

School District of Osceola County, FL

St. Cloud Preparatory Academy



2018-19 Schoolwide Improvement Plan

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St. Cloud Preparatory Academy

3101 PROGRESS LANE, St. Cloud, FL 34769

<https://www.saintcloudprep.org>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	No	40%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	41%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	C	C	A*

School Board Approval

N/A

SIP Authority

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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

To provide a challenging and supportive learning environment that fosters high expectations in moral values, character development, leadership skills, social growth and intellectual development that helps form a catalyst for the success of every student.

Provide the school's vision statement.

St. Cloud Preparatory Academy believes that most powerful factor in building engagement is identifying and fully deploying talents in the classroom. And not only students' talents~the talents of everyone involved in education must be leveraged, from student, teachers, and principals to parents and community leaders.

School Leadership Team

Membership

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

Name	Title
Quinn, Michele	Principal
Murphy, Jennifer	Assistant Principal
Nelson, Michele	School Counselor
Falleur, Kerri	Registrar
Ruiz, Cesar	Other
Grayek, Justin	Dean
Price, Caitlin	Instructional Coach

Duties

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

Quinn-Oversees curriculum and instruction, observes and evaluates instructional practices, maintains positive school culture and ensures safe, engaging learning environment. Works with governing board and business manager to ensure that their are adequate materials, equipment and supplies to ensure safety and successful learning.

Murphy-Oversees the MTSS process, coordinates master schedule to maximize learning time, ensures school safety through school discipline processes and policies. Observes and evaluates instructional practices.

Nelson-Oversees and coordinates the MTSS process. Works with student, staff and community to ensure that our mental health plan is followed. Works with all staff to identify students that are at risk and creates and implements plans to ensure school safety from a mental health perspective. FIT coordinator.

Falleur-Works with families to ensure a smooth registration process, ensures that all appropriate paperwork gets to administration/teachers when a student registers, works with school counselor to ensure that FIT families are identified. Maintains/oversees student data base system and CUM folders.

Ruiz-Maintains all aspects of the school campus to ensure cleanliness and safety for all students and staff.

Grayek-Ensure school safety by enforcing the Student Code of Conduct, builds relationships with at-risk students, implements and communicates school-wide positive behavior plan. Communicates with staff and families both positive and areas of needs improvement in regards to behavior.

Price-Conduct classroom walk-thru's with leadership team, collect and analyze data regarding student achievement/student engagement, mentor new teachers, Gathering and distributing resources for teachers

Coaching struggling teachers by modeling lessons, facilitate problem solving in regards to the SIP, help create master schedule.

Early Warning Systems

Year 2017-18

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	12	8	10	3	11	6	10	12	13	0	0	0	0	85	
One or more suspensions	0	0	0	1	0	2	13	9	9	0	0	0	0	34	
Course failure in ELA or Math	2	0	0	0	0	0	7	5	0	0	0	0	0	14	
Level 1 on statewide assessment	0	0	0	6	7	5	8	17	11	0	0	0	0	54	

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	2	0	0	0	0	1	2	9	9	0	0	0	0	23	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	2	0	0	0	0	0	7	5	0	0	0	0	0	14

Date this data was collected

Thursday 9/27/2018

Year 2016-17 - As Reported

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	1	1	0	0	0	3	2	1	1	0	0	0	0	9
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	4	14	20	11	12	6	0	0	0	0	67
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	0	0	3	2	1	1	0	0	0	0	7

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	1	0	0	0	3	2	1	1	0	0	0	0	9
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	4	14	20	11	12	6	0	0	0	0	67
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	0	0	3	2	1	1	0	0	0	0	7

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest at St. Cloud Preparatory Academy was the eighth grade Next Generation Sunshine State Standards FCAT 2.0. In Science, our students who identified as white

performed the lowest on the FCAT 2.0 assessment compared to other races. Our eighth grade ELL population scored 5% lower than the previous year. In addition, non-disabled student population decreased by seven percent (7%) when compared with their disabled peers. The trend shows that eighth grade science participating in the FCAT 2.0 science assessment at St. Cloud Prep. Eighth grade science students overall are showing a decrease in science achievement over the last two years. Our biggest achievement gap is students moving from Level 2 to Level 3 and above. We are currently working on moving our lowest quartile, level 1 and level 2 students up at least one level.

