

School District of Osceola County, FL

# St. Cloud Elementary School



## 2018-19 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>3</b>
<b>School Information</b>	<b>4</b>
<b>Needs Assessment</b>	<b>6</b>
<b>Planning for Improvement</b>	<b>9</b>
<b>Title I Requirements</b>	<b>13</b>
<b>Budget to Support Goals</b>	<b>15</b>

## St. Cloud Elementary School

2701 BUDINGER AVE, St Cloud, FL 34769

[www.osceolaschools.net](http://www.osceolaschools.net)

### 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)
Elementary School KG-5	No	60%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

### School Grades History

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

### School Board Approval

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

### 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.

Education which inspires all to their highest potential.

#### 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.

### School Leadership Team

#### 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
Thai, Savannah	Instructional Coach
Larson, Suzi	Instructional Coach
Flowers, Amy	Assistant Principal
Savillo, Sandra	Teacher, K-12
Bradley Eyerly, Katherine	School Counselor

#### Duties

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

The principals role is to establish a coherent sense of purpose, direction, and goals essential to improving the school. She will ensure there is time, structures, and resources to support improvement efforts and ensure the fidelity of those structures. Along with the Assistant Principal, the administrative team will create conditions that continually improve the collective capacity of all stakeholders to promote high levels of achievement for all students.

Instructional Coaches are accountable to lead the continual improvement of instruction and assessment within the classroom curriculum with a focus on student learning through teacher learning and practice. Coaches will support district and school improvement initiatives through the professional development plan as well as through the coaching model.

School Counselors will implement a comprehensive guidance program that is designed to reduce barriers and promote a safe learning environment so that all students will learn and achieve with fidelity and equity.

The School Based intervention team will be facilitated by a Teacher Lead that will ensure the fidelity of interventions, data collection, progress monitoring , and attendance.

### 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	13	8	15	12	15	15	0	0	0	0	0	0	0	78
One or more suspensions	0	3	1	0	1	1	0	0	0	0	0	0	0	6
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	28	34	37	0	0	0	0	0	0	0	99

**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	1	3	5	6	0	0	0	0	0	0	15

**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	4	5	3	2	1	1	0	0	0	0	0	0	0	16
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected**

Monday 7/16/2018

**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	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	1

**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	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

## 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?

ELL Achievement was the lowest area of performance at 40% (47% previous year). This is not a trend from previous years.

#### Which data component showed the greatest decline from prior year?

ELL Gains showed the greatest decline from 63% to 56% overall. The ELL sub group as noted above was also a significant decline from previous year.

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

At this time while we have gaps in learning gains we have met or exceeded the state averages in all data areas.

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

ESE Achievement in ELA (22% increase to 45%) and Math (29% increase to 45%) both showed significant gains from previous year.

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

Additional training for Classroom and VE Teachers on maximizing the inclusion model for instruction. Reducing student to teacher ratios for mainstream ESE students by adding a 4th VE Teacher to the staff. Maximizing VE support through intensive instruction (iii).

### 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	68%	51%	56%	63%	52%	52%
ELA Learning Gains	56%	54%	55%	50%	55%	52%
ELA Lowest 25th Percentile	44%	46%	48%	47%	50%	46%
Math Achievement	71%	54%	62%	66%	53%	58%
Math Learning Gains	56%	56%	59%	53%	56%	58%
Math Lowest 25th Percentile	45%	42%	47%	37%	49%	46%
Science Achievement	72%	51%	55%	66%	54%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	13 (0)	8 (8)	15 (10)	12 (8)	15 (18)	15 (16)	78 (60)
One or more suspensions	0 (0)	3 (1)	1 (1)	0 (0)	1 (1)	1 (0)	6 (3)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (1)	0 (1)	0 (2)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	28 (2)	34 (26)	37 (39)	99 (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	70%	51%	19%	57%	13%
	2017	66%	53%	13%	58%	8%
Same Grade Comparison		4%				
Cohort Comparison						
04	2018	65%	48%	17%	56%	9%
	2017	67%	50%	17%	56%	11%
Same Grade Comparison		-2%				
Cohort Comparison		-1%				
05	2018	62%	50%	12%	55%	7%
	2017	62%	48%	14%	53%	9%
Same Grade Comparison		0%				
Cohort Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	73%	51%	22%	62%	11%
	2017	76%	56%	20%	62%	14%
Same Grade Comparison		-3%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	68%	53%	15%	62%	6%
	2017	73%	55%	18%	64%	9%
Same Grade Comparison		-5%				
Cohort Comparison		-8%				
05	2018	65%	52%	13%	61%	4%
	2017	51%	49%	2%	57%	-6%
Same Grade Comparison		14%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	72%	49%	23%	55%	17%
	2017					
Cohort Comparison						

