

Orange County Public Schools

Stone Lakes Elementary



2015-16 School Improvement Plan

Stone Lakes Elementary

15200 STONEYBROOK BLVD, Orlando, FL 32828

www.ocps.net/lc/east/est

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	31%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	59%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary 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

This plan is pending approval by the Orange 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	31
Appendix 2: Professional Development and Technical Assistance Outlines	32
Professional Development Opportunities	33
Technical Assistance Items	37
Appendix 3: Budget to Support Goals	0

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

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

The school learns about students' cultures and builds relationships between teachers and students through our Character of the Month program in which teachers identify students from each class who exhibit the character trait of the month. Identified students are awarded monthly and receive recognition along with the opportunity to eat lunch with their teachers and parents. In addition, the school learns about students' cultures and builds relationships within the various yearly events including Family Fun Night, Multicultural Night and STEM Nights.

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

The school utilizes the CHAMPS positive behavior support system. CHAMPS is implemented school-wide in all common areas, special area classes and all classrooms. Within CHAMPS, our school established a set of guidelines for students and staff to follow, Eagles S.O.A.R.:

Strive for academic success

Offer to help others

Act responsibly at all times

Respect yourself and those around you

CHAMPS has also been established in our before and after school extended day program.

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

The school utilizes the CHAMPS positive behavior support system. CHAMPS is implemented school-wide in all common areas, special area classes and all classrooms. Teachers have been trained over the past two years on how to effectively implement the CHAMPS model into their classrooms. The latest training date was August 17, 2015. During this training, staff were trained on the elements of CHAMPS, positive behavior traits, as well as the procedures for disciplinary incidents and behavioral expectations. Students are also made aware of the CHAMPS system at the beginning of the year during the review of the district code of conduct and thereafter during each nine weeks' review of the code of conduct. During each special area and lunch times the students are reminded of the behavior expectations using CHAMPS as well. We also train our extended day staff on the CHAMPS positive behavior model so it will be consistent in morning or afternoon extended care. Their last training was on August 21, 2015.

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 school's dean/guidance counselor and behavior specialist work closely with teachers and identified students who may need guidance lessons or mentoring for their social/emotional needs. The school's social worker and psychologist are also used as resources to support students and families outside of school. The dean/guidance counselor also implements a weekly lunch bunch program, where grade level students with social/emotional needs work in small groups during lunch on problem-solving and discussing concerns that they may have in school or at home. In addition, our behavior specialist and guidance counselor work with small groups of students or individual classes to provide them with social skills lessons and build their skills for working with others.

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

The school's early warning system includes utilizing the MTSS process for academic and behavior needs of Tier II and III students. This process includes bi-weekly data meetings with grade level teams, monthly MTSS team meetings with administration and resource teachers to discuss the academic growth of all Tier II and III students, and monthly administrative meetings to review student data and growth of all students. The items reviewed at each meeting include all of the aforementioned elements as well as the number of students receiving Tier III intervention in ELA and mathematics.

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	16	6	7	7	3	6	45
One or more suspensions	1	0	0	0	0	0	1
Course failure in ELA or Math	12	20	19	32	25	29	137
Level 1 on statewide assessment	0	0	0	0	0	0	
Receiving Tier III intervention in ELA	0	3	15	12	16	18	64

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

Indicator	Grade Level					Total	
	K	1	2	3	5		
Students exhibiting two or more indicators		4	1	2	2	1	10

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

The school utilizes the following intervention strategies to improve the academic performance of identified students:

- Tier II and Tier III intervention time outside the ELA and math block of time within the school day is utilized to focus on specific academic needs of the students.
- Tutoring for identified Tier II and III students is offered before and after school. Tutoring includes

intervention on specific academic needs, as well as, opportunities for academic enrichment to deepen the students' understanding of the content and standards.

- I-Ready is an academic computer based reading and math program that individually tracks student progress and adjusts lessons to meet the needs of the student.

