

St. Lucie Public Schools

Dale Cassens Education Complex School



2023-24

Schoolwide Improvement Plan (SIP)

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Dale Cassens Education Complex

1901 S 11TH ST, Fort Pierce, FL 34950

<http://www.stlucie.k12.fl.us/dcs/>

School Board Approval

This plan was approved by the St. Lucie County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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 adequate academic, and/or or improve their academic standings so that they may return to their zone schools. As our seniors meet graduation requirements, they are next centered to their home zoned school.

Provide the school's vision statement.

Our school 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, academic and behavior record reviews, all teachers and staff 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, for our seniors, and a plan for success for our students returning to zone schools.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the 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).
Wright, George	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
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).
Maxon, Chris	Graduation Coach	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).
Adams, Cassandra	Other	
Burns, Charity	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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The admin team, deans, and instructional staff collected data from various sources including CLP data, performance matters, and district data to determine the best focus for student achievement in developing our SIP goals.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Discipline and Attendance data will be reviewed weekly. Academic data will be reviewed quarterly (classroom) and after each FAST and Unit assessment test. Data will be shared and discussed during regularly scheduled Weekly house meetings. Information from these meetings will be shared with our interventionists to determine, the need for individual or small group.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	89%
2022-23 Economically Disadvantaged (FRL) Rate	89%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students (BLK)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: MAINTAINING 2017-18: MAINTAINING 2016-17: MAINTAINING
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	4	3	2	16	50	75	
One or more suspensions	0	0	1	0	6	4	2	20	44	77	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	13	13	
Course failure in Math	0	0	1	0	0	0	0	1	8	10	
Level 1 on statewide ELA assessment	0	0	1	0	3	2	2	8	29	45	
Level 1 on statewide Math assessment	0	0	1	0	3	2	3	6	29	44	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	4	3	1	11	23	42	
	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	1	0	7	4	3	18	46	79	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Retained Students: Current Year	0	0	0	0	0	0	0	0	5	5	
Students retained two or more times	0	0	0	0	0	0	0	2	9	11	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	1	1	5	6	16	11	58	170	
One or more suspensions	0	0	0	0	4	8	14	8	27	105	
Course failure in ELA	0	0	0	0	0	0	0	1	7	19	
Course failure in Math	0	0	0	0	0	0	0	1	5	9	
Level 1 on statewide ELA assessment	0	0	0	0	3	6	8	9	51	96	
Level 1 on statewide Math assessment	0	0	0	1	4	7	11	8	63	112	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	3	5	0	0	0	8	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	1	5	8	13	9	66	154

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	1	0	0	0	0	16	31
Students retained two or more times	0	0	0	0	0	0	0	1	12	26

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	1	1	5	6	16	11	58	98
One or more suspensions	0	0	0	0	4	8	14	8	27	61
Course failure in ELA	0	0	0	0	0	0	0	1	7	8
Course failure in Math	0	0	0	0	0	0	0	1	5	6
Level 1 on statewide ELA assessment	0	0	0	0	3	6	8	9	51	77
Level 1 on statewide Math assessment	0	0	0	1	4	7	11	8	63	94
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	3	5	0	0	0	8

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	1	5	8	13	9	66	102

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	1	0	0	0	0	16	17
Students retained two or more times	0	0	0	0	0	0	0	1	12	13

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*		50	53		53	55			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		51	55		41	42			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		52	52		50	54			
Social Studies Achievement*		71	68		55	59			
Middle School Acceleration		75	70		50	51			
Graduation Rate	0	90	74	8	50	50	10		
College and Career Acceleration		69	53		74	70			
ELP Progress		44	55	0	78	70			

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	0
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	1

2021-22 ESSA Federal Index	
Percent Tested	
Graduation Rate	0

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	4
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	8
Total Components for the Federal Index	2
Percent Tested	
Graduation Rate	8

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	0	Yes	1	1
ELL				
AMI				
ASN				
BLK	0	Yes	4	4
HSP				
MUL				
PAC				
WHT				
FRL	0	Yes	4	4

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL	0	Yes	2	2
AMI				
ASN				
BLK	10	Yes	3	3
HSP				
MUL				
PAC				
WHT				
FRL	10	Yes	3	3

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students										0		
SWD											1	
ELL												
AMI												
ASN												
BLK											1	
HSP												
MUL												
PAC												
WHT												
FRL											1	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students										8		0
SWD												
ELL												0
AMI												
ASN												
BLK										10		
HSP												
MUL												
PAC												
WHT												
FRL										10		

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students										10		
SWD												
ELL												
AMI												
ASN												
BLK										6		
HSP												
MUL												
PAC												
WHT												
FRL										10		

