St. Cloud Elementary School

2017-18 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)	**2016-17 Title I School**	**2016-17 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	54%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for St. Cloud Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Education which inspires all to their highest potential.

b. Provide the school's vision statement.

At St. Cloud Elementary we focus on the child and expect success to promote lifelong learners. We lead with vision because education must be a shared responsibility between the home, students, 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 call families introducing themselves to their students and inviting them to our Open House.
-Open House: Prior to the first day of school, our PreK-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 (at least once per quarter) 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 4 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 kindergarten through fifth grade. 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 faculty at St Cloud Elementary believe that the safety and security of our students is the foundation to creating mentally healthy and productive children that are on track for lifelong success. SCES staff welcome students daily in the lobby, school personnel are easily accessible and approachable. Students are welcomed at the classroom door by their teacher. School culture promotes building positive relationships with students and families as well a recognizing and rewarding positive behavior. As students are identified as needing intervention, the leadership team along with the MTSS team work together to provide additional support for students' social-emotional needs. Mentors may be assigned or social skills groups developed as a Tier 2 intervention when a social weakness is observed. In the case of significant behavior needs a Functional Behavior Assessment will be conducted so that an individual behavior plan can be created for the student. In addition, we work collaboratively with our local Mental Health providers to make appropriate referrals for outside counseling. At St. Cloud Elementary we promote an open door policy with our students and staff. We want all students to feel they are able to go to any teacher or staff member if they are in need of help or just want someone to listen to them. Every students in our school belongs to every staff member who works at St. Cloud Elementary.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

St. Cloud Elementary reviews the EWS report in FOCUS on a monthly basis to identify specific students at risk. As a result of the data analysis, key personnel are identified, such as mentors, instructional coaches, ELL paraprofessionals and VE teachers to specifically attend to needs. Through collaboration with trained personnel, St Cloud Elementary ensures student growth.

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	0	8	10	8	18	16	0	0	0	0	0	0	0	60
One or more suspensions	0	1	1	0	1	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	2	26	39	0	0	0	0	0	0	0	67
	0	0	1	0	0	0	0	0	0	0	0	0	0	1

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	0	1	0	0	0	0	0	0	0	0	1

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 patterns of truancy with all students.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

1. PFEP 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

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. School fundraising programs are focused on increasing and improving technology school-wide.

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
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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

The SIP is developed using the 8-Step Problem Solving Process. District and school-based data digging days are scheduled to review current data, trends, and identify specific school needs. Through the process barriers are identified and strategies created to address goals. Before approval school staff and SAC members review, revise, and approve the 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.

The majority of SAC funds ($2,000) were used to strengthen the PLC initiative by inviting Ken Williams (Solution Tree) to present to the entire faculty as well as SAC members on the importance of building positive relationships and collaboration to improve student achievement.

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 on a weekly basis in multiple formats, grade level teams as well as in a common area to encourage vertical articulation among all grade levels. Our VE teachers and ELL

support paraprofessionals will also attend PLC meetings of the appropriate grade level teams in which they support to strengthen instructional support for our ESE and ELL students.

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 monthly SuperNova 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. With the use of these maps teachers will meet in Professional Learning Communities to discuss the meaning behind each standard, the design on lessons/instruction in the classroom and how students will prove their mastery of each standard. Teachers will use iii time for reteach and enrichment opportunities based on CFA outcomes to ensure students growth.

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: Before School Program

Minutes added to school year: 540

Students in the lowest quartile as well as students in need of enrichment are invited to Breakfast Club for additional iReady opportunity before the school day begins. We have also identified and invited ELL students to participate in Rosetta Stone during this time. Students are provided a sack breakfast so that they can still take advantage of free breakfast and additional school minutes. Students are awarded "charms' as an incentive for regular attendance.

