

St. Cloud Preparatory Academy

3101 PROGRESS LANE, St. Cloud, FL 34769

www.osceolaschools.net

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	59%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	0%

School Grades History

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

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

N/A

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

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

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for St. Cloud Preparatory Academy

DA Region and RED	DA Category and Turnaround Status
Southeast - Gayle Sitter	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

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

b. Provide the school's vision statement

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

2. School Environment

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

St. Cloud Prep values student diversity. The school learns about students' culture through the sharing of student information in monthly staff meetings. In addition, all staff members share in the ideal that all students are important and that building relationships with students is integral to the students' academic success. Finally, St. Cloud Preparatory Academy utilizes FOCUS to obtain student information.

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

The school staff and administrators are on duty before school starts by 7:30am. Staff members are strategically placed to ensure safety during student drop-off, dismissal, breakfast and bell changes. Student leaders also monitor the hallways and help younger students to their classrooms in the morning. Teachers greet their students at the door each morning and escort students to their designated area each afternoon.

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

St. Cloud Preparatory Academy is a leadership school and utilizes Ron Clark's Essential 55. Students are expected to conduct themselves in a manner that is honoring to themselves, their parents/guardians, and the school. This expectation applies to the time that students are in school and at school activities as well as the time they are away from school. SCPA considers the school life of students and faculty a vital part of education. Conduct during school times is to be reverent. Both elementary and middle school students share this school. It is courteous that each respects the needs and rights of the other. We expect the older, more mature students to take the lead in avoiding conflict and displaying a respectful example to others.

Systems are set in place to reward student for positive behavior. Teacher's have set up their classroom policies and procedures that reflect school-wide expectations regarding behavior.

Teachers are the main disciplinarians within the classroom. Students that display continuous behaviors that disrupt the learning environment or become a safety issue may be placed on a behavior plan that is created with the teacher, student, parent(s), school counselor and administrators. For major infractions, SCPA follows the adopted Osceola County School District Student Code of Conduct.

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

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

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

To encourage integrity and sound character in all circumstances.

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

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

3. Early Warning Systems

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

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

St. Cloud Preparatory Academy has identified three indicators that will be used for the Early Warning System. The three indicators are as follows: attendance, course failure in ELA or Math, lowest quartile on state assessment.

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

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

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

The number of students identified by the system as exhibiting two or more early warning indicators:

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

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

St. Cloud Prep has an MTSS Committee, a school-wide mentoring program and time set aside every morning for homeroom. SCPA has implemented lunch in the classroom to provide extra help with a working lunch, this also provides an opportunity for teachers to build relationships with students outside of the traditional classroom setting. At the elementary level all grades provide iii instruction.

Students that are identified as at-risk due to attendance are flagged and the attendance team creates an attendance contract. This team consists of the school administration, registrar, guidance counselor, teacher(s), student(s) and parents. In addition, St. Cloud Prep works with local business partners to provide incentives for both academics, behavior and attendance.

B. Family and Community Engagement

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

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Parent involvement is critical to St. Cloud Preparatory Academy's overall effectiveness. There are numerous ways for parents to get involved with SCPA through volunteering their services. Opportunities include serving as elementary classroom moms, field trip chaperones, assisting with class parties, working as a teacher's aide, and helping with various fundraising efforts. In addition, SCP plans monthly family events to build a strong relationships with between students, parents, school, and the community.

