School District of Osceola County, FL

St. Cloud Elementary School

2016-17 Schoolwide Improvement Plan

St. Cloud Elementary School

2701 BUDINGER AVE, St Cloud, FL 34769

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	No	58%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	A*	A	A

*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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for St. Cloud Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Eduction which inspires all to their highest potential.

b. 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

2. School Environment

a. 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 continuing to implement the AVID program with our fifth grade students and expanding into our fourth grade classrooms. We are focusing on teaching the students 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.

b. 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.

c. 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.

d. 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.

3. Early Warning Systems

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

a. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	5	9	9	8	6	9	0	0	0	0	0	0	0	46
One or more suspensions	1	3	1	1	0	1	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	4	17	35	0	0	0	0	0	0	0	56
	0	0	0	0	0	0	0	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
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	1	1	1	0	0	0	0	0	0	0	3

c. 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 iReady 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 patters of truancy with all students.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
No

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

2. 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.

2. 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 "STEM 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.

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

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

b. Duties

1. 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.

2. 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 discretionay 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.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Kelly Gray	Teacher
Megan Dierickx	Principal
Jessica Vansickle	Parent
Andrea Carrion Barragan	Education Support Employee
Claudia Hernandez	Parent
Maria Barragan	Education Support Employee
KiMeasha Stephenson	Parent
Heather Poole	Education Support Employee
Michael Larson	Business/Community
Hector Acevedo	Parent
Yaidymar Vazquez	Parent
Holly Cammarasana	Parent
Audra Riney	Parent
Jillian Gatz	Teacher
Kari Ewalt	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

St Cloud Elementary goals were to strengthen standards based instruction and to work collaboratively with families and the community to increase student achievement. Based on school grade data we met goals in the area of achievement but failed to show evidence of learning gains and growth in the lowest quartile. We were successful in having a record year for volunteers hours and community involvement placing 1st in volunteer hours for elementary schools with 11,372 total hours.

b. 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.

c. 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.

2. 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 ($322.95), Book Study ($61.98), and Technology/AVI ($4,179.00).

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

1. 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.

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

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 Osceola school Curriculum and Instruction website. 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.

b. Instructional Strategies

1. 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, iReady, 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.

2. 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: 0

Our remediation program serves targeted grade levels and targeted students, focusing on Reading, Math and Science. The sessions will run from October 2016-April 2017.

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, science and math standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Naylor, David, david.naylor@osceolaschools.net

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.

2. Student Transition and Readiness

a. 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).

1. 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.

b. College and Career Readiness

1. 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 continuing to become an AVID (Advancement Via Individual Determination) school. The fourth and 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.

2. 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.

3. 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.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. St Cloud Elementary will increase learning gains through planning, collaboration, and professional development.

G2. St Cloud Elementary teachers will adjust classroom instruction based on student results on common formative assessments.

Strategic Goals Detail

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

G1. St Cloud Elementary will increase learning gains through planning, collaboration, and professional development. `1a`

🔍 G085367

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	80.0
Math Gains	80.0

Targeted Barriers to Achieving the Goal `3`

- Lack of understanding and use of scales and rubrics.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Renaissance Place - Accelerated Reading.

- Staff seeking quality Professional Development.

- Professional Learning Communities.

- Common planning time across grade groups.

- Sample lessons on district timeline.

- Literacy Coach, Learning Resource Specialist.

- Shared high expectations for all students.

- Increase of designated iii time for Reading and Math on master schedule.

- iReady, Footsteps to Brilliance.

- Increase in VE Teacher from 2 to 3.

- Book studies.

- Mentor team,

Plan to Monitor Progress Toward G1. `8`

Review of iReady reports, CFAs, and data chats.

Person Responsible
David Naylor

Schedule
Quarterly, from 8/10/2016 to 5/30/2017

Evidence of Completion
Student achievement increase evident on quarterly iReady reports as well as on CFAs.

