St. Cloud Preparatory Academy

2019-20 Schoolwide Improvement Plan

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St. Cloud Preparatory Academy

3101 PROGRESS LANE, St. Cloud, FL 34769

https://www.saintcloudprep.org

Demographics

Principal: Kim Santana   Start Date for this Principal: 4/1/2014

2019-20 Status (per MSID File)	Closed: 2022-07-01
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: C (52%) 2017-18: B (57%) 2016-17: C (44%) 2015-16: C (46%) 2014-15: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	B	C	C

School Board Approval

N/A

SIP Authority

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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 create a safe, engaging, K-12 learning community that educates the whole child to become effective, bold, leaders of a changing society.

Provide the school's vision statement.

Enter to learn, prepare to lead!

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Quinn, Michele	Principal	Oversees curriculum and instruction, observes and evaluates instructional practices, maintains a positive school culture and ensures a safe, engaging learning environment. Works with the governing board and business manager to ensure that there are effective and adequate materials, equipment and supplies to ensure safety and successful learning.
Murphy, Jennifer	Assistant Principal	Oversees the MTSS process, coordinates master schedule to maximize learning time, ensures school safety through the school discipline processes and policies. Observes and evaluates instructional practices.
Grayek, Justin	Dean	Ensure 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 and learning.
Nelson, Michele	School Counselor	Oversees MTSS process, Virtual School, and Dual Enrollment. Works with students, 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 FIT Coordinator for St. Cloud Prep.
Falleur, Kerri	Registrar	Works with families to ensure a smooth registration process, ensures that all appropriate paperwork gets to administration/teachers when a student registers, works with the school counselor to ensure that FIT families are identified. Maintains and oversees student database and CUM folders.
Toney, Phillip	Instructional Coach	Conduct classroom walk-thru's with leadership team, collect and analyze data and distributing resources for teachers. Oversees the mentor teacher program, coaches struggling teachers by modeling lessons, facilitate problem-solving in regards to the SIP, help create master schedule to maximize learning time.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	45	65	42	50	47	58	53	57	49	27	30	20	0	543
Attendance below 90 percent	6	6	4	6	2	5	3	4	8	2	4	5	0	55
One or more suspensions	0	0	0	0	0	1	0	1	2	0	0	0	0	4
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	0	6	8	10	10	10	2	11	5	0	62

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	1	1	2	0	1	2	0	7

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	1	0	2	0	0	1	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	1	0	0	0	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)

43

Date this data was collected or last updated

Tuesday 7/16/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	0	0	0	0	1	2	9	9	0	0	0	0	23

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	0	0	0	0	1	2	9	9	0	0	0	0	23

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	55%	56%	61%	49%	56%	57%
ELA Learning Gains	54%	57%	59%	48%	59%	57%
ELA Lowest 25th Percentile	48%	55%	54%	39%	54%	51%
Math Achievement	49%	52%	62%	36%	50%	58%
Math Learning Gains	42%	55%	59%	35%	55%	56%
Math Lowest 25th Percentile	30%	49%	52%	35%	52%	50%
Science Achievement	40%	49%	56%	34%	47%	53%
Social Studies Achievement	72%	75%	78%	57%	71%	75%