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

St. Cloud Prep has a community liason that communicates with local businesses and government concerning the school. These community partners not only help the school by volunteering their time and talents, but also provide opportunities for our student leaders to give back to the community. These resources that are provided are an integral part of student success in the classroom.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Quinn, Michele	Principal
Murphy, Jennifer	Assistant Principal
Grayek, Justin	Guidance Counselor
Nelson, Michele	Guidance Counselor
Spedding, Allison	Teacher, ESE
Falleur, Kerri	Registrar
Ruiz, Cesar	Other

b. Duties

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

1. Michele Quinn, Principal/Managing Director-Works in conjunction with the governing board and Business Director in regards to finances, curricular programs, instructional resources, teacher evaluations and feedback, community relations and student recruitment, provides K-8 discipline data and interventions.
2. Jennifer Murphy, Assistant Principal (Elementary)-Instructional resources, curricular programs, provides instructional intervention for teachers and identifies students needing reading group intervention, provides K-8 discipline data and interventions.
3. Michele Nelson, School Counselor-MTSS Coach-data collection/analysis, liaison with district RCS, 504 and FIT coordinator.
4. Allison Spedding, MTSS Coach-data collection/analysis, liaison with district RCS. Provides behavioral and instructional strategies to aid teachers within the regular classroom setting.
5. Justin Grayek, Dean of Students-Identify and mentor students that are struggling behaviorally, academically, and/or social emotionally. Build a positive rapport with students. Model and enforce school-wide behavior expectations, support teachers within the regular classrooms, proactively implement an incentive program to encourage and reward appropriate behaviors. Data collection and analysis.
6. Kerri Falleur, Registrar-works closely with FIT coordinator, works with administration to create and

implement attendance contracts to ensure that students are receiving adequate instructional time.

7. Cesar Ruiz, Facilities Manager-ensures that students and staff enjoy a safe, clean learning environment both in the buildings and outside at all times.

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

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

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

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

Teacher support: administration, school counselor, district level academic specialists, professional learning communities, best practices workshops, instructional assistance in regards to literacy (Jennifer Murphy) 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Michele Quinn	Principal
Aida Rodriguez	Parent
Kerri Falleur	Parent
Michael Manzer	Teacher
Ema Falleur	Student
Darian Price	Student
Madie Zilke	Business/Community
Phillip Toney	Teacher
Amie Ross	Parent
April Worpell	Parent
Justin Grayek	Teacher
Caitlin Price	Teacher
Ashlyn Ross	Student

b. Duties

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

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

a. Evaluation of last year's school improvement plan

Development, implementation and monitoring of school improvement plan for the 201-2018.

b. Development of this school improvement plan

SAC and the SCPA governing board approves the school improvement plan and its goals generated by the administration, school faculty, and SAC Committee.

c. Preparation of the school's annual budget and plan

The school's annual budget and plan is prepared and approved by the schools Governing Board in compliance with St. Cloud Prep's Charter.

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

There were no school improvement funds allocated last year.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Quinn, Michele	Principal
Murphy, Jennifer	Assistant Principal
Grayek, Justin	Guidance Counselor
Nelson, Michele	Guidance Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

SCP has several programs/activities in place to promote literacy such as Drop Everything and Read (DEAR) during homeroom, reading strategies are being implemented within all classrooms including content area and block, and teachers participate in professional development for effective reading strategies within the classroom. This year we will also be participating in the Battle of the Books competition.

D. Public and Collaborative Teaching

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

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

SCP teachers actively participate in weekly Professional learning communities within their subject area/grade level. PLC's meet every Tuesday to discussing effective teaching strategies, planning, create and analyze common assessments and lessons.

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

SCP utilizes the applitrak application process along with recruiting sites specific to the teaching profession. We have a structured interview process that includes areas of academics, relationship building, and communication.

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

Each new teacher is assigned to the mentor team. All teachers are required to observe a colleague. In addition, the admin staff meets with the teachers monthly to discuss certification process, classroom management strategies, and other common new teacher issues.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Per our charter SCPA has adopted and purchased curriculum based on the School District of Osceola County to insure that core instructional programs and resources are aligned with the Florida standards. At SCPA teachers are required to align their lessons with the Florida Standards, this is also discussed in their weekly PLC's which require teachers to identify and analyze data based on the

essential standards, in addition to building common assessments aligned with the specific Florida standards in that particular content area/grade level.

b. Instructional Strategies

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

At St. Cloud Prep Academy we use the data in the following ways: teachers use state and classroom data to differentiate instruction within the classroom. Professional learning communities (PLC) provide a forum in which teachers are able to analyze data, discuss best practices and create common assessments. Administration uses classroom benchmark data and state testing data to provide appropriate interventions whether remediation or enrichment. This may include small groups, independent study, etc.