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

Positive relationships are built in a number of ways including 100% of classes will have assigned room parents. At bi-monthly PTA and SAC meetings which are attended by the Principal, Assistant Principal and other staff members, the school's mission, vision and overall student data are communicated. This communication leads to determining the needs that are to be identified in the school improvement plan and allow for stakeholders to work collaboratively to solve those needs. Additionally, an electronic Principal Newsletter is sent to all families, staff, and Partners in Education weekly. In August of 2015, the principal involved parents in the continuation of a parent led Stone Lakes Foundation to meet the growing technology needs of new Florida Standards and Assessments. The initial goal of one cart of mobile devices was exceeded last year. This year's goal is to have one cart of mobile devices per grade level.

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

Sustaining partnerships is achieved through including our Partners in Education and other community organizations to events such as Meet the Teacher, Open House, PTA/SAC meetings, Family Fun Night, STEM events, Multicultural night and Curriculum Night. Additionally, various team members, groups and clubs participate in community events such as Avalon Aglow and the Avalon Park Education Fair.

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:

Name	Title
Dolfi, Bryan	Principal
Stevens, Natalie	Assistant Principal
Plank, Michelle	Instructional Coach
Morris, Alison	Dean
Coleman, Tiffanie	Instructional Coach
Scott, Natalie	Instructional Coach
Pittman, Christine	Other

Duties

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

- Administrators provide a common vision for the use of data-based decision-making to ensure that the school-based team is implementing MTSS, conducting assessment of MTSS skills of school staff, confirming implementation of intervention support and documentation, endorsing adequate professional development to support MTSS implementation, and communicating with parents regarding school-based MTSS plans and activities.
- General Education Teachers provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 and/or Tier 3 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 interventions.
- Instructional Coaches develop, lead, and evaluate school core content standards/programs, identify and analyze existing literature on scientifically based curriculum and intervention approaches, and provide guidance on K-5 reading and math instruction.
- Reading Coach provides small group instruction to deliver Tier 3 Intervention, conducts assessment and gathers data, as well as collaborates with grade level teams to provide MTSS support.
- Behavior Specialist and Instructional Dean monitor school-wide behavior program (CHAMPS), participate in the collection and analysis of behavior data, develop Tier 2 and Tier 3 behavioral interventions, and provide support for implementation of Tier 2/3 interventions and monitoring.
- The MTSS Leadership Team will inform SAC members of the NGSSS and new Florida Standards implementation, on-going current student assessment data, and Core Program initiatives to help develop the SIP. Continual topics for SAC discussion during the school year include, but are not limited to: previous year's assessment scores, student learning gains and the lowest performing students (25%), AMOs and sub groups, strengths and data results of intensive programs (tutoring programs), on-going Professional Development and technology programs supporting core subjects and the move towards Florida Standards Assessments.

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

- The school based MTSS leadership team will work collaboratively with classroom teachers of grade level teams to review and analyze universal screening data, diagnostic data, and progress monitoring data. Based on the information, the team will provide on-going job embedded professional development that addresses relevant areas essential to effective implementation of MTSS, fidelity of core instruction and interventions in all grades for improved student outcomes.
- With Tier 1 – Core Instruction in place along with the district 2015-16-MTPs for reading and math, teachers continually identify and recommend students to the MTSS team.

- Using the problem solving process and root cause analysis, data information and dialogue, the team will identify students in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan identifying a student’s specific area of deficiency and appropriate research based interventions to address these deficiencies for Tier 2-3 will be implemented and assessed.
- The MTSS leadership team will continually monitor the implementation of the Florida Standards and High Yield Learning Strategies into all grades across the curriculum and in ESE resource support classrooms. The team will work collaboratively to ensure funding for necessary resources and the intervention plan/materials are implemented with fidelity.
- Additional money will be used to provide tutoring to intervention students.

School Advisory Council (SAC)

Membership:	
Name	Stakeholder Group
Bryan Dolfi	Principal
Marcelo Brandao	Parent
Tara Zeller	Parent
Tooba Afzal	Parent
Chris Brandao	Parent
Shannon Dimino	Parent
Ana Kilpatrick	Parent
Monica Montalvo	Parent
Christine Pittman	Teacher
Michelle Plank	Teacher
Jessica Bencoter	Teacher
Kristin Bider	Teacher
Andrea Weigand	Parent
Mary Ellington	Teacher
Ronnie Waldman	Teacher
Shawna Sherry	Parent
Frida Waters Redd	Parent
Rebecca Samaan	Parent
James Bencoter	Parent
Teal Zambri	Teacher
Samira Lecusay	Teacher
JaRhonda Perry	Parent
Abid Benwali	Business/Community
Jeanette Jofre	Parent

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

Last year's plan and student benchmark data will be shared at the September SAC meeting to review the goals and success of the SIP. State data will be shared at the next SAC meeting upon its release. Discussion will lead into the development and review of this year's plan and goals to be met.