### 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	45	47	29	45	43	31	47				
ELL	40	53	67	63	50	38	33				
ASN	73			91							
BLK	75	61		82	72		82				
HSP	57	52	47	64	45	48	61				
MUL	67			75							
WHT	77	60	50	76	61	43	81				
FRL	60	54	50	62	51	41	65				
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	22	31	26	29	38	28	6				
ELL	47	49	50	64	53	40	50				
ASN	81	54		75	50						
BLK	65	67		70	78						
HSP	55	61	53	64	55	36	57				
WHT	76	64	36	73	48	26	75				
FRL	59	58	49	62	49	33	59				



### 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

<b>Title</b>	Strengthen capacity of all staff who work within the learning environment to deliver seamless, high quality instruction for all students.
<b>Rationale</b>	School staff that work to support student learning must work collaboratively to yield the highest rate of response to intervention for all students to ensure gains for all sub groups.
<b>Intended Outcome</b>	Increase learning gains for ELL, SWD, and lowest quartile students through the effective use of teacher collaboration and inclusion. ELA learning gains for ELL to increase from 40 to 50 percent. ELA learning gains for SWD to increase from 45 to 55 percent. Math learning gains for ELL to increase from 50 to 60 percent. Math learning gains for SWD to increase from 43 to 53 percent.
<b>Point Person</b>	Suzanne Larson (suzanne.larson@osceolaschools.net)

##### Action Step

<b>Description</b>	1. Professional development for inclusion/support facilitation for all teachers, interventionists, VE, and ELL support staff. Unique learning systems PD October 16, 2018 hosted at SCES. Inclusive classroom PD provided to interventionist and professionals working with student in inclusion and co-teach classrooms. 2. Support staff that provide direct instruction to ELL, ESE, and lowest quartile students, will have schedules that allow them to participate in a grade level PLC specific to students in their case assignments. 3. TEAMS will be used to collaborate with all stakeholders that support intervention as a way to share data, progress, and attendance.
<b>Person Responsible</b>	Amy Flowers (amy.flowers@osceolaschools.net)

##### Plan to Monitor Effectiveness

<b>Description</b>	Professional Development logs and PD schedules will be shared, monitored, and reviewed regularly. We will adjust PD fluidly as need is observed. Observations in inclusion and intervention supported classroom walk-through data will be collected. Student iReady, Grade Cam, and CFA data.
<b>Person Responsible</b>	Kelly Gray (kelly.gray@osceolaschools.net)

Activity #2	
<b>Title</b>	Ensure high levels of learning for all students in literacy.
<b>Rationale</b>	School-wide data for ELA gains, lowest quartile growth, and ELL subgroup achievement all indicate a decline in student learning. By improving strategic and balanced literacy instruction then student achievement will increase.
<b>Intended Outcome</b>	ELA learning gains are expected to increase from 56% to 67%. ELA learning gains for the lowest quartile will increase from 44% to 55%. ELA ELL Achievement will increase from 40% to 50%. SWD will increase learning gains in the area of literacy from 45 to 55 percent.
<b>Point Person</b>	Suzanne Larson (suzanne.larson@osceolaschools.net)
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Implement Balanced Literacy in all K-5 classrooms.</li> <li>2. Richardson guided reading framework will be used in grades K-2 for the purpose of assessing, analyzing, reflecting and revising plans for individual student's needs. A 3-5 kit will also be ordered to be able to individually assess and plan for students in MTSS in the upper grades.</li> <li>3. GradeCam will be used by each PLC team for the purpose of assessing, analyzing, reflecting and revising plans on student progression on essential standards.</li> <li>4. District formative assessments in ELA for grades 4-5 will be given every four weeks.</li> <li>5. Improve response to intervention data collection and reporting to increase response time and accuracy of intervention. TEAMS will be used to share data and create conversations in real-time so that the MTSS team can be more responsive to student needs.</li> <li>6. Intervention team will utilize guided reading with Tier 2 and Tier 3 students daily. Word study, fluency, vocabulary, and comprehension will be taught and progress monitored.</li> <li>7. ELL Task Force created to monitor and support learning needs for all ELL students. The Team will meet monthly to ensure our ELL student are on track for learning gains in literacy.</li> </ol>
<b>Person Responsible</b>	Suzanne Larson (suzanne.larson@osceolaschools.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. School Stocktake Model will take place every month to report progress to the Principal on Area of Focus. Stocktake meetings are scheduled on the SCES Master Calendar. Agendas and minutes are shared in TEAMS.</li> <li>2. MTSS Team will meet weekly (Wednesdays at 12:00) to review data and adjust response for individual student's needs. A PLC Facilitator group will be created to upload agenda and minutes (weekly) through a shared Notebook.</li> <li>3. GradeCam reports will be used to drill down into specific data related to student mastery of essential standards. Reports will be shared in real-time and used during MTSS and Stocktake meetings to inform progress.</li> <li>4. Administrative feedback on the area of focus will be specific and actionable. Walk-through data will be collected through a FORM and reviewed by the Leadership Team for trends and areas of improvement. This data will inform any changes or adjustments that may need to be made to the PD calendar.</li> </ol>
<b>Person Responsible</b>	Amy Flowers (amy.flowers@osceolaschools.net)