Strategy Rationale

Upon review of resources we realized that the students were arriving to school for breakfast at 7:50 and sitting in the cafeteria until dismissed to class at 8:20. Meanwhile, the computer labs were sitting empty. We identified time and resources that were not being maximized. A system was developed through collaboration with food services management and paraprofessional support to allow students to access both the free meal and additional iReady and Rosetta Stone opportunity.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Larson, Suzi, larsonsu@osceola.k12.fl.us

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

Attendance data is imperative to the success of this program. Daily attendance is recorded and monitored monthly. If students are not in attendance regularly contact is made with the family to discover any barriers. The "charms' help to encourage regular attendance. Academic data is monitored through scheduled iReady Diagnostic and Progress Monitoring measures.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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-K 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. 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.

Students that are looking ahead to Middle School have the opportunity to attend a family involvement College and Career Night where they are able to meet students that participate in programs and the MS, HS, and College Level. Middle Schools representatives come to SCES to talk about course selections, AVID, after-school programs and sports. Transition information is also shared with families at our monthly SAC Meeting.

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 a third year of implementation of AVID (Advancement Via Individual Determination). At the conclusion of this year we fully anticipate having a 5 year certification as an AVID school. All students grades P-K through Fifth grade are learning how to study more efficiently and organize themselves and are also being exposed to a variety of colleges and careers through research based projects. College Week is celebrated and students can wear College t-shirts on Friday. In addition, we host a College and Career night that involves families and local community members. Valencia Community College, University of Central Florida, Johnson University, and Fullsail University send representatives/volunteers to each of our events and continue to promote college awareness. Local municipalities also participate including: Osceola Sherriff's, St Cloud Police Department, and St. Cloud Fire Department as well as a local canine search and rescue organization. Community business participation ranges from a local barber shop, dentistry, and radio dj, to a non-profit nature preserve.

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.

We will expand our STEAM opportunities this year with a STEAM block rotation in addition to the scheduled STEAM rotation that was added to the master schedule last year. Students will have opportunities to participate in additional minutes of coding, robotics, horticulture, dance, and art classes. The STEAM block goal is to increase school-wide Science proficiency while also integrating standards form other core subjects.

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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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. If all staff at St. Cloud Elementary participate in a high functioning Professional Learning Communities collaborating in planning, common formal assessment writing, data analysis, and strategic instruction, focusing on both students who have not met the academic bar and those who have, then all of our students will show an increase in learning gains.

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. If all staff at St. Cloud Elementary participate in a high functioning Professional Learning Communities collaborating in planning, common formal assessment writing, data analysis, and strategic instruction, focusing on both students who have not met the academic bar and those who have, then all of our students will show an increase in learning gains. 1a

🔍 G095519

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	68.0
Math Gains	58.0
FSA ELA Achievement - ELL	55.0
ELA/Reading Lowest 25% Gains	52.0
FSA ELA Achievement - SWD	36.0
FSA Math Achievement - ELL	48.0
Math Lowest 25% Gains	41.0
FSA Math Achievement - SWD	41.0
Statewide Science Assessment Achievement	71.0
FSA ELA Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of targeted students, lowest quartile and sub groups.

- Complexity of ELL and ESE needs and the ability to meet them

- Lack of understanding the use of scales in relationship to tasks.

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 and Math/Science Coach

- Shared high expectations for all students.

- Designated iii time for Reading and Math on master schedule.

- iReady, Footsteps to Brilliance, Rosetta Stone

- Book studies.

- Mentor team,

Plan to Monitor Progress Toward G1. 8

Review of iReady reports, CFAs, and data chats.

Person Responsible
Savannah Thai

Schedule
Weekly, from 8/10/2017 to 5/16/2018

Evidence of Completion
iReady reports and CFAs.

Plan to Monitor Progress Toward G1. 8

Observations through classroom walk-throughs and PLC meetings.

Person Responsible
Megan Dierickx

Schedule
Daily, from 8/10/2017 to 5/16/2018

Evidence of Completion
TrueNorth Logic data as well as PLC detailed meeting agendas and notes.