Development of this school improvement plan

On August 5 and 11 of 2015, SAC members were provided with appropriate benchmark data and state science assessment data showing the results of student growth divided into subjects and subgroups. The 8-step Problem-Solving process was followed to identify the strategic goals, barriers and brainstorm ways to overcome these barriers. The goals and next steps were discussed to prepare for the September meeting. A draft of the 2015-16 School Improvement Plan will be shared with the SAC members virtually for approval of the draft. Then, it will be presented and discussed at the September SAC meeting. Additions and edits will be made and approved by the SAC as needed.

Preparation of the school's annual budget and plan

Review of budget will be discussed at the September meeting describing plans for funding programs to support student achievement. Ideas from the writing team will be shared and additional ideas will be discussed in September on the most beneficial ways to spend available funds to meet individual student's needs.

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

School improvement funds were used to purchase Rosetta Stone software for our non-English speaking students at a cost of \$600.

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:

Name	Title
Dolfi, Bryan	Principal
Stevens, Natalie	Assistant Principal
Brock, Carol	Teacher, K-12
Morris, Alison	Dean
Musum, Melanie	Teacher, K-12
Nyffeler, Roberta	Teacher, ESE
Pittman, Christine	Other
Waldman, Ronnie	Teacher, K-12
Plank, Michelle	Instructional Coach
Coleman, Tiffanie	Instructional Coach
Scott, Natalie	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT will be instrumental in creating and assessing the results of grade level on-going common assessment student data to determine the mastery of the Florida Standards in ELA, Math, and Science. With the adoption of new standards and new Core programs, our Teacher Leaders and Coaches have identified crucial gaps within our core material that align with the rigor of Florida State Standards without additional support material/lessons. After analyzing deficiencies and gaps of student achievement, it is expected that the LLT will provide teachers differentiated resource materials, support with using student data and effective instructional strategies in order to meet the needs of all students.

The LLT supports teachers and builds capacity in the delivery and practice of differentiated standards based instruction. Transitioning to standards based instruction and differentiating to meet individual student needs while using a variety of material present a new set of challenges for our teachers and students. Through PLCs, common planning and quarterly Grade Level Planning Days, Team Leaders and Instructional Coaches will provide a collaborative venue for teachers to plan lessons which incorporate both the Florida Standards as well as the shifts in practice required. PLCs will work together to use student data to evaluate the tools being used to implement the new standards. As a result, we will build capacity within our teams to ensure student success in all areas.

The LLT will continue to improve the practice of progress monitoring and intervention strategies in all grades. This year our bottom 25% has increased thereby elevating our need to continue building our teachers' skills in differentiation, progress monitoring through common assessments, and using appropriate intervention strategies to meet the needs of the students. As a result of our PLCs, standards based lesson planning and professional development and data discussions, the LLT will help to build teacher capacity resulting in an increase in student growth in all areas.

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

Our school motto for 2015-2016 is "You are the Hero of your Own Story." Opportunities for collaborative planning have been built into the school's daily schedule, as well as, through quarterly team planning days. Embedded in the practice of collaboration are established team norms to promote a positive and professional atmosphere. Instructional coaches will work with teams to build an atmosphere of trust and collaboration; as well as, support the use of student centered instructional strategies through team planning and professional development.

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

The Induction Mentoring Program is utilized to support new or beginning teachers. Members of this team include the Principal, Assistant Principal, Instructional Coaches, Reading Coaches and Team Leaders. On-going professional development is available throughout the school year to support all teachers. Networking with district coaches also strengthens the support given to teachers by accessing subject matter experts.

