

School District of Osceola County, FL

St. Cloud Elementary School



2015-16 School Improvement Plan

St. Cloud Elementary School

2701 BUDINGER AVE, St Cloud, FL 34769

www.osceola.k12.fl.us

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	58%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	50%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Education which inspires all to their highest potential.

Provide the school's vision statement

Focus on the child

Expect success to promote lifelong learning

Lead with vision

Education must be a shared responsibility between the home, student, school, and community

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

SCE believes in building positive relationships between teachers, students, and families. Some strategies are as follows:

-Kindergarten Round-up: Each spring our school sends out information to our upcoming kindergarten students inviting them to visit our school to meet the Kindergarten teachers and tour the school.

-Welcome to school letters during: During our pre-planning week our teachers send out postcards/ letters introducing themselves to their students and inviting them to our Open House.

-Open House: Prior to the first day of school, our K-5 families are invited to meet their teachers, the faculty, and staff.

-First Week Phone Calls: Teachers take the initiative and place phone calls to each of their students' parent/guardian to share some positive affirmations.

-Parent Conferences: Teachers schedule parent conferences with each family to share students' academic standing and to learn how both teacher and parent can work together to provide a successful year for each student.

- Family Nights: Throughout the school year, there are nights designed to bring families to school to learn more about their child's education, as well as, build a deeper knowledge of ELA, Math and Science standards in a fun and collaborative way.

- Advancement Via Individual Determination (AVID): We are striving to assist students in being better prepared for their futures, including attending college. This year we are beginning the AVID program with our fifth grade students and teaching them to become better organized by correctly using their agendas and binders. In addition, we are also teaching proper note-taking strategies and study skills. We are also working to build a school wide awareness of colleges and careers.

Describe how the school creates an environment where students feel safe and respected before, during and after school

SCE begins each year establishing routines and procedures, which are practiced diligently throughout the first week of school. As the school year progresses, these routines and procedures are still practiced until all students have a firm grasp. Establishing these routines and procedures helps students know what is expected of them from the moment they step on our campus. Students know where to report each morning, the expectations while in various areas of the school during the school day, and where they are to report during our dismissal process.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

SCE is currently using a behavioral system that is similar to the Positive Behavioral System (PBS). Students can earn rewards by following the school-wide behavior expectations. Those rewards are spent within the classroom, during special area and can be saved for the school-wide celebration. Our behavioral system's committee meets regularly to address how the system is running.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The social-emotional needs of each student is first being met by the classroom teacher as they build relationships. As students are identified with needing extra support, the leadership team along with the MTSS team work together to provide additional support for students' social-emotional needs. Social Skills groups are implemented as a Tier 2 intervention when identified. In addition, we work collaboratively with our local Mental Health providers to make appropriate referrals for outside counseling.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Not required for elementary schools.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	5	9	9	8	6	9	46
One or more suspensions	1	3	1	1	0	1	7
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	4	17	35	56
	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	1	1	1	3

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

St Cloud Elementary had a Master Schedule that has a protected iii time for mandated small group reading intervention at all grade levels. In addition, school-wide data is reviewed to create Tier 2 intervention groups that will participate in Compass Odyssey and/or small group Accelerated Literacy

Learning. Students in need of Tier 3 interventions are identified by the MTSS Team and an individualized plan is developed. Through FOCUS attendance is monitored daily to determine patterns of truancy with all students.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Parents are provided the opportunity to monitor their child's progress in school through the Parent Portal and are able to communicate with teachers via email, phone and/or through student agendas. Parents are encouraged to attend and get involved in our school through our monthly PTO and SAC meetings as well as through the many volunteer opportunities available. We use our monthly newsletter to provide tips for all parents on how they can get involved in the educational routines that are so important to all children and how they too can convey high expectations for learning. Parents can view our school website to gain more information and monitor the upcoming events. Our goal, with the support of PTO, is to offer multiple family driven educational experiences after the close of the school day. These well-attended events support our mathematics, reading and science curriculum. In addition, we are including a College and Career night to showcase the many different opportunities that are, or will be, available to students in the future.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

