

# St. Cloud Elementary School



2014-15 School Improvement Plan

## St. Cloud Elementary School

2701 BUDINGER AVE, St Cloud, FL 34769

[www.osceola.k12.fl.us](http://www.osceola.k12.fl.us)

### School Demographics

**School Type**

Elementary

**Title I**

No

**Free/Reduced Price Lunch**

55%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

46%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

A

A

A

A

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Education which inspires all to their highest potential.

##### **Provide the school's vision statement**

Focus on the child

Expect success to promote lifelong learning

Lead with vision

Education must be a shared responsibility between the home, student, school, and community

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

SCE believes in building positive relationships between teachers, students, and families. Some strategies are as follows:

-Kindergarten Round-up: Each spring our school sends out information to our upcoming kindergarten students inviting them to visit our school to meet the Kindergarten teachers and tour the school.

-Welcome to school letters during: During our pre-planning week our teachers send out postcards/ letters introducing themselves to their students and inviting them to our Open House.

-Open House: Prior to the first day of school, our K-5 families are invited to meet their teachers, the faculty, and staff.

-First Week Phone Calls: Teachers take the initiative and place phone calls to each of their students' parent/guardian to share some positive affirmations.

-Parent Conferences: Teachers schedule parent conferences with each family to share students' academic standing and to learn how both teacher and parent can work together to provide a successful year for each student.

-All About Me Bags: Teachers and students spend the first week of school sharing important information about each other.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

SCE begins each year establishing routines and procedures, which are practiced diligently throughout the first week of school. As the school year progresses, these routines and procedures are still practiced until all students have a firm grasp. Establishing these routines and procedures helps students know what is expected of them from the moment they step on our campus. Students know where to report each morning, the expectations while in various areas of the school during the school day, and where they are to report during our dismissal process.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

SCE is currently using a behavioral system that is similar to the Positive Behavioral System (PBS). Our behavioral system's committee meets to address how the system is running.



**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The social-emotional needs of each student is first being met by the classroom teacher as they build relationships. As students are identified with needing extra support, the leadership team along with the MTSS team work together to provide additional support for students' social-emotional needs. Social Skills groups are implemented as a Tier 2 intervention when identified. In addition, we work collaboratively with our local Mental Health providers to make appropriate referrals for outside counseling.

**Early Warning Systems**

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

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

Not required for elementary schools.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	9	8	4	4	5	4	34
One or more suspensions	2	4	2	6	6	6	26
Course failure in ELA or Math	5	7	2	4	0	0	18
Level 1 on statewide assessment	0	0	0	16	15	14	45
	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
	3	4	5	
Students exhibiting two or more indicators	2	2	2	6

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

St Cloud Elementary had a Master Schedule that has a protected iii time for mandated small group reading intervention at all grade levels. In addition, school-wide data is reviewed to create Tier 2 intervention groups that will participate in Compass Odyssey and/or small group Accelerated Literacy Learning. Students in need of Tier 3 interventions are identified by the MTSS Team and an individualized plan is developed. Through FOCUS attendance is monitored daily to determine patters of truancy with all students.

**Family and Community Involvement**

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

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

Parents are provided the opportunity to monitor their child's progress in school through the Parent Portal and are able to communicate with teachers via email, phone and/or through student agendas. Parents are encouraged to attend and get involved in our school through our monthly PTO and SAC meetings as well as through the many volunteer opportunities available. We use our monthly newsletter to provide tips for all parents on how they can get involved in the educational routines that are so important to all children and how they too can convey high expectations for learning. Parents can view our school website to gain more information and monitor the upcoming events. Our goal, with the support of PTO, is to offer multiple family driven educational experiences after the close of the school day. These well-attended events support our mathematics, reading and science curriculum.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

St Cloud Elementary encourages community involvement and provides a welcoming and safe atmosphere for our visitors. Large scale events such as "Gross Out Night," provide curriculum support in Science with the help of The Orlando Science Center, PTO, Staff, and countless volunteers. Similar events take place throughout the school year including but not limited to: Kaboom, Jr. Achievement, Smokehouse, Veteran's Day Appreciation, and Bingo for Books. We have an ongoing relationship with the Kissimmee Elks Lodge to provide Dictionaries for all 3rd grade students. St Cloud Cares works with the School Counselor to bring food packs to families in need for the weekend in an effort to combat hunger so students and families can focus on learning. Grade Level Teams also use team funds to bring in educational programs to reinforce the standards.