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

New teachers to the district are paired with a seasoned teacher who has obtained the appropriate mentoring certificate from the district. This mentor will meet regularly with the beginning teacher to collaborate on areas of need or interest such as lesson plans, classroom management, etc. New teachers to Stone Lakes but not the profession are paired with the team leader to guide them in the

policies and procedures of SLE. Interns and new aspiring teachers from UCF, Rollins or Valencia will be placed with a qualified teacher who has met the district certification requirements. Following the expectations from the level of internship as outlined from the college, the certified teacher will serve as a mentor to the intern as they learn how to be an effective educator. Monthly mentor/mentee meetings with administration or Instructional coaches will be led by the Assistant Principal to support the positive and collaborative atmosphere required for the program to build capacity in new teachers.

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

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

Data drives daily instruction and is discussed at bi-monthly PLC and team data meetings to ensure students' needs are being met and student achievement is occurring. Teachers respond to this data by utilizing small group instruction techniques during Core subject areas, Enrichment and Tier II and Tier III Intervention times each day. Teachers track student progress on essential benchmarks using common formative and summative assessments as well as I-Ready. Lesson plans document targeted instruction for small group rotations, including the teacher station, intervention and enrichment. I-Ready is also utilized to meet individual student needs.

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: Before School Program

Minutes added to school year: 2,160

Students identified as Tier II or Tier III will be given the opportunity to receive additional instruction to increase student achievement.

Strategy Rationale

The additional learning minutes paired with individual/small group instruction provides students with opportunities to master benchmarks, increase content knowledge and increase student achievement.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Dolfi, Bryan, bryan.dolfi@ocps.net

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

Data of these students will be included in teacher data sheets and discussed during bi-weekly team data chats.

Strategy: After School Program

Minutes added to school year: 2,160

Students identified as Tier II or Tier III will be given the opportunity to receive additional instruction to promote student achievement.

Strategy Rationale

The additional learning minutes paired with individual/small group instruction provides students with opportunities to deepen content knowledge and increase student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Dolfi, Bryan, bryan.dolfi@ocps.net

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

Data of these students will be included in teacher data sheets and discussed during bi-monthly team data chats.

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

FLKRS assessments will be given to all Kindergarten students within the first month of school. Teachers will use the results of both I-Ready and common standards-based assessments to facilitate small group instruction for enrichment as well as intervention. Results from this initial testing will also be shared with parents and SAC.

PTA will host a Kindergarten Question and Answer session in May and a week prior to the first day of school in August 2015. During this Q&A, parents will be welcomed to Stone Lakes and receive crucial information from Administration, Kindergarten teachers, PTA, SAC, First Fund and the ADDitions coordinator to start off the school year. Tips for helping their child be successful, daily schedules, ADDitions opportunities, safety, drop off and pick up procedures are given during the meeting. The parents will meet the Administrative team, get answers to their questions, and receive a welcome packet with the book "The Night before Kindergarten." Mr. Dolfi, principal, will address the parents and impress upon them the importance of helping their students to read and think to become lifelong learners.

On the first day of school the PTA will host a "Coffee and Kisses" breakfast for Kindergarten parents to help them transition on the first day of school, network with other Kindergarten parents, and allow their student to adjust to being in the classroom. During this breakfast the parents will have a meet and greet with PTA and Administration. Parents also have the opportunity to ask additional questions.

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

Teach-In will occur this year in November with a focus on increasing the awareness of a variety of careers to all K-5 students. Two STEM Family nights have been planned for the fall and spring of the 2015-2016 school year. During the spring of 2016, we will host Engineering Day through our PIE in fifth grade. Our PIE partnerships with Mathnasium, Lockheed Martin, UCF, along with NASA and other community partners will bring valuable STEM activities to our K-5 community. The Dean/Guidance Counselor will work with fifth grade teachers to ensure all students complete the EPAP before the end of the school year.

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

Career and technology information is supported by Stone Lakes Elementary through a Digital Tools Certificate earned by our students in grades three through five in the areas of word processing, spreadsheets, and digital presentations. Two STEM Nights along with extracurricular academic clubs including coding and robotics are available as well to increase an awareness of careers and technology for the students.