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	
Number of students enrolled	45 (0)	65 (0)	42 (0)	50 (0)	47 (0)	58 (0)	53 (0)	57 (0)	49 (0)	27 (0)	30 (0)	20 (0)	0 (0)	543 (0)
Attendance below 90 percent	6 (12)	6 (8)	4 (10)	6 (3)	2 (11)	5 (6)	3 (10)	4 (12)	8 (13)	2 (0)	4 (0)	5 (0)	0 (0)	55 (85)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (1)	0 (0)	1 (2)	0 (13)	1 (9)	2 (9)	0 (0)	0 (0)	0 (0)	0 (0)	4 (34)
Course failure in ELA or Math	0 (2)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (7)	0 (5)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (14)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (6)	6 (7)	8 (5)	10 (8)	10 (17)	10 (11)	2 (0)	11 (0)	5 (0)	0 (0)	62 (54)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	68%	51%	17%	58%	10%
	2018	65%	51%	14%	57%	8%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	68%	51%	17%	58%	10%
	2018	65%	48%	17%	56%	9%
Same Grade Comparison		3%				
Cohort Comparison		3%				
05	2019	60%	48%	12%	56%	4%
	2018	56%	50%	6%	55%	1%
Same Grade Comparison		4%				
Cohort Comparison		-5%				
06	2019	48%	48%	0%	54%	-6%
	2018	60%	46%	14%	52%	8%
Same Grade Comparison		-12%				
Cohort Comparison		-8%				
07	2019	42%	47%	-5%	52%	-10%
	2018	52%	46%	6%	51%	1%
Same Grade Comparison		-10%				
Cohort Comparison		-18%				
08	2019	60%	49%	11%	56%	4%
	2018	54%	52%	2%	58%	-4%
Same Grade Comparison		6%				
Cohort Comparison		8%				
09	2019	29%	47%	-18%	55%	-26%
	2018					
Cohort Comparison		-25%				
10	2019	35%	47%	-12%	53%	-18%
	2018					
Cohort Comparison		35%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	73%	54%	19%	62%	11%
	2018	57%	51%	6%	62%	-5%
Same Grade Comparison		16%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2019	60%	53%	7%	64%	-4%
	2018	65%	53%	12%	62%	3%
Same Grade Comparison		-5%				
Cohort Comparison		3%				
05	2019	37%	48%	-11%	60%	-23%
	2018	80%	52%	28%	61%	19%
Same Grade Comparison		-43%				
Cohort Comparison		-28%				
06	2019	38%	45%	-7%	55%	-17%
	2018	34%	43%	-9%	52%	-18%
Same Grade Comparison		4%				
Cohort Comparison		-42%				
07	2019	35%	30%	5%	54%	-19%
	2018	33%	29%	4%	54%	-21%
Same Grade Comparison		2%				
Cohort Comparison		1%				
08	2019	46%	47%	-1%	46%	0%
	2018	48%	43%	5%	45%	3%
Same Grade Comparison		-2%				
Cohort Comparison		13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	39%	45%	-6%	53%	-14%
	2018	78%	49%	29%	55%	23%
Same Grade Comparison		-39%				
Cohort Comparison						
08	2019	26%	42%	-16%	48%	-22%
	2018	29%	42%	-13%	50%	-21%
Same Grade Comparison		-3%				
Cohort Comparison		-52%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	44%	62%	-18%	67%	-23%
2018	77%	68%	9%	65%	12%
Compare		-33%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	72%	73%	-1%	71%	1%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	56%	70%	-14%	71%	-15%
Compare		16%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	49%	49%	0%	61%	-12%
2018	46%	52%	-6%	62%	-16%
Compare		3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	36%	44%	-8%	57%	-21%
2018					

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	16	42	47	16	24	12	11				
ELL	23	40	38	26	20	18	12				
BLK	59	69		44	25						
HSP	51	50	35	42	34	13	31	70			
MUL	54	50		45							
WHT	56	55	54	51	48	37	48	65	71		
FRL	47	47	46	44	42	34	27	59			
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		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	71
Total Points Earned for the Federal Index	538
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest data component for St. Cloud Preparatory Academy was learning gains for our lowest twenty five percent in math. A contributing factor was teacher absence due to difficult pregnancy and in middle school an ineffective teacher. The data indicates a decline from 2018-2019 school year a decrease in students that participated in the Florida State Assessment State Test. Our biggest achievement gap is students identified as "bubble" students, those students close to a level 2 or 3, but remained or dropped to a level 1 or 2. Our goal is to move our level 1 and level 2 students up a minimum of one level and/or a year's worth of growth.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the prior year is our ELL and SWD math learning gains within lowest quartile. Increase population in both ELL and SWD, learning gaps from new students, and teacher turnover contributed to this decline. For math the data component of the group that performed the lowest was our students with disabilities (SWD), however, our ELL students saw a significant decline in English/Language arts. While traditionally, our trend has been gains year over year, this is not the case this year. Our goal is to work diligently to increase and contribute to an upward trend in all sub groups, particularly our ELL and SWD sub groups.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