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

Strategy: After School Program

Minutes added to school year:

The purpose of the after school program is to enrich and extend the experiences in the classroom during the regular school day. This program provides opportunities for students to receive homework help and participate in activities such as engineering, physical activity, hands on learning, reading, science and math, etc.

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Quinn, Michele, quinnm@osceola.k12.fl.us

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

Survey

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

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-9 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.

b. College and Career Readiness

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

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

We provide a industry certification through our middle school Agriscience class.

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

SCPA offers high school credit opportunities through science and math, in addition to, our Agriscience class which is a technical certification course.

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

Through our Essential 55 program, students learn how to advocate for their learning individually. Students learn how to set goals, monitor their academic and behavioral progress, check gpa's and implement problem-solving/critical thinking skills when faced with adversity.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase math proficiency in our lowest quartile through the use of targeted math strategies.
- G2.** Increase student achievement through standards-based instruction.
- G3.** Increase reading proficiency in our lowest quartile through the use of targeted reading strategies across all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase math proficiency in our lowest quartile through the use of targeted math strategies. 1a

G095482

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	45.0

Targeted Barriers to Achieving the Goal 3

- Attendance below 95%
- Teacher's need math strategies and resources.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Hands-on manipulatives, supplemental curricular resources to fill in learning gaps, diagnostic assessments

Plan to Monitor Progress Toward G1. 8

Regular teacher feedback, PLC reflections regarding lesson planning and standard-based instruction, reviewing benchmark quarterly assessments, MTSS data, iReady diagnostic assessments will help the team evaluate if there is an increase in math proficiency within the lowest quartile.

Person Responsible

Michele Quinn

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

PLC Reflections notes, student data, lesson plans, classroom walk-through's

G2. Increase student achievement through standards-based instruction. 1a

G095483

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	75.0
Statewide Science Assessment Achievement	50.0
FSA Mathematics Achievement	50.0
Algebra I EOC Pass Rate	65.0
FSA ELA Achievement	55.0

Targeted Barriers to Achieving the Goal 3

- Unfamiliarity with new Florida Standards and aligning them to instruction.
- Lack of time to collaborate vertically and implement new teaching strategies.
- Sporadic student attendance which leads to decreased classroom instructional time.

Resources Available to Help Reduce or Eliminate the Barriers 2

- CPALMS
- Teachers observing other teachers.
- PLC's-Weekly collaborative planning, common assessments, data analysis.
- Professional Development opportunities
- 90 minutes of reading and writing instruction
- Addition of paraprofessional to target lowest quartile to target standard-based remediation to target areas of needs improvement.
- iReady diagnostic allows for data collection and analysis to drive standards-based instruction.

Plan to Monitor Progress Toward G2. 8

SCPA will collect and analyze data from benchmark assessments and iReady Diagnostic assessments to monitor the progress towards our goal of increasing student achievement through standards-based instruction.

Person Responsible

Michele Quinn

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

iReady diagnostic reports, lesson plans, benchmark data reports, PLC Notes

G3. Increase reading proficiency in our lowest quartile through the use of targeted reading strategies across all content areas. 1a

G095484

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	45.0

Targeted Barriers to Achieving the Goal 3

- Attendance below 95%
- Teacher's need reading strategies and resources, content area teachers need content area vocabulary and reading strategies

Resources Available to Help Reduce or Eliminate the Barriers 2

- Academic Director
- Weekly Professional Learning Communities among grade levels
- Teachers observing other Teachers
- Support Facilitation
- Small Group Instruction and iii
- Professional Development within the school and outside of the school
- Classroom Library in all classrooms
- District Resource Teachers
- Effective execution of MTSS Tier 2 & 3

Plan to Monitor Progress Toward G3. 8

Regular teacher feedback, Professional Learning Community (PLC) reflections regarding lesson planning and standard-based instruction, reviewing benchmark quarterly assessments, MTSS data, iReady diagnostic assessments will helps the team evaluate if there is an increase in reading proficiency within the lowest quartile.