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

By incorporating the STEM activities, we have integrated career and technical education through the math and science subject areas. Students and teachers correlate and make connections between standards learned in math and science to the information presented in the activities that take place. In order to build College & Career Readiness, all students in grades three through five will learn how to use 21st century digital tools and receive a digital certificate through the IC3 Spark program purchased by OCPS.

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

Students are prepared for middle and high school and beyond by being offered activities throughout the normal school day that allow for enrichment and extension of the grade level standards. Within each grade level schedule, a specific time is set to allow for intervention and enrichment activities both lead by the teacher and facilitated through academic learning center rotations. Additionally, students will learn how to use 21st century digital tools and receive a digital certificate through the IC3 Spark program.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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.

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.

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.** By utilizing effective collaborative planning strategies, Stone Lakes will have an increase in achievement of all students. (Division Priority: Invest in Human Capital.)

- G2.** By utilizing effective standards-based instruction, Stone Lakes will have a decrease in the achievement gap of student subgroups. (Division Priority: Accelerate Student Performance.)

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. By utilizing effective collaborative planning strategies, Stone Lakes will have an increase in achievement of all students. (Division Priority: Invest in Human Capital.) 1a

G072688

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	90.0
AMO Math - All Students	94.0
FCAT 2.0 Science Proficiency	82.0

Resources Available to Support the Goal 2

- Core Programs: Go Math, Core program Interventions, STEM and Essential Labs Intervention, Phonemic Awareness, Florida Ready, Performance Matters, I-Station, Triple S.

Targeted Barriers to Achieving the Goal 3

- Core Programs not aligned with New Florida Standards
- Student Engagement

Plan to Monitor Progress Toward G1. 8

Stone Lakes' students will be progressed monitored for increased student achievement through multiple data sources.

Person Responsible

Natalie Stevens

Schedule

Biweekly, from 9/1/2015 to 6/8/2016

Evidence of Completion

Teachers will use student data in order to progress monitor and make instructional decisions to meet the needs of all students.

G2. By utilizing effective standards-based instruction, Stone Lakes will have a decrease in the achievement gap of student subgroups. (Division Priority: Accelerate Student Performance.) 1a

G072689

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	63.0
AMO Reading - ED	80.0
AMO Reading - ELL	82.0
AMO Reading - SWD	61.0
AMO Reading - Hispanic	85.0
Math Lowest 25% Gains	64.0
AMO Math - SWD	78.0
AMO Math - Hispanic	91.0
FCAT 2.0 Science Proficiency	82.0

Resources Available to Support the Goal 2

- I-Ready, Core program Interventions, STEM and Essential Labs Intervention, Phonemic Awareness, Florida Ready, Accelerated Reader, Performance Matters, Voyager, and Vocabulary programs
- Personnel - Teachers, Coaches, Intervention/ESE Teachers, Literacy Leadership Team, MTSS Team

Targeted Barriers to Achieving the Goal 3

- Lack of differentiated material to meet all students' needs

Plan to Monitor Progress Toward G2. 8

Stone Lakes' students will be progressed monitored for growth in ELA and Mathematics through multiple data sources.

Person Responsible

Bryan Dolfi

Schedule

Biweekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Teachers will use student data in order to progress monitor and make instructional decisions all students, but with emphasis on the LPQ students and subsequent subgroups.

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. By utilizing effective collaborative planning strategies, Stone Lakes will have an increase in achievement of all students. (Division Priority: Invest in Human Capital.) **1**

 G072688

G1.B1 Core Programs not aligned with New Florida Standards **2**

 B189663

G1.B1.S1 Implementation of district provided MTPs aligned with Florida Standards will occur. **4**

 S201015

Strategy Rationale

By using the MTPs, reading lessons will be planned and aligned to Florida Standards and increased level of rigor.

Action Step 1 **5**

Designated weekly common planning times per grade level with administrative support will occur.

Person Responsible

Natalie Stevens

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Grade level lesson plans will be posted on Sharepoint.

Action Step 2 5

Scheduled PLC meeting times

Person Responsible

Bryan Dolfi

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Grade level teams will use data to drive instructional needs and strategies to meet the needs of the students. The teams will provide PLC meeting notes.