St Cloud Elementary encourages community involvement and provides a welcoming and safe atmosphere for our visitors. Large scale events such as "Gross Out Night," provide curriculum support in Science with the help of The Orlando Science Center, PTO, Staff, and countless volunteers. Similar events take place throughout the school year including but not limited to: Kaboom, Jr. Achievement, Smokehouse, Veteran's Day Appreciation Reading Under the Stars, and Bingo for Books. We have an ongoing relationship with the Kissimmee Elks Lodge to provide Dictionaries for all 3rd grade students. St Cloud Cares works with the School Counselor to bring food packs to families in need for the weekend in an effort to combat hunger so students and families can focus on learning. In addition, we are partnering with Valencia Community College and the University of Central Florida to send representatives and volunteers to help encourage our students to be college ready. Grade Level Teams also use team funds to bring in educational programs to reinforce the standards.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Dierickx, Megan	Principal
Gray, Kelly	Guidance Counselor
Naylor, David	Assistant Principal
Thai, Savannah	Instructional Coach
Larson, Suzi	Instructional Coach

Duties

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

Principal establishes designated times/dates for MTSS, Staff and SAC meetings to take place. Our MTSS Team meets weekly and our Staff and SAC meet monthly. Administration also ensures the fidelity of these meetings by making sure to protect location, time, and attendance. The SCES Assistant Principal supports Professional Learning Community and Lesson Plan initiatives. Designated PLC time is on the school calendar bi-monthly. PLCs meet as horizontal and vertical teams to collaborate and develop best practice for Common Core implementation. As a result, Tier 1 instructional delivery is purpose driven and results oriented with a high quality of implementation. The MTSS Coach, Learning Resource Specialist and the Literacy Coach use school-wide data to organize students into groups for Tier 2 and Tier 3 interventions. They support the interventionist and assist with progress monitoring. They also ensure the fidelity of interventions by maintaining schedules and monitoring intervention materials used. The Leadership Team works together to identify professional development that is needed to ensure quality instruction at all Tiers.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Our school uses an 8-Step data-based problem-solving process. Step one is to clearly identify a goal and a means to measure the goal. Step two is to define resources and barriers to achieving goal. Step three is to prioritize the various barriers. Step four is to identify strategies to reduce or eliminate barriers. Next, we develop an action plan to implement. Then, we determine a plan to monitor progress toward goal. Step seven is a review of barriers to ensure they are eliminated. Lastly, we evaluate progress toward achieving goal through the review of data elements. At any time we repeat this process to ensure a fluid and continuous plan toward achieving targeted outcomes. We are not a Title 1 school. Above our discretionary budget received by the district to run the day-to-day operations of the school, we receive limited funds. All monies received in our school are used according to the guidelines of the provider. For example our Supplemental Academic Instruction (SAI) money is used to fund our extended school day remediation program. The district requires a plan to be submitted by our school before these monies are distributed and throughout the year they monitor programs for fidelity.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kelly Gray	Teacher
Megan Dierickx	Principal
Melissa Niebling	Parent
Jason Eno	Teacher
Jessica Vansickle	Parent
Karen Leaf	Parent
Catherine Diehl	Parent
Andrea Carrion Barragan	Education Support Employee
Claudia Hernandez	Parent
Ronald Stoffel	Business/Community
Minerva Gutierrez	Education Support Employee
Maria Barragan	Education Support Employee
Jennifer Massey	Business/Community
Cindy Clegg	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

St Cloud Elementary goal was to improve reading instruction by focusing instruction on Florida Standards. We do not have current FSA data to evaluate last years plan. Initial data indicates that St Cloud Elementary met or exceeded state and district proficiency scores in Reading.

Development of this school improvement plan

Representation from all grade groups, ESE, Special Areas, and SAC members were involved in the development of the school improvement plan.

Preparation of the school's annual budget and plan

We collaborate with SAC regarding the overall school needs as they relate to the budget. SAC funds can be used to supplement shortfalls in the school's annual budget. The annual budget is given to us from the District Finance Department. We continue to review school-wide needs such as technology, and curriculum.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

SAC funds were used in the following projects; AVID Training (\$1398.00, PBS Incentives (\$500.00) and Student Laptops (\$5000.00).