When compared to the state average our greatest gap is our lowest twenty-five percent in math. Contributing factors include an increase in our ELL and SWD population, teacher absences due to pregancy (4 teachers), ineffective teacher performance, and teacher turnover and/or movement.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement is middle school acceleration. In 2017-2018 school our students achieved 31% to 71% in 2018-2019 school year. In addition, our social studies achievement amongst our students identified as white. Students increased social studies achievement from 47% in the 2017-2018 school year to 65% in the 2018-2019 school year. In order to promote college and career readiness for our students we increased the number of accelerated classes offered at both the middle and high school levels.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Two potential areas of concern for St. Cloud Preparatory Academy are students with attendance below 90% and students with an achievement of one. Specifically, much of our focus needs to be on our ELL and SWD's. In addition, our learning gains within our lowest quartile for math school-wide is also a concern.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Students with attendance below 90%
2. Learning gains lowest quartile for Math

3. Overall achievement for SWD and ELL
4. Overall science achievement

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Ensure high levels of achievement for all students in math
Rationale	Providing teachers 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.

State the measurable outcome the school plans to achieve	Math achievement will increase by 10% in all subgroups. Once an assessment is taken, teachers will determine individual student needs based on the errors by standard to clarify any misconception about the strategy being used. Teachers will continue to track student data by standard, after a standard has been assessed, teachers will place student scores in the tracker. Teachers will provide interventions as needed and reassess students to monitor their learning.
Person responsible for monitoring outcome	Phillip Toney (ptoney@saintcloudprep.org)
Evidence-based Strategy	MATH STATIONS (Small Group Instruction) Station 1 - Multiplication Each week the students receive a higher level of this skill. Station 2 - Division Each week the students receive a higher level of this skill. Station 3 - Fractions Each week students are given another skill needed to complete the level we are learning. This would include equivalent fractions, factors, multiples, adding/subtracting fractions with different denominators, comparing fractions, multiplying/dividing fractions, etc. Station 4 - Small group This allows students to get help with any station they are struggling with and also help with current grade level math they are working on in a small group. Station 5 - Computers Students have all completed their pre-test for math. Freckles will start them at their current level and guide them through new skills. This will allow them to go up to 12th grade math.
Rationale for Evidence-based Strategy	Evidence shows that targeted small group instruction improves student achievement. In planning for this school year, in an effort to accommodate our level 1 and 2 students, we added intensive reading and math courses. This allows students to build their mathematical foundation, as this has been identified as a deficiency. These classes also allow for an increase in math fluency and small group, direct instruction in math. The stations provide for flexibility once mastery has been achieved.

Action Step	
Description	1. Common Planning for teachers.-Master schedule for both elementary and secondary time for daily planning at a minimum of 45 minutes. 2. Additional time for PLC and vertical articulation-allows teachers of other grades/subject area to collaborate a minimum of once per week. 3. Professional Development and Mentoring Program-Teachers are able to attend various district professional development. In addition, St. Cloud Prep is offering professional development focusing on progress monitoring, lesson planning and higer order thinking. Mentoring program includes beginning teachers and teachers new to St. Cloud Prep. Mentoring includes specific professional development, observations, modeling lessons with feedback, and weekly check-in meetings. 4. Use of Mastery Up and Math Nation for Math instruction. All math teachers in grades

3-11 are provided with these materials, as well as trained, these materials are documented in lesson plans and used daily in the classroom.

5. The leadership team will provide professional development sessions to teachers as they request it and the need arises. The Leadership team will determine areas of need through observation and data.

6. Students will track their own learning through teacher provided rubrics.

7. Teachers will provide Tier 2 instruction based on grade level standards and content using data, student standard tracking, collaborative planning, and data analysis.

8. Students in Tier 3 will be provided with small group instruction in areas identified by standard based data.

Person Responsible	Michele Quinn (quinnm@osceola.k12.fl.us)

#2	
Title	Ensure high levels of science achievement for all students.
Rationale	Providing teachers 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. Providing teachers with professional development in content area reading strategies and vocabulary.