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. If all staff at St. Cloud Elementary participate in a high functioning Professional Learning Communities collaborating in planning, common formal assessment writing, data analysis, and strategic instruction, focusing on both students who have not met the academic bar and those who have, then all of our students will show an increase in learning gains. 1

🔑 G095519

G1.B7 Lack of understanding of targeted students, lowest quartile and sub groups. 2

🔑 B257206

G1.B7.S1 Through a data activity teachers will identify students and their sub-groups. 4

🔑 S272124

Strategy Rationale

Teacher will be able to identify the needs of each student and how which sub-group each student belongs to.

Action Step 1 5

During grade level meeting provide support for teachers while completing data chart activity and identify sub-groups.

Person Responsible

David Naylor

Schedule

On 9/29/2017

Evidence of Completion

Sign-in sheets and grade level data binders.

Plan to Monitor Fidelity of Implementation of G1.B7.S1 `6`

Review data sheets for correct placement of students into sub-groups.

Person Responsible

Suzi Larson

Schedule

Monthly, from 8/10/2017 to 5/16/2018

Evidence of Completion

Grade level data binders.

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 `7`

Data chats with grade level chairs and teachers.

Person Responsible

Megan Dierickx

Schedule

Monthly, from 8/10/2017 to 5/16/2018

Evidence of Completion

Grade level binders and updates on needs of students.

G1.B7.S2 Provide professional development on the requirements for learning gains on FSA and iReady. 4

🔑 S272125

Strategy Rationale

Teacher with students will be able to better align academic learning goals based on their current level.

Action Step 1 5

Based on grade level provide professional development on the requirements for a learning gain on FSA and iReady.

Person Responsible

David Naylor

Schedule

Semiannually, from 8/10/2017 to 5/16/2018

Evidence of Completion

Sign-in sheet and completion on teachers' IPGP.

Plan to Monitor Fidelity of Implementation of G1.B7.S2 6

Monitoring of teachers IPGP.

Person Responsible

David Naylor

Schedule

On 5/16/2018

Evidence of Completion

IPGPs

Plan to Monitor Effectiveness of Implementation of G1.B7.S2 `7`

Data chats and review of IPGPs.

Person Responsible

David Naylor

Schedule

Quarterly, from 8/10/2017 to 5/16/2018

Evidence of Completion

Data from iReady and grade level data binders.

G1.B8 Complexity of ELL and ESE needs and the ability to meet them `2`
🔑 B257207

G1.B8.S1 Provide support and strategies through Professional Learning Communities to improve the tools needed to provide on level instruction and tasks with appropriate support to allow access for ELL and ESE students. `4`
🔑 S272126

Strategy Rationale

Provide teachers increased numbers of tools needed to provide appropriate support for on-level instruction without lower the expectations of ELL/ESE students.

Action Step 1 `5`

A leadership team member will be assigned to each of the grade levels to provide support, help create tasks and take concerns from teachers.

Person Responsible

Megan Dierickx

Schedule

Weekly, from 8/10/2017 to 5/16/2018

Evidence of Completion

Products and meeting minutes.

Plan to Monitor Fidelity of Implementation of G1.B8.S1 `6`

Leadership team members will conduct walkthrough observation, data chats to ensure implementation of strategies and tasks.

Person Responsible

Megan Dierickx

Schedule

Daily, from 8/10/2017 to 5/16/2018

Evidence of Completion

Walkthorugh data.

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 `7`

Continually monitor data from CFAs and iReady during MtSS meetings.

Person Responsible

Savannah Thai

Schedule

Weekly, from 8/10/2017 to 5/16/2018

Evidence of Completion

Data sheets placed in grade level data binders and data pulled from iReady.