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Larson, Suzi	Instructional Coach
Dierickx, Megan	Principal
Gray, Kelly	Guidance Counselor
Naylor, David	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

With the continued integration of the Common Core State Standards, the LLT goal is to conduct trainings during grade level meetings and PLC meetings to help teachers move towards standards based instruction. As progress monitoring data becomes available, the LLT will look at grade level strengths and weakness in order to celebrate successes as well as collaborate in finding strategies to help turn the weaknesses into successes. The LLT will also plan literacy family nights that will strengthen parents' knowledge of the ELA standards. Along with our other goals, creating incentives for teachers and students that participate in the Accelerated Reader will encourage literacy.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Through strengthening our Professional Learning Communities our staff is constantly collaborating with their teams as well as all staff on a regular basis. This year St. Cloud Elementary School will hold their Professional Learning Communities in a common area to encourage vertical articulation among the grade levels.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Being that our school has received a consecutive "A" rating from the state for the past 13 years certainly helps us in recruiting highly qualified, certified-in-field teachers for our school. To retain our newly recruited teachers (beginning and experienced) we schedule regular meetings with our leadership and mentor team to monitor progress toward school expectations and procedures. We are careful to partner our new staff with appropriate veteran staff.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Our mentoring program starts even before the school year begins, during the interview process. At least one grade level area teacher, along with the leadership team sits in on the interviews for which a vacancy exists. This way a connection is made from the very beginning. Mentors are highly qualified teachers and are carefully selected to provide support to the incoming teacher. This is done for all new staff to our school whether they are beginning teachers or experienced coming from another school. Regularly scheduled mentoring meetings are held to provide on-going support for new and novice teachers. It is imperative that our new teachers learn quickly the expectations, routines, and procedures of our school, our district, and state.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

We rigorously support the district approved curriculum maps. Teachers readily access their grade level curriculum maps and resources on the Elementary Curriculum folder on First Class. The maps focal point begins with the Florida Standards, then provides teachers with guidance and resources to help teachers implement standard-based instruction within their classrooms.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Our school supports the districts in house progress monitoring tool, Renaissance Place, to help guide our differentiated instruction. All students are tested for tier 1 monitoring four times within the school year. Our tier 2 students are monitored monthly and our tier 3 students are assessed bi-weekly. Teachers use the data to reevaluate the instruction taking place within each of their groups. Our students not meeting proficiency on the state assessment are meeting with a teacher for an additional twenty minutes outside of the state mandated 90 minute reading instruction. During this time outside of the 90 minutes of reading, teachers analyze the data to identify the standard that is a weakness for their grade level. Teachers differentiate standards based instruction for students. Our advanced level students are being provided with more complex tasks.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year:

Our remediation program serves targeted grade levels and targeted students, focusing on Reading and Math. We have limited funds so we split our program into 2 sessions (2 afternoons each week). The first session ends by Thanksgiving Break and the second session starts in February and ends just prior to students taking the Florida State Assessment.

Strategy Rationale

The rationale for our remediation strategy is to provide our below proficiency an additional opportunities to practice and apply their grade level reading and math standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Naylor, David, naylor@osceola.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

In the remediation program all students take a pre- and post-test so that progress and effectiveness can be monitored.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Children go through many transitions throughout their lives, but one of the most important transitions is the one from a pre-school program to kindergarten. Here at St. Cloud Elementary our pre-k teachers and kindergarten teachers work together to provide a smooth transition.

The transition starts in the fall as the pre-k teachers expose their students to the cafeteria expectations for breakfast and lunch. School behaviors are modeled daily in the classroom as well as on the playground and walking in the hallways of "big" school. In the spring of the school year, the pre-k students attend a kindergarten classroom for a week in the morning. They get to participate in whole group language activities, learning centers and play on the kindergarten playground.