Person Responsible

Jennifer Murphy

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion


PLC Reflection notes, student data, lesson plans, classroom walk-through's

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. Increase math proficiency in our lowest quartile through the use of targeted math strategies. **1**

 G095482

G1.B1 Attendance below 95% **2**

 B257080

G1.B1.S1 Attendance needs to be a priority to all stakeholders. **4**

 S272007

Strategy Rationale

Students need the maximized amount of instructional time in order to be successful academically. In addition, being present in class allows for teachable moments that often times, increases real-world understanding.

Action Step 1 **5**

Administrative staff, registrar and teachers will monitor student attendance.

Person Responsible

Michele Quinn

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Attendance reports, call logs, attendance contracts, daily attendance

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

Administrative team will ensure that all staff members, parents and students understand the attendance policy. Attendance policy will be added to Parent/Student Handbook and families will be required to sign that they have read and understand the Parent/Student/Teacher Compact.

Person Responsible

Kerri Falleur

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Attendance policy signed by parent/guardian, parent communication logs, staff meeting minutes, Parent/Student Handbook, Parent/Student/Teacher Compact

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

Administrative team and data entry will monitor attendance and will implement attendance contracts as necessary per the attendance policy.

Person Responsible

Kerri Falleur

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Attendance reports, parent contact logs, attendance contracts

G2. Increase student achievement through standards-based instruction. 1

G095483

G2.B1 Unfamiliarity with new Florida Standards and aligning them to instruction. 2

B257082

G2.B1.S1 Teachers have been provided the opportunity during their planning to meet collaboratively with their team weekly. In addition, one Wednesday a month has been set aside for vertical articulation amongst teams. 4

S272008

Strategy Rationale

PLC's allow teachers time to collaboratively identify vital standards/benchmarks, in addition, analyze appropriate data to determine the best needs of remediation/enrichment.

Action Step 1 5

Professional learning communities are provided opportunities for teachers to collaborate.

Person Responsible

Michele Quinn

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

PLC notes, PLC norms, lesson plans, appropriate assessment data

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

PLC notes will be provided weekly. Administrative team will visit weekly PLC's.

Person Responsible

Michele Quinn

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

PLC meeting notes.

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

We will monitor district benchmark assessments, classroom assessments, MTSS data and iReady Diagnostic assessments to monitor student growth throughout the 2017-2018 school year.

Person Responsible

Michele Quinn

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Benchmark and classroom assessment data. Feedback from analysis of common assessment through PLC visits and PLC notes.

G2.B2 Lack of time to collaborate vertically and implement new teaching strategies. 2

 B257083

G2.B2.S1 Common planning for teachers. Additional time for PLC and grade level vertical articulation.

4

 S272009

Strategy Rationale

Provides teachers with the opportunity to collaborate on effective instructional strategies and best practices.

Action Step 1 5

Create and implement a teacher schedule that allows common planning time for teachers to collaborate.

Person Responsible

Michele Quinn

Schedule

Evidence of Completion

School-wide Master schedule

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

PLCs weekly will provide teachers with the opportunity to collaborate and analyze data.

Person Responsible

Michele Quinn

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

PLC notes, lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Review data and student progress to monitor if students are making academic gains.

Person Responsible

Michele Quinn

Schedule

Quarterly, from 9/12/2017 to 5/25/2018

Evidence of Completion

PLC notes, student assessment data and grades, teacher input

G3. Increase reading proficiency in our lowest quartile through the use of targeted reading strategies across all content areas. 1

G095484

G3.B1 Attendance below 95% 2

B257085

G3.B1.S1 Attendance needs to be a priority to all stakeholders. 4

S272010

Strategy 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.