Which data component showed the greatest decline from prior year?

The greatest overall decline as discussed above was eighth grade science. However, within ELA and Math subgroups there were also declines. The data component that performed the lowest for ELA FSA was our ELL population. Only 18.2% of our ELL students scored a level 3 or above, compared to their non ELL peers. For math the data component that performed the lowest for Math FSA was our the disabled subgroup. Only 26.1% of our disabled students scored a level 3 or above, as compared to their non disabled peers. The trend shows that while there is increase year over year in Math and ELA FSA for our ELL and disabled students they still are performing below their non ELL and non disabled peers. In regards to our race/ethnicity subgroup, all sub groups made gains year over year. We are working diligently to continue this upward trend in all sub groups.

Which data component had the biggest gap when compared to the state average?

When compared to the state average seventh grade math has the largest achievement gap. While seventh grade increased from 28% proficiency to 33% proficiency, we are still 21% below the state average.

Which data component showed the most improvement? Is this a trend?

In ELA, our students who identify two or more races performed lowest on the FSA ELA assessment compared to other races. There is a 42% difference in ELL versus non-ELL performance in ELA FSA scores. In addition, non-disabled students outperformed disabled students by 40%. In analyzing this data, student achievement is increasing in disabled students year over year however they are still performing significantly below non-disabled peers. Our ELL students also while increasing continues to perform significantly lower than non-ELL students. Finally, students who identify as two or more races, while below level, increased by 10%. However, this population is still performing below their white, hispanic, and black peers. The trend shows whether race or ethnicity, ELL status, or disability status while below level over the last four years, students continue an upward trend. Our biggest gap we are currently working on is the ELL versus non ELL population increase,

Describe the actions or changes that led to the improvement in this area.