**Effective Leadership**

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

**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
Chiavini-Clegg, Cindy	Assistant Principal
Telemko, Beth	Instructional Coach
Gray, Kelly	Guidance Counselor

**Duties**

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

Principal establishes designated times/dates for MTSS, Staff and SAC meetings to take place. Our MTSS Team meets weekly and our Staff and SAC meet monthly. Administration also ensures the fidelity of these meetings by making sure to protect location, time, and attendance. The SCES Assistant Principal supports Professional Learning Community and Lesson Plan initiatives. Designated PLC time is on the school calendar bi-monthly. PLCs meet as horizontal and vertical teams to collaborate and develop best practice for Common Core implementation. As a result, Tier 1 instructional delivery is purpose driven and results oriented with a high quality of implementation. The MTSS Coach and the Literacy Coach use school-wide data to organize students into groups for Tier 2 and Tier 3 interventions. They support the interventionist and assist with progress monitoring. They also ensure the fidelity of interventions by maintaining schedules and monitoring intervention materials used. The Leadership Team works together to identify professional development that is needed to ensure quality instruction at all Tiers.

***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. For example our Supplemental Academic Instruction (SAI) money is used to fund our extended school day remediation program. The district requires a plan to be submitted by our school before these monies are distributed and throughout the year they monitor programs for fidelity.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Kelly Gray	Teacher
Megan Dierickx	Principal
Maureen Butler	Business/Community
Dana Pate	Parent
Timothy Freudman	Parent
Melissa Niebling	Parent
Linda Hachey	Education Support Employee
Joyce Davis	Education Support Employee
Minerva Gutierrez	Education Support Employee
Jason Eno	Teacher
Traci Reno	Business/Community

### Duties

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

#### *Evaluation of last year's school improvement plan*

St Cloud Elementary was again able to obtain an "A" grade. We increased the number of points needed for an A by 21 points from 547 to a 573. Our first goal was to focus on Math vocabulary throughout the content areas. Upon analyzing data we realized math learning gains increased 16 percentage points from 60% to 76%.  
School-wide proficiency in math also increased by 1 percentage point.

#### *Development of this school improvement plan*

Representation from all grade groups, ESE, Special Areas, and SAC members were involved in the development of the school improvement plan.

#### *Preparation of the school's annual budget and plan*

We collaborate with SAC regarding the overall school needs as they relate to the budget. SAC funds can be used to supplement shortfalls in the school's annual budget. The annual budget is given to us from the District Finance Department. We continue to review school-wide needs such as technology, and curriculum.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

SAC was not provided any additional funds for the 2013-2014 school year.

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

Yes

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

**Literacy Leadership Team (LLT)**

## Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Telemko, Beth	Instructional Coach
Dierickx, Megan	Principal
Chiavini-Clegg, Cindy	Assistant Principal
Gray, Kelly	Guidance Counselor

## Duties

### ***Describe how the LLT promotes literacy within the school***

With the adoption of a new reading series and the continued integration of the Common Core State Standards, the LLT goal is to conduct trainings during grade level meetings and PLC meetings to help teachers move towards standards based instruction. As progress monitoring data becomes available, the LLT will look at grade level strengths and weakness in order to celebrate successes as well as collaborate in finding strategies to help turn the weaknesses into successes.

## Public and Collaborative Teaching

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

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Through strengthening our Professional Learning Communities our staff is constantly collaborating with their teams as well as all staff on a regular basis. Professional development has been established to continue our focus of consistent collaboration focusing our teachers on a planning and instruction that is specific to their students needs.