Action Step 3 5

Schedule grade level planning days quarterly to collaboratively and intentionally plan for standards based instruction.

Person Responsible

Bryan Dolfi

Schedule

Quarterly, from 9/18/2015 to 6/8/2016

Evidence of Completion

Teams will analyze the rigor and depth required in the Florida Standards to plan lessons to increase the achievement of all students.

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

Lesson Plan review

Person Responsible

Natalie Stevens

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Teachers will plan lessons aligned to Florida Standards with increased levels of rigor.

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

Classroom Observations

Person Responsible

Natalie Stevens

Schedule

Daily, from 9/8/2015 to 6/8/2016

Evidence of Completion

Administration will conduct class observations using lesson plans as a guide to match instruction with and provide meaningful and actionable feedback.

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

Review of Lesson Plans and alignment to district MTPs and Florida Standards will occur.

Person Responsible

Natalie Stevens

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Submitted lesson plans and observed implementation of lessons by administration

G1.B3 Student Engagement 2

B189665

G1.B3.S1 Implementation of student centered Marzano instruction strategy elements focused on delivering content will occur. 4

S201018

Strategy Rationale

Increasing the amount of planned Marzano elements that are student centered will allow students to deepen their understanding of content and standards.

Action Step 1 5

Lessons Plans identify the student-centered strategies that will be used to deliver content.

Person Responsible

Natalie Stevens

Schedule

Weekly, from 8/18/2014 to 6/8/2016

Evidence of Completion

Observations with meaningful and actionable feedback for teachers will occur.

Action Step 2 5

Provide professional development for Marzano Super 7 strategies.

Person Responsible

Bryan Dolfi

Schedule

Monthly, from 9/23/2015 to 6/8/2016

Evidence of Completion

An increase in the number of lesson plans with super 7 strategies identified.

Action Step 3 5

Provide coaching and feedback on increased student engagement.

Person Responsible

Michelle Plank

Schedule

Weekly, from 9/8/2015 to 6/8/2016

Evidence of Completion

Increased observation data will show the rise in the use of student centered strategies.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Classroom observations to ensure the use of planned student centered strategies

Person Responsible

Natalie Stevens

Schedule

Daily, from 8/18/2014 to 6/8/2016

Evidence of Completion

Observations with meaningful and actionable feedback for teachers

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Classroom observations

Person Responsible

Natalie Stevens

Schedule

Daily, from 8/24/2015 to 6/8/2016

Evidence of Completion

Feedback within observations that showed increased use of student centered instructional strategies to deliver content will be used as evidence.

G2. By utilizing effective standards-based instruction, Stone Lakes will have a decrease in the achievement gap of student subgroups. (Division Priority: Accelerate Student Performance.) 1

G072689

G2.B1 Lack of differentiated material to meet all students' needs 2

B189666

G2.B1.S1 Implementation of district provided MTPs aligned with Florida Standards will occur. 4

S201020

Strategy Rationale

By using the MTPs, reading lessons will be planned and aligned to Florida Standards and an increase in the level of rigor will occur.

Action Step 1 5

Designated weekly common planning times per grade level with administrative support will occur.

Person Responsible

Bryan Dolfi

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Team Meeting Notes, Lesson Plans

Action Step 2 5

Designated monthly PLC's per grade level with administrative support will occur.

Person Responsible

Bryan Dolfi

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

PLC Meeting Notes

Action Step 3 5

Designated quarterly Team planning Days.

Person Responsible

Bryan Dolfi

Schedule

Quarterly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Lesson Plans

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

Lesson Plans will be reviewed and actionable feedback given from classroom observations.

Person Responsible

Bryan Dolfi

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Standards based lessons will be collaboratively planned to meet the needs of all learners.

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

Classroom Observations

Person Responsible

Bryan Dolfi

Schedule

Daily, from 8/24/2015 to 6/8/2016

Evidence of Completion

Administration will conduct class observations and provide actionable feedback.

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

Review of Lesson Plans and alignment to district MTPs and depth of Florida Standards will occur.