In the 2017-2018 school year, teachers and staff strategically identified students that were their lowest quartile. Once this information was identified and gathered, teachers across content areas and grade levels devised a tutoring schedule to support those students. Administration, researched different supplemental materials and resources to enhance student engagement and better address the Florida State Standards. In doing this, the governing board approved a purchase of a curriculum that is directly aligned with Florida Standards for both Math and ELA in grades 3-8. Instructional staff utilized these resources effectively and documented their student progress. Teachers and staff also, utilized data to drive their instruction from formal and informal assessments including iReady data. Teachers throughout the school year vertically planned and focused on content area vocabulary, in addition to pulling fluid small groups to remediate within the classroom. Teachers were given the opportunity to observe other effective teacher to gather new/better teaching strategies to enhance their own classroom and increase student achievement.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	60%	58%	60%	50%	54%	55%
ELA Learning Gains	60%	58%	57%	45%	51%	54%
ELA Lowest 25th Percentile	50%	52%	52%	40%	46%	49%
Math Achievement	52%	52%	61%	36%	49%	56%
Math Learning Gains	67%	54%	58%	34%	48%	54%
Math Lowest 25th Percentile	63%	50%	52%	38%	43%	48%
Science Achievement	56%	54%	57%	43%	49%	52%
Social Studies Achievement	56%	71%	77%	83%	74%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	12 (1)	8 (1)	10 (0)	3 (0)	11 (0)	6 (3)	10 (2)	12 (1)	13 (1)	0 (0)	0 (0)	0 (0)	0 (0)	85 (9)
One or more suspensions	0 (0)	0 (0)	0 (0)	1 (0)	0 (0)	2 (0)	13 (0)	9 (0)	9 (0)	0 (0)	0 (0)	0 (0)	0 (0)	34 (0)
Course failure in ELA or Math	2 (0)	0 (1)	0 (0)	0 (0)	0 (0)	0 (0)	7 (0)	5 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	14 (1)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	6 (4)	7 (14)	5 (20)	8 (11)	17 (12)	11 (6)	0 (0)	0 (0)	0 (0)	0 (0)	54 (67)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	65%	51%	14%	57%	8%
	2017	47%	53%	-6%	58%	-11%
Same Grade Comparison		18%				
Cohort Comparison						
04	2018	65%	48%	17%	56%	9%
	2017	50%	50%	0%	56%	-6%
Same Grade Comparison		15%				
Cohort Comparison		18%				
05	2018	56%	50%	6%	55%	1%
	2017	33%	48%	-15%	53%	-20%
Same Grade Comparison		23%				
Cohort Comparison		6%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	60%	46%	14%	52%	8%
	2017	56%	47%	9%	52%	4%
Same Grade Comparison		4%				
Cohort Comparison		27%				
07	2018	52%	46%	6%	51%	1%
	2017	53%	49%	4%	52%	1%
Same Grade Comparison		-1%				
Cohort Comparison		-4%				
08	2018	54%	52%	2%	58%	-4%
	2017	52%	48%	4%	55%	-3%
Same Grade Comparison		2%				
Cohort Comparison		1%				
09	2018					
	2017					
Cohort Comparison		-52%				
10	2018					
	2017					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	57%	51%	6%	62%	-5%
	2017	31%	56%	-25%	62%	-31%
Same Grade Comparison		26%				
Cohort Comparison						
04	2018	65%	53%	12%	62%	3%
	2017	56%	55%	1%	64%	-8%
Same Grade Comparison		9%				
Cohort Comparison		34%				
05	2018	80%	52%	28%	61%	19%
	2017	24%	49%	-25%	57%	-33%
Same Grade Comparison		56%				
Cohort Comparison		24%				
06	2018	34%	43%	-9%	52%	-18%
	2017	29%	41%	-12%	51%	-22%
Same Grade Comparison		5%				
Cohort Comparison		10%				
07	2018	33%	29%	4%	54%	-21%
	2017	28%	28%	0%	53%	-25%
Same Grade Comparison		5%				
Cohort Comparison		4%				
08	2018	48%	43%	5%	45%	3%
	2017	50%	47%	3%	46%	4%
Same Grade Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		20%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	78%	49%	29%	55%	23%
	2017					
Cohort Comparison						
08	2018	29%	42%	-13%	50%	-21%
	2017					
Cohort Comparison		29%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	77%	68%	9%	65%	12%
2017	74%	69%	5%	63%	11%
Compare		3%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	56%	70%	-14%	71%	-15%
2017	63%	74%	-11%	69%	-6%
Compare		-7%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	46%	52%	-6%	62%	-16%
2017	60%	46%	14%	60%	0%
Compare		-14%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	23	44	42	18	44						
ELL	31	71	73	31	79						
BLK	71	83		47	58						
HSP	63	67	67	49	72	61	50	75			
MUL	50			40							
WHT	57	54	39	53	64	66	57	47	31		
FRL	56	61	53	49	65	59	51	55	40		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	17	37	38	17	33	25					
ELL	20	43	30	11	23						
BLK	44	33		25	27						
HSP	44	49	25	27	29	42	31				
MUL	43	50		29	50						
WHT	51	48	45	41	38	30	33	64	69		
FRL	43	43	36	33	37	39	33	67	53		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Ensure high levels of learning for all students in literacy.
Rationale	Provides teachers with the opportunity to collaborate in groups to produce engaging lessons that utilize effective instructional strategies and best practices. Furthermore, teachers will continually monitor achievement of standards to best plan future instruction.
Intended Outcome	ELA and math will increase by 5% in all subgroups. Science proficiency will increase by 10% in all subgroups.
Point Person	Jennifer Murphy (jmurphy@saintcloudprep.org)
Action Step	
Description	<ol style="list-style-type: none"> 1. Common planning for teachers-Master schedule provides daily planning for a minimum of 45 minutes-All school days where students are present for the 2018-2019 SY, Mrs. Quinn pushes into Middle/High school planning, Ms. Price pushes into elementary planning 2. Additional time for PLC and vertical articulation-allows for teachers of other grades/subject area to collaborate-once a week designated by grade level/subject area, Mrs. Quinn collects PLC notes, Ms. Price pushes into PLCs weekly to monitor 3. Professional development and mentoring-Teachers are able to attend various district professional development provided due to Title II, Mrs. Quinn is able to monitor through MyPGS teacher attendance, leadership team through walk-through's and teacher meetings PD is recommended, Ms. Price facilitates the mentoring program. This includes beginning teachers and teachers new to St. Cloud Prep. Mentoring includes specific PD, classroom observations, modeling lessons, feedback, weekly check-in meetings. Professional Development occurs once a quarter as a whole school and as needed individually. 4. use of Mastery Up curriculum in ELA, Math, and Science-SCP researched and purchased Mastery Up curriculum and assessment pieces. All ELA,. Math and Science teachers in grades 3-10 have been provided with these materials, as well as trained. These materials are documented in lesson plans and used daily in the classroom.
Person Responsible	Caitlin Price (caitlin.price@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	Weekly PLC's notes. Monitoring lessons weekly. We will monitor benchmark assessments, classroom assessments, MTSS data, iReady diagnostic assessments to monitor student growth throughout the 2018-2019 school year. Classroom walk-throughs to ensure implementation of best practices and monitor student engagement.
Person Responsible	Michele Quinn (quinnm@osceola.k12.fl.us)