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

Being that our school has received a consecutive "A" rating from the state for the past 13 years certainly helps us in recruiting highly qualified, certified-in-field teachers for our school. To retain our newly recruited teachers (beginning and experienced) we schedule regular meetings with our leadership and mentor team to monitor progress toward school expectations and procedures. We are careful to partner our new staff with appropriate veteran staff.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Our mentoring program starts even before the school year begins. Really during the interview process. At least one grade level area teacher, along with the leadership team sits in on the interviews for which a vacancy exists. This way a connection is made from the very beginning. Mentors are highly qualified teachers and are carefully selected to provide support to the incoming teacher. This is done for all new staff to our school whether they are beginning teachers or experienced coming from another school. Regularly scheduled mentoring meetings are held to provide on-going support. It is imperative that our new teachers learn quickly the expectations, routines, and procedures of our school, our district, and state.

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

## Instructional Programs

### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

We rigorously support the district approved curriculum maps that are currently in digital form on CPALMS. Teachers are able to upload their grade level CMAPS from CPALMS. The maps focal point begins with the Florida Standards, then provides teachers with guidance and resources to help teachers implement standard-based instruction within their classrooms.

## Instructional Strategies

### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Our school supports the districts in house progress monitoring tool, Renaissance Place, to help guide our differentiated instruction. All students are tested for tier 1 monitoring four times within the school year. Our tier 2 students are monitored monthly and our tier 3 students are assessed bi-weekly. Teachers use the data to reevaluate the instruction taking place within each of their groups. Our students not meeting proficiency on the state assessment are meeting with their teacher for an additional twenty minutes outside of the state mandated 90 minute reading instruction. Our advanced level students are being provided with more complex tasks during their small group instruction.

### ***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** After School Program

**Minutes added to school year:**

Our remediation program serves targeted grade levels and targeted students, focusing on Reading and Math. We have limited funds so we split our program into 2 sessions (2 afternoons each week). The first session ends by Thanksgiving Break and the second session starts in February and ends just prior to students taking the Florida State Assessment.

#### ***Strategy Rationale***

The rationale for our remediation strategy is to provide our below proficiency an additional opportunities to practice and apply their grade level reading and math standards.

#### ***Strategy Purpose(s)***

- Core Academic Instruction

#### ***Person(s) responsible for monitoring implementation of the strategy***

Chiavini-Clegg, Cindy, [chiavicj@osceola.k12.fl.us](mailto:chiavicj@osceola.k12.fl.us)

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

In the remediation program all students take a pre- and post-test so that progress and effectiveness can be monitored.



**Strategy: After School Program**

**Minutes added to school year:**

We also provide an enrichment program that prepares students to participate in the district's Math Olympiad, Science Olympiad, and Reading Challenge. Meetings are held two times per month, starting in October and concluding in the spring with the scheduled Olympiads.

**Strategy Rationale**

The enrichment program provides our advanced students the opportunities to apply and synthesize their knowledge learned from their daily instruction.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Chiavini-Clegg, Cindy, [chiavicj@osceola.k12.fl.us](mailto:chiavicj@osceola.k12.fl.us)

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

Students participating in the advanced programs will be monitored through classroom and district-wide progress monitoring.

**Student Transition and Readiness**

**PreK-12 Transition**

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

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

Children go through many transitions throughout their lives, but one of the most important transitions is the one from a pre-school program to kindergarten. Here at St. Cloud Elementary our pre-k teachers and kindergarten teachers work together to provide a smooth transition.

The transition starts in the fall as the pre-k teachers expose their students to the cafeteria expectations for breakfast and lunch. School behaviors are modeled daily in the classroom as well as on the playground and walking in the hallways of "big" school. In the spring of the school year, the pre-k students attend a kindergarten classroom for a week in the morning. They get to participate in whole group language activities, learning centers and play on the kindergarten playground.

Family involvement is very important to ensure that the pre-school student is ready for the transition. Parents and students are invited to attend the school's Kindergarten Round Up, which is held in May for two hours. The event gives the parents the opportunity to visit a functional classroom, review the curriculum and listen to a power point presentation on "What to Expect in Kindergarten." We also provide helpful pamphlets for the parents on what the school will expect of them and tips on things they can do at home to prepare their children for school.

**College and Career Readiness**

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

Not required for elementary schools.