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
10	2023 - Spring	8%	48%	-40%	50%	-42%
05	2023 - Spring	*	46%	*	54%	*
07	2023 - Spring	3%	43%	-40%	47%	-44%
08	2023 - Spring	8%	43%	-35%	47%	-39%
09	2023 - Spring	0%	42%	-42%	48%	-48%
04	2023 - Spring	*	52%	*	58%	*
06	2023 - Spring	0%	42%	-42%	47%	-47%
03	2023 - Spring	*	42%	*	50%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	0%	48%	-48%	54%	-54%
07	2023 - Spring	0%	38%	-38%	48%	-48%
03	2023 - Spring	*	52%	*	59%	*
04	2023 - Spring	*	56%	*	61%	*
08	2023 - Spring	4%	43%	-39%	55%	-51%
05	2023 - Spring	*	48%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	3%	41%	-38%	44%	-41%
05	2023 - Spring	*	47%	*	51%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	0%	34%	-34%	50%	-50%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	0%	39%	-39%	48%	-48%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	13%	61%	-48%	63%	-50%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	7%	61%	-54%	66%	-59%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	25%	59%	-34%	63%	-38%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

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

Last year our lowest performers were in math with a 98% level one student group and ended with 84%. While we did show growth, we believe the main contributor, was the low level one students that end up in an alternative education setting.

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

We would not state that there was an overall decline in either math or language arts. As stated, our math level starting point was at 98% and our language arts starting point was 89%. Both showed small learning gains.

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.

The greatest gap once again was with our math students. 98% of the students that started the year at Dale Cassens, were low level 1 students.

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

Our math data reflects that 98% started level 1 and ended with 84%. A gain of 14%. Our level 2 students went from 1% to 13% which is a gain of 12%. Our level 3 students went from 1% to 3% which is a 2% gain.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

54% of our students showed 2 or more early warning indicators. As the alternative placement site, discipline is our central focus and what makes us different than other alternative sites. Our focus this year is on discipline and attendance. While we have teams in place to address course failures and GPA, regarding EWS.

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

- Discipline
- Attendance
- School Climate-Student Positive Culture
- Promoting seniors to their comprehensive campuses
- Promoting 8th, to high school campuses

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Creating and maintaining a positive school/single school culture will address attendance as well as discipline.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

This year, we plan on using discipline data, (referrals) to measure our work. Data is collected using a 4 level discipline system. Level 1 offences are the lowest level, with level 4 being the most serious. The outcome we seek is a decrease in all levels of discipline which can be a challenge in an alternative setting, but a necessary goal.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Weekly data review of discipline from the Chief of schools. Additionally, we will be pulling our own data weekly and reviewing during a weekly dean meeting as well as discussion of trends in a weekly admin meeting.

Person responsible for monitoring outcome:

Gerald Earley (gerald.earley@stlucieschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Dale Cassens will add a supplemental school counselor with a specific focus on 8th grade promotion, as well as promotion of 11th and 12th grade students to be acclimated back into their zone schools for graduation. The counselor will be disseminating FAST data and implementing data chats with our reading and math interventionist and graduation coach. They will assist in using that data to support specific cohorts of students with small groups.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The school counselor will use the data from FAST assessment, Power BI, and Performance Matters. The school counselor will meet weekly with the interventionist and the graduation coach to zero in on specific data, create an action plan for data chats and tutoring customized for 8th grade, 11th and 10th grade students. This data will allow a laser focus on specific interventions for specific grade level focus with targeted students for achievement. Historically, alternative education has been specific with targeting behavior, however, this strategy allows us to focus on a few additional targets. One targeted focus will be on our 8th grade promotion which will allow them to join with their graduating cohort. Another target will focus on our 11th grade students and promising seniors to ensure that they are on target academically to matriculate back to their zoned school for graduation. More significantly, focusing on the overall increase in academic improvement in our learning gains and mastery on state assessments.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Academic field trips. Students in grades 11 and 12 will have the opportunity to visit colleges and universities.

Person Responsible: Kendra Ford (kendra.ford@stlucieschools.org)

By When: April,2024

#2. Instructional Practice specifically relating to Collaborative Planning**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Collaborative Learning Planning will be utilized to address backwards design with standards-based lesson planning for more rigorous instruction. Teachers being provided with additional planning opportunities will give more intentional time to dive deeper into performance data to provide differentiated instruction for all types of learners. This additional CLP opportunity will allow teachers to build a positive culture among each other which will promote a positive single school culture while maintaining a focus on standard-based instruction.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The administrator of CLPs will monitor the lesson plans and data specifically tied to the focus of the lesson planning process. CLP members will disaggregate data and use it for teaching and reteaching opportunities for improvement of pedagogy and student achievement.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored through weekly attendance, lesson plans, unit assessments data , and PM assessment data.