Action Step 1 5

Administrative staff, registrar, and teachers will monitor student attendance.

Person Responsible

Michele Quinn

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Daily attendance, attendance contracts, attendance reports, parent contact logs

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Administrative team will ensure that all staff members, parents and students understand the attendance policy. Attendance policy will be added to Parent/Student handbook. Families will be required to sign that they have read and understand the Parent/Student/Teacher Compact.

Person Responsible

Michele Quinn

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Attendance policy signed by parent/guardian, parent log, staff meeting minutes, Parent/Student Handbook, Parent/Student/Teacher Compact

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Administrative team and data entry will monitor attendance and will implement attendance contracts as necessary per the attendance policy.

Person Responsible

Michele Quinn

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Attendance reports, call logs, attendance contracts

G3.B2 Teacher's need reading strategies and resources, content area teachers need content area vocabulary and reading strategies 2

 B257086

G3.B2.S1 Professional development opportunities to implement reading through the content area strategies. 4

 S272011

Strategy Rationale

By providing teachers with resources through professional development they will have the tools they need to aid all students in reading more effectively across all content areas.

Action Step 1 5

Academic director will provide professional development centered around how to implement reading strategies across a variety of content areas.

Person Responsible

Michele Quinn

Schedule

Quarterly, from 9/11/2017 to 2/23/2018

Evidence of Completion

Lesson plans illustrating reading strategies implemented. Classroom walk-through's and observations.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Administrators will review PLC notes, lesson plans and observation notes to ensure implementation of the strategies are being utilized effectively in the classroom setting.

Person Responsible

Michele Quinn

Schedule

Weekly, from 9/11/2017 to 6/25/2018

Evidence of Completion

PLC notes, lesson plans, classroom observation and walk-through notes

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Administrative team will monitor benchmark, classroom data, MTSS data and iReady Diagnostic for areas of strengths and/or weaknesses. Academic director will be available to help struggling teachers implement reading strategies effectively in their classroom.