Activity #3	
<b>Title</b>	Ensure high levels of mathematics achievement for all students.
<b>Rationale</b>	Overall school-wide math achievement was at 71%, this is a 2% increase from the previous year. To ensure we are able to continue the trend of increasing achievement the we need to increase achievement for our sub-group areas. Students with disabilities achievement level is at 45% and ELL students are at 63%. Our goal is to increase mathematics mastery of essential standards for SWD and ELL students so that their achievement scores are commensurate wit the overall school-wide achievement of 71%.
<b>Intended Outcome</b>	We will decrease the gap between school achievement overall and achievement within sub groups. Mathematics achievement will increase to 74% school-wide. SWD will increase achievement to 55% and ELL students will increase to 68%. Increase math learning gains for ELL from 50 to 60% and for SWD from 43 to 53 percent.
<b>Point Person</b>	Savannah Thai (savannah.thai@osceolaschools.net)
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Implement Number Talks and Math Tasks in all K-5 classrooms.</li> <li>2. Professional Development to increase capacity for the implementation of Math Tasks and Number Talks. October 15, PD day will focus on math tasks and Standards for Mathematical Practice. Additional Math Tasks PD will take place in December and March with grade level teams and the Math Coach.</li> <li>3. Ensure that VE and ELL support teachers participate in all professional development opportunities. October 16th paraprofessional day Unique Learning Systems will be hosted at SCES.</li> <li>4. Master schedule will prioritize a specific time for Number Talks.</li> <li>5. GradeCam will be used by each PLC team for the purpose of assessing, analyzing, reflecting and revising plans on student progression on essential standards.</li> <li>6. District formative assessments will be utilized to track mastery of math standards.</li> <li>7. ELL Task Force will be created to monitor and support learning gains for all ELLs. The task force will meet monthly.</li> </ol>
<b>Person Responsible</b>	Savannah Thai (savannah.thai@osceolaschools.net)
Plan to Monitor Effectiveness	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. School Stocktake Model will take place every month to report progress to the Principal on Area of Focus. TEAMS created to share agenda, minutes,progress and discussion.</li> <li>2. MTSS Team will meet weekly to review data and adjust response for individual student's needs. Meet on Wednesdays at 12:00. Meeting minutes and referral data, staffing information.</li> <li>3. Review Grade Cam reports during PLC to drill down into specific data related to student mastery of essential standards. PLC minutes, agendas shared in PLC group/notebook.</li> <li>4. Administrative feedback on the area of focus will be specific and actionable through iObservation, pre-conferences and walk-through data..</li> </ol>
<b>Person Responsible</b>	Amy Flowers (amy.flowers@osceolaschools.net)

Activity #4	
<b>Title</b>	Strengthen collaborative processes to ensure that the learning needs of all students are met.
<b>Rationale</b>	Hattie's research on effect size ranks Collective Teacher Efficacy (CTE) as the number one factor influencing student achievement (1.57). CTE refers to the staff's shared belief that through their collective action, they can positively influence student outcomes. Professional Learning Communities strengthen the collaborative process that will yield to CTE and increased student achievement.
<b>Intended Outcome</b>	ELA achievement target 70% (from 68%), gains 67% (from 56%). Math achievement target 74% (from 71%), gains 60% (from 56%). Science achievement goal 74% (increase from 72%).
<b>Point Person</b>	Amy Flowers (amy.flowers@osceolaschools.net)
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. School PLC teams will meet each month during early release and on two individual planning periods a month (6 times), for the purpose of assessing, analyzing, reflecting and revising plans to increase student achievement.</li> <li>2. Collaborative teams will use GradeCam reports to drill down into specific data related to student mastery of essential standards.</li> <li>3. District formative assessments will be given every four and a half weeks in all accountability areas.</li> <li>4. A PLC Coalition will be formed to oversee the collaborative process.</li> <li>5. Mentoring will be provided by Leadership Team members to support the effectiveness of team planning for the purpose of ensuring a positive student outcome.</li> <li>6. Professional Development will focus on the Seven Stages Rubric and the deliberate implementation of Common Formative Assessments and Proficiency Scales to move school teams from Stage 4/5 to Stage 5/6 collectively.</li> </ol>
<b>Person Responsible</b>	Sandra Savillo (sandra.savillo@osceolaschools.net)
Plan to Monitor Effectiveness	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. School Stocktake Model will take place every month to report progress to the Principal on Area of Focus.</li> <li>2. PLC Seven Stages rubric will be used to measure Pre, Mid, and End of Year progress of the PLC Teams.</li> <li>3. Administration, PLC Lead, and Coalition members will monitor accountability of teams to ensure time and process is on-track with school and district goals.</li> </ol>
<b>Person Responsible</b>	Sandra Savillo (sandra.savillo@osceolaschools.net)