Family involvement is very important to ensure that the pre-school student is ready for the transition. Parents and students are invited to attend the school's Kindergarten Round Up, which is held in May for two hours. The event gives the parents the opportunity to visit a functional classroom, review the curriculum and listen to a power point presentation on "What to Expect in Kindergarten." We also provide helpful pamphlets for the parents on what the school will expect of them and tips on things they can do at home to prepare their children for school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

This year St. Cloud Elementary school is transitioning to become an AVID (Advancement Via Individual Determination) school. The fifth grade students are not only learning how to study more

efficiently and organize themselves but are also being exposed to a variety of colleges and careers through research based projects. In addition, we are hosting a College and Career night that will involve families and local community members. Valencia Community College and the University of Central Florida will send representatives/volunteers to each of our events and continue to promote college awareness.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Not required for elementary schools.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Not required for elementary schools.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Not required for elementary schools.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** St Cloud Elementary teachers will strengthen standards based instruction.
- G2.** St Cloud Elementary will work collaboratively to build capacity with families and the community to increase student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. St Cloud Elementary teachers will strengthen standards based instruction. 1a

G069248

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	81.0
Math Achievement District Assessment	80.0

Resources Available to Support the Goal 2

- Staff trained in PLC, AVID
- Think Central
- Renaissance Place - STAR Reading, Accelerated Reading
- Staff seeking quality Professional Development
- Professional Learning Communities
- Common planning time across grade groups
- Availability of complex and exemplar texts.
- Literacy Coach, Learning Resource Specialist
- Shared high expectations for all students.
- Compass Odyssey
- MobyMax
- Designated iii for Reading and Math on master schedule.

Targeted Barriers to Achieving the Goal 3

- High expectations do not align with rigor required to achieve mastery of standards.

Plan to Monitor Progress Toward G1. 8

Review of data

Person Responsible

Megan Dierickx

Schedule

Monthly, from 9/12/2014 to 6/4/2015

Evidence of Completion

Student achievement on STAR Reading and STAR Early Literacy.

G2. St Cloud Elementary will work collaboratively to build capacity with families and the community to increase student achievement. 1a

G069249

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	50.0
FCAT 2.0 Science Proficiency	75.0

Resources Available to Support the Goal 2

- PLC Conference (Solution Tree)
- District PLC Lead will provide training to School-based PLC Lead.
- Identified School-based PLC Lead
- Trained Lead at all Grade Levels and Special Area.
- STAR Reading and Math data.
- Common assessments.
- Increase designated PLC time.

Targeted Barriers to Achieving the Goal 3

- Clear understanding of the benefits of PLC.

Plan to Monitor Progress Toward G2. 8

PLC minutes.

Person Responsible

Megan Dierickx

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Increase of student achievement on state, district, and common assessments.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key


G1. St Cloud Elementary teachers will strengthen standards based instruction. **1**

 **G069248**

G1.B2 High expectations do not align with rigor required to achieve mastery of standards. **2**

 **B180152**

G1.B2.S1 Through Professional Learning Communities, teachers will create Common Formative Assessments (CFA) and assign levels of mastery based on the standards. **4**

 **S191437**

Strategy Rationale

Through this process, teachers will utilize and become experts with their test specifications, academic standards and assessments.

Action Step 1 **5**

Professional Development will strengthen Professional Learning Communities to increase collaborative planning, standard based instruction, and common formative assessments. (1,2,3,4)

Person Responsible

Megan Dierickx

Schedule

Monthly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Formal and Informal observations, PLC minutes and lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Formal and Informal observations, PLC Minutes and Lesson plans

Person Responsible

Megan Dierickx

Schedule

Monthly, from 8/25/2015 to 6/9/2016

Evidence of Completion

Teacher Evaluations

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Formal and Informal Observations, PLC Minutes and lesson plans

Person Responsible

Megan Dierickx


Schedule

Monthly, from 8/25/2015 to 6/9/2016


Evidence of Completion

Teacher Evaluationos

G2. St Cloud Elementary will work collaboratively to build capacity with families and the community to increase student achievement. 1

 G069249

G2.B1 Clear understanding of the benefits of PLC. 2

 B180157

G2.B1.S1 Establish NORMS for all PLC groups. 4

 S191438

Strategy Rationale

Groups must work collaboratively towards the common goal. Group norms will allow the groups to work more efficiently and effectively.

Action Step 1 5

School-wide PLC Lead conducts a training for Grade Level PLC Leads.

Person Responsible

Megan Dierickx

Schedule

On 8/13/2014

Evidence of Completion

Training log and survey data.