G1.B8.S2 Provide time through the master schedule for VE support teachers to meet with the grade levels they service. `4`

🔑 S272127

Strategy Rationale

VE support teachers will have an understanding on the depth of the standards and the products their students they serve will need to perform to be considered on grade level.

Action Step 1 `5`

Align at least one VE support teachers planning times with each of the grade levels they serve.

Person Responsible

David Naylor

Schedule

On 5/16/2018

Evidence of Completion

Master schedule.

Plan to Monitor Fidelity of Implementation of G1.B8.S2 `6`

Leadership team member will attend grade level and PLC meetings.

Person Responsible

David Naylor

Schedule

Weekly, from 8/10/2017 to 5/16/2018

Evidence of Completion

Meeting minutes.

Plan to Monitor Effectiveness of Implementation of G1.B8.S2 `7`

Leadership teams members will conduct observations and review lesson plans for rigor of instruction.

Person Responsible

David Naylor

Schedule

Monthly, from 8/16/2017 to 5/16/2018

Evidence of Completion

Observation rating and lesson plans.

G1.B8.S3 Provide addition support through Rosetta Stone software for non-English speaking students. `4`

🔑 S272128

Strategy Rationale

Provide extra opportunities for non-English speaking students to learn English both at school and at home.

Action Step 1 `5`

Purchase licenses from Rosetta Stone for our non-English speakers and provide ESY time for them to work on at school and provide login information to all access at home.

Person Responsible

David Naylor

Schedule

On 5/16/2018

Evidence of Completion

Students assigned to Rosetta Stone.

Plan to Monitor Fidelity of Implementation of G1.B8.S3 `6`

Monitor the usage report from Rosetta Stone and attendance to ESY.

Person Responsible

David Naylor

Schedule

Monthly, from 8/10/2017 to 5/16/2018

Evidence of Completion

Reports pulled from Rosetta Stone. Attendance sheets.

Plan to Monitor Effectiveness of Implementation of G1.B8.S3 `7`

Review reports from Rosetta Stone on student successful completion and data from CFAs and iReady.

Person Responsible

David Naylor

Schedule

Monthly, from 8/10/2017 to 5/16/2018

Evidence of Completion

Rosetta Stone reports and grade level data binders.

G1.B9 Lack of understanding the use of scales in relationship to tasks. 2

🔑 B257208

G1.B9.S1 Continue to provide professional development on the effective creation, use, and monitoring of scales. 4

🔑 S272129

Strategy Rationale

Teachers will have a better understanding of the standards, how students are progressing towards mastery, and developing a course of action for students who have or have not met the bar.

Action Step 1 5

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

Person Responsible

Megan Dierickx

Schedule

Quarterly, from 8/10/2017 to 5/16/2018

Evidence of Completion

The use of scales in the classroom as evidenced by walk-throughs, PLC meeting notes, 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 and products produced during PLC's.

Person Responsible

Megan Dierickx

Schedule

Monthly, from 8/10/2017 to 5/16/2018

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 8/10/2017 to 5/16/2018

Evidence of Completion

FSA learning gains.

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

🔑 S272130

Strategy Rationale

Teachers will have a better understanding of the standards, how students are progressing towards mastery, and developing a course of action for students who have or have not met the bar.

Action Step 1 `5`

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

Person Responsible

David Naylor

Schedule

Weekly, from 8/10/2017 to 5/16/2018

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 by teacher and students.

Person Responsible

David Naylor

Schedule

Weekly, from 8/10/2017 to 5/16/2018

Evidence of Completion

Lesson plans, meeting minutes, observations, 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, CFA and FSA data.

Person Responsible

David Naylor

Schedule

Quarterly, from 8/10/2017 to 5/16/2018

Evidence of Completion

iReady, CFA and FSA gains.

G1.B9.S3 Through common planning times, teams will collaborate on developing tasks aligned to standards based scales. 4

🔑 S272131

Strategy Rationale

Teachers will have a better understanding of how students are progressing towards mastery, and developing a course of action for students who have or have not met the bar.