G2. St Cloud Elementary teachers will adjust classroom instruction based on student results on common formative assessments. `1a`

`🔍 G085368`

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	80.0
Math Gains	80.0

Targeted Barriers to Achieving the Goal `3`

- Clear understanding of the benefits of PLC.

Resources Available to Help Reduce or Eliminate the Barriers `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.

- iReady Reading and Math data.

- Common assessments.

- Increase designated PLC time.

Plan to Monitor Progress Toward G2. `8`

PLC minutes.

Person Responsible
Megan Dierickx

Schedule
Biweekly, from 8/3/2016 to 5/31/2017

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 will increase learning gains through planning, collaboration, and professional development. 1

🔑 G085367

G1.B9 Lack of understanding and use of scales and rubrics. 2

🔑 B227016

G1.B9.S1 Provide professional development on the effective creation, use, and monitoring of scales and rubrics. 4

🔑 S239527

Strategy Rationale

Teachers will have a better understanding of the standards and how students are progressing towards mastery.

Action Step 1 5

Professional development on the effective creation, use, and monitoring of scales and rubrics will be provided.

Person Responsible

Megan Dierickx

Schedule

Quarterly, from 8/17/2016 to 5/30/2017

Evidence of Completion

Evidence of use of scales and rubrics in the classroom as evidenced by walk-throughs, data chats and lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B9.S1 `6`

Collect data points on Elements #1 and #2 through classroom observations.

Person Responsible

Megan Dierickx

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

True North Logic observation reports.

Plan to Monitor Effectiveness of Implementation of G1.B9.S1 `7`

Teacher knowledge will increase and as a result so will student achievement.

Person Responsible

Megan Dierickx

Schedule

Weekly, from 9/1/2016 to 5/30/2017

Evidence of Completion

FSA learning gains.

G1.B9.S2 Through common planning times teams will collaborate on developing standards based scales. 4

S239528

Strategy Rationale

Teachers will have a better understanding of the standards and how students are progressing towards mastery.

Action Step 1 5

Teacher teams will deconstruct standards and utilize Costa level questioning to create appropriate levels for scales.

Person Responsible

David Naylor

Schedule

Weekly, from 8/17/2016 to 5/30/2017

Evidence of Completion

PLC minutes, sharing of scales with all stakeholders, classroom observations, student learning.

Plan to Monitor Fidelity of Implementation of G1.B9.S2 6

Effective use of scales.

Person Responsible

David Naylor

Schedule

Weekly, from 8/17/2016 to 5/30/2017

Evidence of Completion

Lesson plans, meeting minutes, student work, and data chats will reflect use of scales.

Plan to Monitor Effectiveness of Implementation of G1.B9.S2 `7`

Increase of student learning gains in iReady data.

Person Responsible

David Naylor

Schedule

Quarterly, from 8/10/2016 to 5/30/2017

Evidence of Completion

FSA gains.

G2. St Cloud Elementary teachers will adjust classroom instruction based on student results on common formative assessments. `1`

