019	0%	51%	-51%	54%	-54%
Cohort Comparison		0%				
07	2022					
	2019	9%	49%	-40%	52%	-43%
Cohort Comparison		0%				
08	2022					
	2019	11%	54%	-43%	56%	-45%
Cohort Comparison		-9%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	55%	-55%	62%	-62%
Cohort Comparison		0%				
04	2022					
	2019	0%	54%	-54%	64%	-64%
Cohort Comparison		0%				
05	2022					
	2019	0%	47%	-47%	60%	-60%
Cohort Comparison		0%				
06	2022					
	2019	0%	47%	-47%	55%	-55%
Cohort Comparison		0%				
07	2022					
	2019	6%	50%	-44%	54%	-48%
Cohort Comparison		0%				
08	2022					
	2019	7%	34%	-27%	46%	-39%
Cohort Comparison		-6%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2022					
	2019	0%	46%	-46%	53%	-53%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	14%	48%	-34%	48%	-34%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	16%	71%	-55%	67%	-51%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	12%	67%	-55%	71%	-59%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	20%	68%	-48%	70%	-50%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	15%	51%	-36%	61%	-46%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	14%	55%	-41%	57%	-43%

**Subgroup Data Review**

2022 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 2020-21	C & C Accel 2020-21
ELL											
BLK										10	
FRL										10	
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						

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
ELL											
BLK	21	30		27							
HSP											
FRL										8	

**ESSA Data Review**

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)	CSI
OVERALL Federal Index – All Students	4
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	0
Total Points Earned for the Federal Index	8
Total Components for the Federal Index	2
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%	0
English Language Learners	
Federal Index - English Language Learners	0
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	2
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%	0
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	10
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	3
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%	0
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%	0
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%	0
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%	0
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%	3

## Part III: Planning for Improvement

**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 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
5. Achieve 3000

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

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

The data component that showed the most improvement was in writing. Throughout the year ALL contents used evidence-based strategies to help students in the areas of context clues as well as with elaboration. DCEC also held monthly stop drop and writes, where students would practice writing an essay mimicking the FSA standards. This practice helped build stamina as well as allow constructive feedback from the teachers and peers using the district writing rubric and ACES.

**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 last years FSA reading scores, the reporting category of Integration of Knowledge and Ideas became the greatest area of focus for improvement. A significant amount of student within our cohort at Dale Cassens were below standard grade level within that focus area.

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

Trends that emerge across grade levels, subgroups and core content areas are a need to increase exposure with complex text according to ALD levels, practice with identifying and citing strong and explicit textual evidence with continuous practice with standard based questioning. In addition, students need to comprise ACES level paragraphs with continued practice in the area of integrating strong evidence and elaboration. Other trends that emerge are the need to increase writing scores by infusing language and editing tasks to improve scores in the area of writing.

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

Strategies that would prove to accelerate learning would be shared best practices during ongoing CLPs, and professional learning opportunities to learn and implement BEST standards to infuse in instructional planning, and utilizing resources such as the iSucceed initiative, CHAMPS, PBIS, and dean/ teacher training and implementation of Multi-tiered Systems of Support.

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

Based on the contributing factors and strategies identified to accelerate learning professional developments that will be provided to teachers and leaders will be professional learning opportunities to

learn and implement BEST standards, online mentor training as well as training such as the iSucceed initiative, CHAMPS/ STOIC, PBIS, and dean/ teacher training and implementation of Multi-tiered Systems of Support.

**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 (Lowest tiered reading Lexile score) on FSA ELA. By June 2023, using Florida BEST standards as a measure, students with disabilities will increase their level of proficiency to 41% on Progress Monitoring Assessments. By June 2023, using Florida BEST standards as a measure, black/African American students will increase their level of proficiency to 41% on Progress Monitoring Assessments. By June 2023, using Florida BEST standards as a measure, students who are identified as economically disadvantaged will increase their level of proficiency to 41% on Progress Monitoring Assessments.

**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. 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. .

**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 Intensive Tier 2-3 remediation for Level 1 students in ELA - one period daily with content certified teacher.
2. Provide PD and resources specific to ELA remediation to include Achieve 3000 and STAR Reading.

3. Teachers in content have collaborative planning to increase data monitoring and sharing of lesson designs that have proven results.
4. Teachers model lesson delivery for new teachers/struggling teachers.
5. Cross-curricular writing plan K12 school-wide.

**Person Responsible**

Gerald Earley (gerald.earley@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. 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 - 0% scoring Level 3 or higher ELA  
 Grade 4 - 33% scoring Level 3 or higher ELA  
 Grade 5 - 33% 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 2023, 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 BAS, LLI's, Unit assessment, STAR diagnostic and Growth Monitoring, K-2 Monitoring Assessments and tiered intervention progress monitoring.

**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.

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**

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.

Monitor implementation and effectiveness of standards-based instruction for Tier 2 and Tier 3 interventions for grades 3,4,5 ELA.

## Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

**Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.**

PBIS linked to classroom management strategies

**Describe how data will be collected and analyzed to guide decision making related to the selected target.**

The data collection portals include the Skyward platform, observations, and interviews with teachers, faculty, parents, and students. These sources serve as the framework to guide decisions and interventions to improve the school climate and culture. Primary elements include; Behavior Intervention Reports, Attendance Records, Office managed intervention reports (Discipline Referrals), Crisis counseling anecdotal information, and teacher records. Parental input through Open House meetings and parent-teacher conferences will also provide a vital component in data gathering.

**Describe how the target area, related data and resulting action steps will be communicated to stakeholders.**

Based on Office Managed Intervention Reports, during the 2021-22 school year the referral rate for classroom disciplinary infraction was approximately 40%. The top three specific areas of concern included elopement from class (late to class or leaving class in session without permission), disruptive behavior in the classroom, and non compliance with teacher directions.

Through the action steps of training teachers to employ the the protocols of the CHAMPs protocol for classroom management with constancy, and implementation of Tier 1,2, and 3 interventions, the school improvement team will disseminate information to their respective (small groups) subordinates and colleagues during daily, weekly and monthly team/house meetings as appropriate. Additionally, administration will discuss and or review benchmarks and implementation strategies during large group training events on Professional Development Days.

**Describe how implementation will be progress monitored.**

The school improvement team, including Administration, Positive Behavior Intervention and Support Team, School Advisory Counsel, and Lead Teachers, will meet bi-monthly in their cohesive group(s) to review, evaluate, and interpret presented discipline data. The meetings agenda, minutes, attendance, and action items will be maintained by digital or hard copy report mediums.

**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.

<b>Action Step</b>	<b>Person Responsible for Monitoring</b>
The school improvement team will collect, evaluate, interpret and disseminate information to their respective (small group) subordinates and colleagues during daily, weekly and monthly team/house meetings as appropriate.	Alberti, Jaime, jaime.alberti@stlucieschools.org
During PD training days (large group) and the multi-team meeting(s), administration will ensure a circular process of collecting, evaluating, interpreting, dissemination and implementation of value-added interventions for improvement in culture and climate.	Earley, Gerald, gerald.earley@stlucieschools.org