Person Responsible

Jennifer Murphy

Schedule

Weekly, from 9/11/2017 to 5/25/2018


Evidence of Completion

benchmark data, state test results, classroom assessment data, classroom observation and walk-through data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B2.S1.A1 A364780	Create and implement a teacher schedule that allows common planning time for teachers to...	Quinn, Michele	6/12/2017	School-wide Master schedule	No End Date one-time
G3.B2.S1.A1 A364782	Academic director will provide professional development centered around how to implement reading...	Quinn, Michele	9/11/2017	Lesson plans illustrating reading strategies implemented. Classroom walk-through's and observations.	2/23/2018 quarterly
G1.MA1 M390498	Regular teacher feedback, PLC reflections regarding lesson planning and standard-based instruction,...	Quinn, Michele	8/10/2017	PLC Reflections notes, student data, lesson plans, classroom walk-through's	5/25/2018 monthly
G2.MA1 M390503	SCPA will collect and analyze data from benchmark assessments and iReady Diagnostic assessments to...	Quinn, Michele	8/10/2017	iReady diagnostic reports, lesson plans, benchmark data reports, PLC Notes	5/25/2018 quarterly
G3.MA1 M390508	Regular teacher feedback, Professional Learning Community (PLC) reflections regarding lesson...	Murphy, Jennifer	8/10/2017	PLC Reflection notes, student data, lesson plans, classroom walk-through's	5/25/2018 monthly
G1.B1.S1.MA1 M390496	Administrative team and data entry will monitor attendance and will implement attendance contracts...	Falleur, Kerri	8/10/2017	Attendance reports, parent contact logs, attendance contracts	5/25/2018 weekly
G1.B1.S1.MA1 M390497	Administrative team will ensure that all staff members, parents and students understand the...	Falleur, Kerri	8/10/2017	Attendance policy signed by parent/guardian, parent communication logs, staff meeting minutes, Parent/Student Handbook, Parent/Student/Teacher Compact	5/25/2018 quarterly
G1.B1.S1.A1 A364778	Administrative staff, registrar and teachers will monitor student attendance.	Quinn, Michele	8/10/2017	Attendance reports, call logs, attendance contracts, daily attendance	5/25/2018 weekly
G2.B1.S1.MA1 M390499	We will monitor district benchmark assessments, classroom assessments, MTSS data and iReady...	Quinn, Michele	8/10/2017	Benchmark and classroom assessment data. Feedback from analysis of common assessment through PLC visits and PLC notes.	5/25/2018 quarterly
G2.B1.S1.MA1 M390500	PLC notes will be provided weekly. Administrative team will visit weekly PLC's.	Quinn, Michele	8/3/2017	PLC meeting notes.	5/25/2018 weekly
G2.B1.S1.A1 A364779	Professional learning communities are provided opportunities for teachers to collaborate.	Quinn, Michele	8/3/2017	PLC notes, PLC norms, lesson plans, appropriate assessment data	5/25/2018 weekly
G2.B2.S1.MA1 M390501	Review data and student progress to monitor if students are making academic gains.	Quinn, Michele	9/12/2017	PLC notes, student assessment data and grades, teacher input	5/25/2018 quarterly
G2.B2.S1.MA1 M390502	PLCs weekly will provide teachers with the opportunity to collaborate and analyze data.	Quinn, Michele	8/10/2017	PLC notes, lesson plans	5/25/2018 weekly
G3.B1.S1.MA1 M390504	Administrative team and data entry will monitor attendance and will implement attendance contracts...	Quinn, Michele	8/10/2017	Attendance reports, call logs, attendance contracts	5/25/2018 weekly
G3.B1.S1.MA1 M390505	Administrative team will ensure that all staff members, parents and students understand the...	Quinn, Michele	8/10/2017	Attendance policy signed by parent/guardian, parent log, staff meeting minutes, Parent/Student Handbook, Parent/Student/Teacher Compact	5/25/2018 quarterly
G3.B1.S1.A1 A364781	Administrative staff, registrar, and teachers will monitor student attendance.	Quinn, Michele	8/10/2017	Daily attendance, attendance contracts, attendance reports, parent contact logs	5/25/2018 daily
G3.B2.S1.MA1 M390506	Administrative team will monitor benchmark, classroom data, MTSS data and iReady Diagnostic for...	Murphy, Jennifer	9/11/2017	benchmark data, state test results, classroom assessment data, classroom observation and walk-through data	5/25/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.MA1  M390507	Adminstrators will review PLC notes, lesson plans and observation notes to ensure implementation of...	Quinn, Michele	9/11/2017	PLC notes, lesson plans, classroom observation and walk-through notes	6/25/2018 weekly

V. Professional Development Opportunities

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

G3. Increase reading proficiency in our lowest quartile through the use of targeted reading strategies across all content areas.

G3.B2 Teacher's need reading strategies and resources, content area teachers need content area vocabulary and reading strategies

G3.B2.S1 Professional development opportunities to implement reading through the content area strategies.

PD Opportunity 1

Academic director will provide professional development centered around how to implement reading strategies across a variety of content areas.

Facilitator

Academic Director, iReady consultants, School District of Osceola County via Title II

Participants

All instructional staff

Schedule

Quarterly, from 9/11/2017 to 2/23/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Administrative staff, registrar and teachers will monitor student attendance.	\$0.00
2	G2.B1.S1.A1	Professional learning communities are provided opportunities for teachers to collaborate.	\$0.00
3	G2.B2.S1.A1	Create and implement a teacher schedule that allows common planning time for teachers to collaborate.	\$0.00
4	G3.B1.S1.A1	Administrative staff, registrar, and teachers will monitor student attendance.	\$0.00
5	G3.B2.S1.A1	Academic director will provide professional development centered around how to implement reading strategies across a variety of content areas.	\$0.00
Total:			\$0.00