State the measurable outcome the school plans to achieve	Science achievement will increase by 10% in all subgroups.
Person responsible for monitoring outcome	Michele Quinn (quinnm@osceola.k12.fl.us)
Evidence-based Strategy	Our evidence based strategy for science instruction is a focus on content area reading strategies and vocabulary. In addition, teachers will conduct data chats with students and leadership team will meet with teachers to conduct data chats.
Rationale for Evidence-based Strategy	Evidence shows that targeted vocabulary instruction is beneficial for students in all content areas, however in the science classroom, vocabulary and comprehension strategies are crucial for students to close read science texts which are full of technical and complex texts.

Action Step	
Description	1. Common Planning for teachers.-Master schedule for both elementary and secondary time for daily planning at a minimum of 45 minutes. 2. Additional time for PLC and vertical articulation-allows teachers of other grades/subject area to collaborate a minimum of once per week. 3. Professional Development and Mentoring Program-Teachers are able to attend various district professional development. In addition, St. Cloud Prep is offering professional development focusing on content area reading strategies and vocabulary. Mentoring program includes beginning teachers and teachers new to St. Cloud Prep. Mentoring includes specific professional development, observations, modeling lessons with feedback, and weekly check-in meetings. 4. Use of Mastery Up for science instruction. All science teachers in grades 3-11 are provided with these materials, as well as trained, these materials are documented in lesson plans and used daily in the classroom. 5. Individual data chats will be conducted with the leadership team three times during the school year to ensure teachers have guidance pertaining to instructional choices made for individual students. 6. Tier 2 interventions-Once an assessment has been taken, teachers will determine individual student needs based on deficient content. Students will then receive additional resources and support to enhance their comprehension of the material. 7. Teachers will track data by standard. After a standard has been assessed, teachers will place student scores on the tracker. Teachers will provide the necessary interventions as needed and reassess students to monitor their learning. 8. Students will track their own data.

9. Teachers will conduct individual student data chats, while working with students to set goals for themselves, which will be monitored with continuing data chats.

Person Responsible	Michele Quinn (quinnm@osceola.k12.fl.us)

#3	
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.
State the measurable outcome the school plans to achieve	Attendance will increase by 5%.
Person responsible for monitoring outcome	Kerri Falleur (kfalleur@saintcloudprep.org)
Evidence-based Strategy	Studies show that student attendance directly correlates with student achievement data.
Rationale for Evidence-based Strategy	In an effort to decrease student absenteeism and tardiness, we have select this strategy to increase student achievement in the classroom.
Action Step	
Description	1. Leadership team will ensure that all staff members, parents and students understand the attendance policy-attendance policy was revised by the SCPA leadership. One page outline of policy changes were placed in first day packets for all students. Attendance is monitored weekly, parents are contacted and attendance contract meetings are scheduled. 2. Attendance policy added to school-website and social media page. 3. Families and student must sign they have read and understand the parent/teacher/student compact.-This was provided in the first day packet.
Person Responsible	Jennifer Murphy (jmurphy@saintcloudprep.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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.

The school plans to build positive relationships with parents, families, students and other community stakeholders by hosting events open to all students in an effort to build community. The school schedules various academic nights, parent information meetings, ESOL PLC meetings and so forth, to build a common school language and expectations.

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.

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

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 communitites, 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 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.

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.

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

The school has partnered with Osceola Tech and Valencia to enhance our college and career opportunities. In addition, the school has also partnered with local community members and business partners to speak and allow students to shadow and experience different college and career opportunities.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Ensure high levels of achievement for all students in math				$12,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336	120-Classroom Teachers	0162 - St. Cloud Preparatory Academy	General Fund		$12,000.00
2	III.A.	Areas of Focus: Ensure high levels of science achievement for all students.				$8,277.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336	120-Classroom Teachers	0162 - St. Cloud Preparatory Academy	School Improvement Funds		$8,277.00
3	III.A.	Areas of Focus: Ensure attendance is at 90% or above.				$0.00
					Total:	$20,277.00