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

Not required for elementary schools.

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

Not required for elementary schools.

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

Not required for elementary schools.



## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key


## Strategic Goals Summary

- G1.** All teachers will teach students to apply the Florida Standards in order to increase student learning gains in reading.
- G2.** All teachers will participate in Professional Learning Communities to increase the rigor of instruction through the evaluation and disaggregation of data.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** All teachers will teach students to apply the Florida Standards in order to increase student learning gains in reading. **1a**

 G038805

**Targets Supported** **1b**

Indicator	Annual Target
AMO Reading - All Students	78.0

**Resources Available to Support the Goal** **2**

- Florida Standards, FSA.org
- CPalms
- Think Central
- Renaissance Place - STAR Reading, Accelerated Reading
- Staff seeking quality Professional Development
- Professional Learning Communities
- Common planning time across grade groups
- Availability of complex and exemplar texts.
- Literacy Coach
- Remediation/Extended School Day
- Book Studies
- Compass Odyssey
- MobyMax

**Targeted Barriers to Achieving the Goal** **3**

- Comprehensive knowledge of Florida Standards.

**Plan to Monitor Progress Toward G1.** **8**

Review of data

**Person Responsible**

Megan Dierickx

**Schedule**

Monthly, from 9/12/2014 to 6/4/2015

**Evidence of Completion**

Student achievement on STAR Reading and STAR Early Literacy.

**G2.** All teachers will participate in Professional Learning Communities to increase the rigor of instruction through the evaluation and disaggregation of data. 1a

G038806

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

**Resources Available to Support the Goal** 2

- PLC Conference (Solution Tree)
- District PLC Lead will provide training to School-based PLC Lead.
- Identified School-based PLC Lead
- Trained Lead at all Grade Levels and Special Area.
- STAR Reading and Math data.
- Common assessments.
- Increase designated PLC time.

**Targeted Barriers to Achieving the Goal** 3

- Clear understanding of the benefits of PLC.

**Plan to Monitor Progress Toward G2.** 8

PLC minutes.

**Person Responsible**

Megan Dierickx

**Schedule**

Biweekly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Increase of student achievement on state, district, and common assessments.

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       **S123456** = Quick Key

**G1.** All teachers will teach students to apply the Florida Standards in order to increase student learning gains in reading. **1**

 **G038805**

**G1.B1** Comprehensive knowledge of Florida Standards. **2**

 **B093201**

**G1.B1.S1** Teachers must be given ample opportunities to digest the Florida Standards. **4**

 **S126137**

### Strategy Rationale

In order for students to master the standards, teachers must have a solid grasp of what the standard is asking students to do.

### Action Step 1 **5**

Florida Standards provided in multiple formats.

#### Person Responsible

Beth Telemko

#### Schedule

On 8/18/2014

#### Evidence of Completion

Shared media server and Standards binder.

## Action Step 2 5

CPalms training.

### **Person Responsible**

Beth Telemko

### **Schedule**

On 10/17/2014

### ***Evidence of Completion***

Training log and surveys.

## Action Step 3 5

Model lessons and curriculum maps.

### **Person Responsible**

Beth Telemko

### **Schedule**

Quarterly, from 10/17/2014 to 6/4/2015

### ***Evidence of Completion***

Common assessment, STAR data and classroom walk-throughs.

## Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom walk-throughs.

### **Person Responsible**

Megan Dierickx

### **Schedule**

Weekly, from 8/18/2014 to 6/4/2015

### ***Evidence of Completion***

STAR data reports, FS results.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Classroom walk-throughs and lesson plans.

**Person Responsible**

Megan Dierickx

**Schedule**

On 6/4/2015


**Evidence of Completion**

Increase in student learning gains.


**G2.** All teachers will participate in Professional Learning Communities to increase the rigor of instruction through the evaluation and disaggregation of data. 1

 G038806

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

 B093210

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

 S104240

**Strategy Rationale**

Groups must work collaboratively towards the common goal. Group norms will allow the groups to work more efficiently and effectively.

**Action Step 1** 5

School-wide PLC Lead conducts a training for Grade Level PLC Leads.