Activity #2	
Title	Ensure high levels of math achievement for all students.
Rationale	Provides teachers with the opportunity to collaborate in groups to produce engaging lessons that utilize effective instructional strategies and best practices. Furthermore, teachers will continually monitor achievement of standards to best plan future instruction.
Intended Outcome	ELA and math will increase by 5% in all subgroups. Science proficiency will increase by 10% in all subgroups.
Point Person	Michele Quinn (quinnm@osceola.k12.fl.us)
Action Step	
Description	<ol style="list-style-type: none"> 1. Common planning for teachers-Master schedule provides daily planning for a minimum of 45 minutes-All school days where students are present for the 2018-2019 SY, Mrs. Quinn pushes into Middle/High school planning, Ms. Price pushes into elementary planning 2. Additional time for PLC and vertical articulation-allows for teachers of other grades/subject area to collaborate-once a week designated by grade level/subject area, Mrs. Quinn collects PLC notes, Ms. Price pushes into PLCs weekly to monitor 3. Professional development and mentoring-Teachers are able to attend various district professional development provided due to Title II, Mrs. Quinn is able to monitor through MyPGS teacher attendance, leadership team through walk-through's and teacher meetings PD is recommended, Ms. Price facilitates the mentoring program. This includes beginning teachers and teachers new to St. Cloud Prep. Mentoring includes specific PD, classroom observations, modeling lessons, feedback, weekly check-in meetings. Professional Development occurs once a quarter as a whole school and as needed individually. 4. use of Mastery Up curriculum in ELA, Math, and Science-SCP researched and purchased Mastery Up curriculum and assessment pieces. All ELA, Math and Science teachers in grades 3-10 have been provided with these materials, as well as trained. These materials are documented in lesson plans and used daily in the classroom.
Person Responsible	Caitlin Price (caitlin.price@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	Weekly PLC's notes. Monitoring lessons weekly. We will monitor benchmark assessments, classroom assessments, MTSS data, iReady diagnostic assessments to monitor student growth throughout the 2018-2019 school year. Classroom walk-throughs to ensure implementation of best practices and monitor student engagement.
Person Responsible	Jennifer Murphy (jmurphy@saintcloudprep.org)