Action Step 1 5

Teachers will design tasks based on standards and FSA test specification which align to each level of the proficiency scale.

Person Responsible

Savannah Thai

Schedule

Daily, from 8/10/2017 to 5/16/2018

Evidence of Completion

Lesson plans and classroom walk-throughs.

Plan to Monitor Fidelity of Implementation of G1.B9.S3 6

Teachers will submit lesson plans and products developed during PLCs.

Person Responsible

Savannah Thai

Schedule

Daily, from 8/10/2017 to 5/16/2018

Evidence of Completion

Lesson plans and student tasks.

Plan to Monitor Effectiveness of Implementation of G1.B9.S3 `7`

During PLC's teachers will discuss improvement towards mastery through CFA's, student self assessments and iReady data.

Person Responsible

Savannah Thai

Schedule

Weekly, from 8/10/2017 to 5/16/2018

Evidence of Completion

Data from CFA's, iReady and self assessments.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B7.S1.A1 A364981	During grade level meeting provide support for teachers while completing data chart activity and...	Naylor, David	8/10/2017	Sign-in sheets and grade level data binders.	9/29/2017 one-time
G1.MA1 M390783	Review of iReady reports, CFAs, and data chats.	Thai, Savannah	8/10/2017	iReady reports and CFAs.	5/16/2018 weekly
G1.MA2 M390784	Observations through classroom walk-throughs and PLC meetings.	Dierickx, Megan	8/10/2017	TrueNorth Logic data as well as PLC detailed meeting agendas and notes.	5/16/2018 daily
G1.B7.S1.MA1 M390767	Data chats with grade level chairs and teachers.	Dierickx, Megan	8/10/2017	Grade level binders and updates on needs of students.	5/16/2018 monthly
G1.B7.S1.MA1 M390768	Review data sheets for correct placement of students into sub-groups.	Larson, Suzi	8/10/2017	Grade level data binders.	5/16/2018 monthly
G1.B8.S1.MA1 M390771	Continually monitor data from CFAs and iReady during MtSS meetings.	Thai, Savannah	8/10/2017	Data sheets placed in grade level data binders and data pulled from iReady.	5/16/2018 weekly
G1.B8.S1.MA1 M390772	Leadership team members will conduct walkthrough observation, data chats to ensure implementation...	Dierickx, Megan	8/10/2017	Walkthorugh data.	5/16/2018 daily
G1.B8.S1.A1 A364983	A leadership team member will be assigned to each of the grade levels to provide support, help...	Dierickx, Megan	8/10/2017	Products and meeting minutes.	5/16/2018 weekly
G1.B9.S1.MA1 M390777	Teacher knowledge will increase and as a result so will student achievement.	Dierickx, Megan	8/10/2017	FSA learning gains.	5/16/2018 weekly
G1.B9.S1.MA1 M390778	Collect data points on Elements #1 and #2 through classroom observations and products produced...	Dierickx, Megan	8/10/2017	True North Logic observation reports.	5/16/2018 monthly
G1.B9.S1.A1 A364986	Professional development on the effective creation, use, and monitoring of scales will be provided.	Dierickx, Megan	8/10/2017	The use of scales in the classroom as evidenced by walk-throughs, PLC meeting notes, and lesson plans.	5/16/2018 quarterly
G1.B7.S2.MA1 M390769	Data chats and review of IPGPs.	Naylor, David	8/10/2017	Data from iReady and grade level data binders.	5/16/2018 quarterly
G1.B7.S2.MA1 M390770	Monitoring of teachers IPGP.	Naylor, David	8/10/2017	IPGPs	5/16/2018 one-time
G1.B7.S2.A1 A364982	Based on grade level provide professional development on the requirements for a learning gain on...	Naylor, David	8/10/2017	Sign-in sheet and completion on teachers' IPGP.	5/16/2018 semiannually
G1.B8.S2.MA1 M390773	Leadership teams members will conduct observations and review lesson plans for rigor of...	Naylor, David	8/16/2017	Observation rating and lesson plans.	5/16/2018 monthly