**Person Responsible**

Megan Dierickx

**Schedule**

On 8/13/2014

**Evidence of Completion**

Training log and survey data.

## Action Step 2 5

Designated PLC Leads meet with Teams to develop NORMS.

### **Person Responsible**

Megan Dierickx

### **Schedule**

On 9/3/2014

### ***Evidence of Completion***

PLC NORMS and Minutes submitted to PLC folder on First Class.

## Action Step 3 5

Frequent PLC meetings to review data from common assessments.

### **Person Responsible**

Megan Dierickx

### **Schedule**

Biweekly, from 9/17/2014 to 6/4/2015

### ***Evidence of Completion***

PLC minutes, common assessments data, STAR reports, FSA results.

## Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Common assessment data and FSA results.

### **Person Responsible**

Megan Dierickx

### **Schedule**

Monthly, from 9/17/2014 to 6/4/2015

### ***Evidence of Completion***

Increase in positive student outcomes.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

**Person Responsible**

**Schedule**

**Evidence of Completion**

## Appendix 1: Implementation Timeline

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	School-wide PLC Lead conducts a training for Grade Level PLC Leads.	Dierickx, Megan	8/13/2014	Training log and survey data.	8/13/2014 one-time
G1.B1.S1.A1	Florida Standards provided in multiple formats.	Telemko, Beth	8/18/2014	Shared media server and Standards binder.	8/18/2014 one-time
G2.B1.S1.A2	Designated PLC Leads meet with Teams to develop NORMS.	Dierickx, Megan	9/3/2014	PLC NORMS and Minutes submitted to PLC folder on First Class.	9/3/2014 one-time
G1.B1.S1.A2	CPalms training.	Telemko, Beth	10/17/2014	Training log and surveys.	10/17/2014 one-time
G2.B1.S1.A3	Frequent PLC meetings to review data from common assessments.	Dierickx, Megan	9/17/2014	PLC minutes, common assessments data, STAR reports, FSA results.	6/4/2015 biweekly
G1.B1.S1.A3	Model lessons and curriculum maps.	Telemko, Beth	10/17/2014	Common assessment, STAR data and classroom walk-throughs.	6/4/2015 quarterly
G1.MA1	Review of data	Dierickx, Megan	9/12/2014	Student achievement on STAR Reading and STAR Early Literacy.	6/4/2015 monthly
G1.B1.S1.MA1	Classroom walk-throughs and lesson plans.	Dierickx, Megan	8/18/2014	Increase in student learning gains.	6/4/2015 one-time
G1.B1.S1.MA1	Classroom walk-throughs.	Dierickx, Megan	8/18/2014	STAR data reports, FS results.	6/4/2015 weekly
G2.MA1	PLC minutes.	Dierickx, Megan	8/18/2014	Increase of student achievement on state, district, and common assessments.	6/4/2015 biweekly
G2.B1.S1.MA1	[no content entered]			one-time	
G2.B1.S1.MA1	Common assessment data and FSA results.	Dierickx, Megan	9/17/2014	Increase in positive student outcomes.	6/4/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*



## Professional Development Opportunities

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

**G1.** All teachers will teach students to apply the Florida Standards in order to increase student learning gains in reading.

**G1.B1** Comprehensive knowledge of Florida Standards.

**G1.B1.S1** Teachers must be given ample opportunities to digest the Florida Standards.

### PD Opportunity 1

CPalms training.

#### Facilitator

M. Ferrero, CPalms Trainer

#### Participants

K-5 Teachers

#### Schedule

On 10/17/2014

**G2.** All teachers will participate in Professional Learning Communities to increase the rigor of instruction through the evaluation and disaggregation of data.

**G2.B1** Clear understanding of the benefits of PLC.

**G2.B1.S1** Establish NORMS for all PLC groups.

### PD Opportunity 1

School-wide PLC Lead conducts a training for Grade Level PLC Leads.

#### Facilitator

S. Savillo, SCE PLC Lead

#### Participants

K-5 designated PLC Leads.

#### Schedule

On 8/13/2014

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
Grand Total	0