🔑 G085368

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

🔑 B227018

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

🔑 S239529

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 8/3/2016

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 8/3/2016

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 8/10/2016 to 5/31/2017

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 8/3/2016 to 5/31/2017

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B1.S1.MA1 M317680	[no content entered]		No Start Date		No End Date one-time
G2.B1.S1.A1 A310146	School-wide PLC Lead conducts a training for Grade Level PLC Leads.	Dierickx, Megan	8/3/2016	Training log and survey data.	8/3/2016 one-time
G2.B1.S1.A2 A310147	Designated PLC Leads meet with Teams to develop NORMS.	Dierickx, Megan	8/3/2016	PLC NORMS and Minutes submitted to PLC folder on First Class.	8/3/2016 one-time
G1.MA1 M317679	Review of iReady reports, CFAs, and data chats.	Naylor, David	8/10/2016	Student achievement increase evident on quarterly iReady reports as well as on CFAs.	5/30/2017 quarterly
G1.B9.S1.MA1 M317675	Teacher knowledge will increase and as a result so will student achievement.	Dierickx, Megan	9/1/2016	FSA learning gains.	5/30/2017 weekly
G1.B9.S1.A1 A310144	Professional development on the effective creation, use, and monitoring of scales and rubrics will...	Dierickx, Megan	8/17/2016	Evidence of use of scales and rubrics in the classroom as evidenced by walk-throughs, data chats and lesson plans.	5/30/2017 quarterly
G1.B9.S2.MA1 M317677	Increase of student learning gains in iReady data.	Naylor, David	8/10/2016	FSA gains.	5/30/2017 quarterly
G1.B9.S2.MA1 M317678	Effective use of scales.	Naylor, David	8/17/2016	Lesson plans, meeting minutes, student work, and data chats will reflect use of scales.	5/30/2017 weekly
G1.B9.S2.A1 A310145	Teacher teams will deconstruct standards and utilize Costa level questioning to create appropriate...	Naylor, David	8/17/2016	PLC minutes, sharing of scales with all stakeholders, classroom observations, student learning.	5/30/2017 weekly
G2.MA1 M317682	PLC minutes.	Dierickx, Megan	8/3/2016	Increase of student achievement on state, district, and common assessments.	5/31/2017 biweekly
G1.B9.S1.MA1 M317676	Collect data points on Elements #1 and #2 through classroom observations.	Dierickx, Megan	9/1/2016	True North Logic observation reports.	5/31/2017 monthly
G2.B1.S1.MA1 M317681	Common assessment data and FSA results.	Dierickx, Megan	8/3/2016	Increase in positive student outcomes.	5/31/2017 monthly
G2.B1.S1.A3 A310148	Frequent PLC meetings to review data from common assessments.	Dierickx, Megan	8/10/2016	PLC minutes, common assessments data, STAR reports, FSA results.	5/31/2017 biweekly

V. Professional Development Opportunities

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

G1. St Cloud Elementary will increase learning gains through planning, collaboration, and professional development.

G1.B9 Lack of understanding and use of scales and rubrics.

G1.B9.S1 Provide professional development on the effective creation, use, and monitoring of scales and rubrics.

PD Opportunity 1

Professional development on the effective creation, use, and monitoring of scales and rubrics will be provided.

Facilitator

Administration, Instructional Coaches, and Teacher Leaders.

Participants

Instructional Staff.

Schedule

Quarterly, from 8/17/2016 to 5/30/2017

G2. St Cloud Elementary teachers will adjust classroom instruction based on student results on common formative assessments.

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 8/3/2016

VI. Technical Assistance Items

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

G1. St Cloud Elementary will increase learning gains through planning, collaboration, and professional development.

G1.B9 Lack of understanding and use of scales and rubrics.

G1.B9.S2 Through common planning times teams will collaborate on developing standards based scales.

TA Opportunity 1

Teacher teams will deconstruct standards and utilize Costa level questioning to create appropriate levels for scales.

Facilitator

Administration, Instructional Coaches, and Teacher Leads.

Participants

All SCES staff and community is welcome and encouraged to participate.

Schedule

Weekly, from 8/17/2016 to 5/30/2017

VII. Budget

1	G1.B9.S1.A1	Professional development on the effective creation, use, and monitoring of scales and rubrics will be provided.	$0.00
2	G1.B9.S2.A1	Teacher teams will deconstruct standards and utilize Costa level questioning to create appropriate levels for scales.	$0.00
3	G2.B1.S1.A1	School-wide PLC Lead conducts a training for Grade Level PLC Leads.	$0.00
4	G2.B1.S1.A2	Designated PLC Leads meet with Teams to develop NORMS.	$0.00
5	G2.B1.S1.A3	Frequent PLC meetings to review data from common assessments.	$0.00
		Total:	$0.00