Person responsible for monitoring outcome:

Gerald Earley (gerald.earley@stlucieschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Scope and Sequence
Success Maker
IXL
Imagine My Path
Performance Matters
Power BI

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The tools used to monitor this intervention are district approved programs and curriculum.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

We will look at student data to determine the specific areas of focus. We will establish the supports needed to reach these goals. Consistently, Dale Cassens receives students that are low level and academically behind. With these resources we can create a more targeted approach to reduce the number of retained 8th graders, increase the number of 8th graders to transition to a main campus and increase the number of seniors that we can support throughout the district to get on track to return to a comprehensive campus, or complete the requirements for graduation and walk back to their zone schools for graduation.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Dissemination to local business and organizations will occur thru business partnerships during our SAC meetings as well as Coffee with The Mayor, and Main Street Fort Pierce Board Meetings, as well as our school website, Families will receive the information during family event nights which we will have at least 3 this year. Staff will receive information during regular staff meetings, SAC, and FAC meetings.
<https://www.stlucie.k12.fl.us/our-schools/profile/?sch=dc>

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Dale Cassens plans to build positive relationship through having Family Engagement nights with staff, student and families. Partnerships with specific community outreach programs will be implemented and cultivated to provide specific supports to increase parent involvement. This engagement piece will be cultivated in effort to increase student achievement. Parent nights will be offered quarterly through at Dale Cassens to keep families informed on student progress. In addition, as an alternative education site, Dale Cassens will invite parents to transition breakfast quarterly once students meet transition back to their comprehensive zoned school.

<https://www.stlucie.k12.fl.us/our-schools/profile/?sch=dc>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Dale Cassens fully supports and implements the district expectation of Collaborative Learning Planning (CLP). Subject area CLPs are held on a weekly basis. Teachers meet on a weekly basis, in 90-minute sessions to plan standard based instruction.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

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Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Dale Cassens has mental health counselors, DATA counselors and social workers on staff to assist with student interventions. Weekly group therapy and individual sessions are implemented with specific students.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

CTE coursework or postsecondary opportunities are not available at Dale Cassens.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Dale Cassens is a CHAMPS and MTSS model school.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Weekly house and CLP meeting are offered to teachers, paraprofessionals and other school personnel to discuss attendance, behavior and academic data. NEST has been implemented at Dale Cassen is also an annual program to assist new teachers with acclimating to district and site expectations.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

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Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$53,844.05
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6120	130	0205 - Dale Cassens Education Complex	UniSIG	0.6	\$35,014.07
			<i>Notes: School Counselor - 60% of salary for a school counselor who will focus on promotion and graduation requirements</i>			
	6120	210	0205 - Dale Cassens Education Complex	UniSIG		\$4,751.41
			<i>Notes: Retirement - calculated at 13.57% for certified teacher for .6 FTE</i>			
	6120	220	0205 - Dale Cassens Education Complex	UniSIG		\$2,678.57
			<i>Notes: FICA - calculated at 7.65% for certified teacher for .6 FTE</i>			
	6120	231	0205 - Dale Cassens Education Complex	UniSIG		\$4,680.00
			<i>Notes: Group insurance - benefit calculated to \$7800 per FTE for .6 FTE</i>			
	6120	240	0205 - Dale Cassens Education Complex	UniSIG		\$720.00
			<i>Notes: Workers' Comp - benefit calculated at \$1200 per FTE for .6 FTE</i>			
	7800	390	0205 - Dale Cassens Education Complex	UniSIG		\$6,000.00
			<i>Notes: Transportation for a day trip to tour the campus of a Florida HBCU and University of Central Florida to cultivate a campus of acceleration to college. 2 trips at \$3000 = \$6,000</i>			
2	III.B.	Area of Focus: Instructional Practice: Collaborative Planning				\$14,940.70
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	120	0205 - Dale Cassens Education Complex	UniSIG		\$10,890.00
			<i>Notes: Supplemental collaborative planning for core content teachers for standards-based instruction for a total of 363 hours at \$30 per hour.</i>			
	6400	210	0205 - Dale Cassens Education Complex	UniSIG		\$1,477.77
			<i>Notes: Retirement - calculated at 13.57% for supplemental collaboration planning for a total of 363 hours at \$30 per hour</i>			
	6400	220	0205 - Dale Cassens Education Complex	UniSIG		\$833.09
			<i>Notes: FICA - calculated at 7.65% for supplemental collaboration planning for a total of 363 hours at \$30 per hour</i>			
	5100	510	0205 - Dale Cassens Education Complex	UniSIG		\$1,739.84

	<i>Notes: Supplies- data folders for tracking student progress; supplies for modeling standards based instruction and for student engagement in learning.</i>
	Total: \$68,784.75

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No