Activity #3	
Title	Ensure high levels of science achievement for all students.
Rationale	Provides teachers with the opportunity to collaborate in groups to produce engaging lessons that utilize effective instructional strategies and best practices. Furthermore, teachers will continually monitor achievement of standards to best plan future instruction. Teachers will focus on content area/specific vocabulary strategies.
Intended Outcome	ELA and math will increase by 5% in all subgroups. Science proficiency will increase by 10% in all subgroups.
Point Person	Michele Quinn (quinnm@osceola.k12.fl.us)
Action Step	
Description	<ol style="list-style-type: none"> 1. Common planning for teachers-Master schedule provides daily planning for a minimum of 45 minutes-All school days where students are present for the 2018-2019 SY, Mrs. Quinn pushes into Middle/High school planning, Ms. Price pushes into elementary planning 2. Additional time for PLC and vertical articulation-allows for teachers of other grades/subject area to collaborate-once a week designated by grade level/subject area, Mrs. Quinn collects PLC notes, Ms. Price pushes into PLCs weekly to monitor 3. Professional development and mentoring-Teachers are able to attend various district professional development provided due to Title II, Mrs. Quinn is able to monitor through MyPGS teacher attendance, leadership team through walk-through's and teacher meetings PD is recommended, Ms. Price facilitates the mentoring program. This includes beginning teachers and teachers new to St. Cloud Prep. Mentoring includes specific PD, classroom observations, modeling lessons, feedback, weekly check-in meetings. Professional Development occurs once a quarter as a whole school and as needed individually. 4. use of Mastery Up curriculum in ELA, Math, and Science-SCP researched and purchased Mastery Up curriculum and assessment pieces. All ELA,. Math and Science teachers in grades 3-10 have been provided with these materials, as well as trained. These materials are documented in lesson plans and used daily in the classroom.
Person Responsible	Caitlin Price (caitlin.price@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	Weekly PLC's notes. Monitoring lessons weekly. We will monitor benchmark assessments, classroom assessments, MTSS data, iReady diagnostic assessments to monitor student growth throughout the 2018-2019 school year. Classroom walk-throughs to ensure implementation of best practices and monitor student engagement.
Person Responsible	Jennifer Murphy (jmurphy@saintcloudprep.org)

Activity #4	
Title	Ensure attendance is at 90% or above.
Rationale	Once an effective attendance policy is put into place and monitored effectively, the attendance rate will increase maximizing the amount of instructional time a student receives.
Intended Outcome	Attendance will increase by 5%.
Point Person	Michele Quinn (quinnm@osceola.k12.fl.us)
Action Step	
Description	<p>1. Leadership team will ensure that all staff members, parents and students understand the attendance policy-New attendance policy was created by the SCP leadership team. A new one page outlining of the policy changes were placed in First day Packets for all students. Teachers reviewed policy in class. Mrs. Quinn will send attendance letters quarterly to students that exceed 5 days per quarter. Leadership will conduct attendance meetings with habitual tardies/absences and create an attendance contract signed by all parties.</p> <p>2. Attendance policy will be added to Parent/Student Handbook at the beginning of the 2018-2019 school year. New policy was created by the SCPA Leadership and approved by its governing board. This policy will remain in effect for the duration of the 2018-2019 school year. Attendance will be monitored by Mrs. Falleur, along with leadership team and classroom teachers.</p> <p>3. Families will be required to sign that they have read and understand the Parent/Student/Teacher Compact.-At the beginning of the 2018-2019 school year each student was provided with a first day packet with outlined the new attendance policy. It was accompanied by the Parent/Student/Teacher Compact which again outlined the updated policy and required parent, student and teacher signature of understanding. Mrs. Falleur keeps a signed copy on file for each student. In addition, any new student that registers is also given the first day packet and is required to sign for understanding.</p>
Person Responsible	Jennifer Murphy (jmurphy@saintcloudprep.org)
Plan to Monitor Effectiveness	
Description	Attendance policy signed by parent/guardian, parent log, staff meeting minutes, Parent/Student Handbook, Parent/Student/Teacher compact, SAC meeting minutes
Person Responsible	Kerri Falleur (kfalleur@saintcloudprep.org)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Parent involvement is critical to St. Cloud Preparatory Academy's overall effectiveness. There are numerous ways for parents to get involved with SCPA through volunteering their services. Opportunities include serving as elementary classroom moms, field trip chaperones, assisting with class parties, working as a teacher's aide, and helping with various fundraising efforts.