Action Step 2 5

Designated PLC Leads meet with Teams to develop NORMS.

Person Responsible

Megan Dierickx

Schedule

On 9/3/2014

Evidence of Completion

PLC NORMS and Minutes submitted to PLC folder on First Class.

Action Step 3 5

Frequent PLC meetings to review data from common assessments.

Person Responsible

Megan Dierickx

Schedule

Biweekly, from 9/17/2014 to 6/4/2015

Evidence of Completion

PLC minutes, common assessments data, STAR reports, FSA results.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Common assessment data and FSA results.

Person Responsible

Megan Dierickx

Schedule

Monthly, from 9/17/2014 to 6/4/2015

Evidence of Completion

Increase in positive student outcomes.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Professional Development will strengthen Professional Learning	Dierickx, Megan	8/17/2015	Formal and Informal observations, PLC minutes and lesson plans	6/9/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Communities to increase collaborative planning, standard based instruction, and common formative assessments. (1,2,3,4)				
G2.B1.S1.A1	School-wide PLC Lead conducts a training for Grade Level PLC Leads.	Dierickx, Megan	8/13/2014	Training log and survey data.	8/13/2014 one-time
G2.B1.S1.A2	Designated PLC Leads meet with Teams to develop NORMS.	Dierickx, Megan	9/3/2014	PLC NORMS and Minutes submitted to PLC folder on First Class.	9/3/2014 one-time
G2.B1.S1.A3	Frequent PLC meetings to review data from common assessments.	Dierickx, Megan	9/17/2014	PLC minutes, common assessments data, STAR reports, FSA results.	6/4/2015 biweekly
G1.MA1	Review of data	Dierickx, Megan	9/12/2014	Student achievement on STAR Reading and STAR Early Literacy.	6/4/2015 monthly
G1.B2.S1.MA1	Formal and Informal Observations, PLC Minutes and lesson plans	Dierickx, Megan	8/25/2015	Teacher Evaluationos	6/9/2016 monthly
G1.B2.S1.MA1	Formal and Informal observations, PLC Minutes and Lesson plans	Dierickx, Megan	8/25/2015	Teacher Evaluations	6/9/2016 monthly
G2.MA1	PLC minutes.	Dierickx, Megan	8/18/2014	Increase of student achievement on state, district, and common assessments.	6/4/2015 biweekly
G2.B1.S1.MA1	[no content entered]			one-time	
G2.B1.S1.MA1	Common assessment data and FSA results.	Dierickx, Megan	9/17/2014	Increase in positive student outcomes.	6/4/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. St Cloud Elementary teachers will strengthen standards based instruction.

G1.B2 High expectations do not align with rigor required to achieve mastery of standards.

G1.B2.S1 Through Professional Learning Communities, teachers will create Common Formative Assessments (CFA) and assign levels of mastery based on the standards.

PD Opportunity 1

Professional Development will strengthen Professional Learning Communities to increase collaborative planning, standard based instruction, and common formative assessments. (1,2,3,4)

Facilitator

Sandra Savillo, Suzi Larson and Savannah Thai

Participants

Instructional Staff

Schedule

Monthly, from 8/17/2015 to 6/9/2016

G2. St Cloud Elementary will work collaboratively to build capacity with families and the community to increase student achievement.

G2.B1 Clear understanding of the benefits of PLC.

G2.B1.S1 Establish NORMS for all PLC groups.

PD Opportunity 1

School-wide PLC Lead conducts a training for Grade Level PLC Leads.

Facilitator

S. Savillo, SCE PLC Lead

Participants

K-5 designated PLC Leads.

Schedule

On 8/13/2014

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B2.S1.A1	Professional Development will strengthen Professional Learning Communities to increase collaborative planning, standard based instruction, and common formative assessments. (1,2,3,4)	\$0.00
2	G2.B1.S1.A1	School-wide PLC Lead conducts a training for Grade Level PLC Leads.	\$0.00
3	G2.B1.S1.A2	Designated PLC Leads meet with Teams to develop NORMS.	\$0.00
4	G2.B1.S1.A3	Frequent PLC meetings to review data from common assessments.	\$0.00
Total:			\$0.00