Activity #5	
<b>Title</b>	Maintain high levels of learning for all students in Science.
<b>Rationale</b>	While we have maintained high achievement in Science, additional growth needs to be realized in grades K-5 in Nature of Science Standards. Strengthening our Science content knowledge across all grade levels will increase our ability to continuously maintain Science achievement above State and District proficiency levels.
<b>Intended Outcome</b>	St Cloud Elementary increased their Science proficiency level from 68% to 72% from 2017 to 2018. This far exceeds the State and District levels. Our expectation is to continue the growth trend with a goal for at least 74% proficient for the 2019 school year.
<b>Point Person</b>	Savannah Thai (savannah.thai@osceolaschools.net)
Action Step	
<b>Description</b>	<ol style="list-style-type: none"><li>1. September professional development for all teachers will focus on using WICOR through Science standards, K-5. This PD will be facilitated by the Science Coach on a pre-scheduled Tuesday PD day.</li><li>2. Identify and designate a grade level Science Lead that will meet with the Science Coach to ensure that Nature Of Science Standards are being spiraled in to the unit assessments. Science Leads will collaborate with the Science Coach to plan for a Science PLC focus the Week of December 3 -7th.</li><li>3. Benchmark assessments (3-5) and unit assessments (K-5) will be given to students and data collected through Grade Cam to assess mastery of Science Standards and dis-aggregate Nature of Science data.</li><li>4. Fifth graders will participate in Houses of Science, beginning in October and lasting through April. Teams will meet weekly on Wednesdays to complete for mastery of Fair Game and High Priority Standards.</li><li>5. Fifth graders will participate in Science Imagineers Week in April to re-learn and hone their Science skills that were not mastered through HOS.</li><li>6. Utilize the Coaching Cycle to support new Science Teachers, ongoing throughout the year.</li></ol>
<b>Person Responsible</b>	Savannah Thai (savannah.thai@osceolaschools.net)
Plan to Monitor Effectiveness	
<b>Description</b>	Grade Cam data reports, classroom walk-throughs, professional development calendar, PLC agendas, and Coach Logs will be used to monitor effectiveness.
<b>Person Responsible</b>	Amy Flowers (amy.flowers@osceolaschools.net)

## 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.**

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 and showcase our school-wide AVID program. In addition, we are host a large-scale College and Career night to showcase the many different opportunities that are, or will be, available to students in the future.

#### **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.**

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.

#### **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.

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

Our school uses an 8-Step data-based problem-solving process. Step one is to clearly identify a goal and a means to measure the goal. Step two is to define resources and barriers to achieving goal. Step three is to prioritize the various barriers. Step four is to identify strategies to reduce or eliminate barriers. Next, we develop an action plan to implement. Then, we determine a plan to monitor progress toward goal. Step seven is a review of barriers to ensure they are eliminated. Lastly, we evaluate progress toward achieving goal through the review of data elements. At any time we repeat this process to ensure a fluid and continuous plan toward achieving targeted outcomes.

We are not a Title 1 school. Above our discretionary budget received by the district to run the day-to-day operations of the school, we receive limited funds. All monies received in our school are used according to the guidelines of the provider. School fundraising programs are focused on increasing and improving technology school-wide.

**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 is continuing year four of implementation of AVID (Advancement Via Individual Determination). SCES is now qualified as an AVID school and will be certified for the next 5 years, until renewal. 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 Sheriff'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. Through student centered discovery we will tailor our college night to student identified careers and colleges.

## Part V: Budget

Total:

\$1,500.00