In addition, SCP plans monthly family events to build a strong relationships with between students, parents, school, and the community.

PFEP Link

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

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.

To encourage students in a growing relationship with their peers and teachers through knowledge of Ron Clark's Essential 55:

1. To teach the Essential 55.
2. To teach the necessity of advocating for self through appropriate decision-making.
3. To teach problem-solving and critical thinking.
4. To teach the importance of teamwork and collaboration.
5. To develop effective communication skills in the student.

To encourage integrity and sound character in all circumstances.

1. To strengthen and reinforce the positive character development of each student.
2. To teach the student to apply himself to his work to fulfill his various responsibilities.
3. To teach the student to work independently and cooperatively.
4. To teach the student to think for himself and to stand up for his personal convictions in the face of adversity.
5. To teach the student good stewardship in the care and maintenance of personal and school property.

In addition, St. Cloud Preparatory Academy has one school counselor that provides services for students on school site in conjunction with the school psychologist assigned to the school. SCPA has an MTSS team and follows the process.

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

School administration and guidance counselor along with teacher leaders, have various community meetings in the Spring in order to share the school's expectations, class offerings and answer any student or parent questions. SCPA holds a kindergarten, 6th grade and 9th grade orientation night where incoming students and their parents may learn about the program offerings, meet the teachers and understand school expectations and daily school routines.

Additionally, all grades K-10 have an open house the week before school to follow class schedules, meet the teachers, and receive other such important information.

Outgoing 8th grade students participate in presentations from the local high schools and meet with high school guidance counselors to build their 9th grade class schedule.

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.

St. Cloud Prep MTSS team meets the 3rd Wednesday of each month. At this time the team will identify target areas of concern through data analysis as well as, teacher input. This data will be used to identify students who require monitoring and/or intervention so that academic and behavioral goals can be met to ensure academic progress.

Effectiveness of classroom instruction, particularly the core content areas, data driven decision making at the classroom level (teachers meet every Tuesday to analyze formal and informal assessment data), district provided benchmark assessments, as well as iReady data.

Resource allocation: double reading block, small group instruction for math intervention, computer labs.

Teacher support: administration, school counselor, district level academic specialists, professional learning communities, best practices workshops, instructional assistance in regards to literacy (Caitlin Price) and math/science (Michele Quinn).

When planning course offerings we will provide opportunities for student remediation and enrichment to assist those students that are struggling or need acceleration. Students that are in need of additional remediation are invited to participate in the "working lunch." In addition, tutoring is offered before/after school.

The school works with the school district with Title II to ensure that staff development needs are met. In addition, school administration has a working relationship with district content area specialists to provide PD and instructional tools and resources to aid teachers and students.

In order to ensure academic success the school works with the District FIT liaison. Students that are identified as FIT under the McKinney-Vento Act, the district liaison provides health, as well as, referrals and vouchers for resources that may be needed.

Professional development is provided for teachers throughout the year to ensure best practices are used within the classroom: Learning Focused Solutions, it is also used to focus on professional learning communities and data analysis.

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

SCPA will partner with the community to offer our students presentations by various college and/or career opportunities. In addition, students will participate in college and career field trips. SCPA will offer Career planning as part of the curriculum available to students.

Part V: Budget

Total:

\$11,931.00