G1.B8.S2.MA1 M390774	Leadership team member will attend grade level and PLC meetings.	Naylor, David	8/10/2017	Meeting minutes.	5/16/2018 weekly
G1.B8.S2.A1 A364984	Align at least one VE support teachers planning times with each of the grade levels they serve.	Naylor, David	8/10/2017	Master schedule.	5/16/2018 one-time
G1.B9.S2.MA1 M390779	Increase of student learning gains in iReady, CFA and FSA data.	Naylor, David	8/10/2017	iReady, CFA and FSA gains.	5/16/2018 quarterly
G1.B9.S2.MA1 M390780	Effective use of scales by teacher and students.	Naylor, David	8/10/2017	Lesson plans, meeting minutes, observations, student work, and data chats will reflect use of scales.	5/16/2018 weekly
G1.B9.S2.A1 A364987	Teacher teams will deconstruct standards and utilize Costa level questioning to create/revise...	Naylor, David	8/10/2017	PLC minutes, sharing of scales with all stakeholders, classroom observations, student learning.	5/16/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B8.S3.MA1 🔍 M390775	Review reports from Rosetta Stone on student successful completion and data from CFAs and iReady.	Naylor, David	8/10/2017	Rosetta Stone reports and grade level data binders.	5/16/2018 monthly
G1.B8.S3.MA1 🔍 M390776	Monitor the usage report from Rosetta Stone and attendance to ESY.	Naylor, David	8/10/2017	Reports pulled from Rosetta Stone. Attendance sheets.	5/16/2018 monthly
G1.B8.S3.A1 🔍 A364985	Purchase licenses from Rosetta Stone for our non-English speakers and provide ESY time for them to...	Naylor, David	8/10/2017	Students assigned to Rosetta Stone.	5/16/2018 one-time
G1.B9.S3.MA1 🔍 M390781	During PLC's teachers will discuss improvement towards mastery through CFA's, student self...	Thai, Savannah	8/10/2017	Data from CFA's, iReady and self assessments.	5/16/2018 weekly
G1.B9.S3.MA1 🔍 M390782	Teachers will submit lesson plans and products developed during PLCs.	Thai, Savannah	8/10/2017	Lesson plans and student tasks.	5/16/2018 daily
G1.B9.S3.A1 🔍 A364988	Teachers will design tasks based on standards and FSA test specification which align to each level...	Thai, Savannah	8/10/2017	Lesson plans and classroom walk-throughs.	5/16/2018 daily

V. Professional Development Opportunities

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

G1. If all staff at St. Cloud Elementary participate in a high functioning Professional Learning Communities collaborating in planning, common formal assessment writing, data analysis, and strategic instruction, focusing on both students who have not met the academic bar and those who have, then all of our students will show an increase in learning gains.

G1.B9 Lack of understanding the use of scales in relationship to tasks.

G1.B9.S1 Continue to provide professional development on the effective creation, use, and monitoring of scales.

PD Opportunity 1

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

Facilitator

Administration, Instructional Coaches, and Teacher Leaders.

Participants

Instructional Staff.

Schedule

Quarterly, from 8/10/2017 to 5/16/2018

VI. Technical Assistance Items

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

G1. If all staff at St. Cloud Elementary participate in a high functioning Professional Learning Communities collaborating in planning, common formal assessment writing, data analysis, and strategic instruction, focusing on both students who have not met the academic bar and those who have, then all of our students will show an increase in learning gains.

G1.B9 Lack of understanding the use of scales in relationship to tasks.

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

TA Opportunity 1

Teacher teams will deconstruct standards and utilize Costa level questioning to create/revise 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 8/10/2017 to 5/16/2018