Person Responsible

Bryan Dolfi


Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Submitted lesson plans and observed implementation of lessons by administration

G2.B1.S2 Implementation of the I-Ready and Imagine Learning programs will occur to meet the needs of all learners in ELA and Math. 4

 S201021

Strategy Rationale

By using the I-Ready and Imagine Learning programs, student lessons will be differentiated during small group instruction.

Action Step 1 5

Purchase I-Ready program and training.

Person Responsible

Bryan Dolfi

Schedule

Quarterly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Students will receive differentiated lessons through the program based on their individual instructional level.

Action Step 2 5

Implementation of planned Tier II and Tier III groups will occur based on I-Ready and MAPS data, 504/ESE accommodations and additional classroom data.

Person Responsible

Bryan Dolfi

Schedule

Daily, from 10/2/2015 to 6/8/2016

Evidence of Completion

Students will receive additional instruction in ELA and Math based on their instructional needs.

Action Step 3 5

Implementation of Imagine Learning

Person Responsible

Christine Pittman

Schedule

Quarterly, from 10/5/2015 to 6/8/2016

Evidence of Completion

ESOL students will receive differentiated lessons based on the individual language development needs.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Student data will be monitored using differentiated lessons and assessments through the I-Ready and Imagine Learning programs.

Person Responsible

Bryan Dolfi

Schedule

Biweekly, from 9/21/2015 to 6/8/2016

Evidence of Completion

Classroom teachers will receive alerts for students not making gains so they can provide direct instruction to an Individual student.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Student achievement will be monitored through bi-weekly PLC meetings and Data meetings.

Person Responsible

Bryan Dolfi

Schedule

Biweekly, from 9/18/2015 to 6/8/2016

Evidence of Completion

Data from the lessons and assessments on I-Ready and Imagine Learning will be analyzed during monthly data meetings.

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
G1.B1.S1.A1	Designated weekly common planning times per grade level with administrative support will occur.	Stevens, Natalie	8/24/2015	Grade level lesson plans will be posted on Sharepoint.	6/8/2016 weekly
G1.B3.S1.A1	Lessons Plans identify the student-centered strategies that will be used to deliver content.	Stevens, Natalie	8/18/2014	Observations with meaningful and actionable feedback for teachers will occur.	6/8/2016 weekly
G2.B1.S1.A1	Designated weekly common planning times per grade level with administrative support will occur.	Dolfi, Bryan	8/24/2015	Team Meeting Notes, Lesson Plans	6/8/2016 weekly
G2.B1.S2.A1	Purchase I-Ready program and training.	Dolfi, Bryan	8/24/2015	Students will receive differentiated lessons through the program based on their individual instructional level.	6/8/2016 quarterly
G1.B1.S1.A2	Scheduled PLC meeting times	Dolfi, Bryan	8/24/2015	Grade level teams will use data to drive instructional needs and strategies to meet the needs of the students. The teams will provide PLC meeting notes.	6/8/2016 monthly
G1.B3.S1.A2	Provide professional development for Marzano Super 7 strategies.	Dolfi, Bryan	9/23/2015	An increase in the number of lesson plans with super 7 strategies identified.	6/8/2016 monthly
G2.B1.S1.A2	Designated monthly PLC's per grade level with administrative support will occur.	Dolfi, Bryan	8/24/2015	PLC Meeting Notes	6/8/2016 monthly
G2.B1.S2.A2	Implementation of planned Tier II and Tier III groups will occur based on I-Ready and MAPS data, 504/ESE accommodations and additional classroom data.	Dolfi, Bryan	10/2/2015	Students will receive additional instruction in ELA and Math based on their instructional needs.	6/8/2016 daily
G1.B1.S1.A3	Schedule grade level planning days quarterly to collaboratively and intentionally plan for standards based instruction.	Dolfi, Bryan	9/18/2015	Teams will analyze the rigor and depth required in the Florida Standards to plan lessons to increase the achievement of all students.	6/8/2016 quarterly
G1.B3.S1.A3	Provide coaching and feedback on increased student engagement.	Plank, Michelle	9/8/2015	Increased observation data will show the rise in the use of student centered strategies.	6/8/2016 weekly
G2.B1.S1.A3	Designated quarterly Team planning Days.	Dolfi, Bryan	8/24/2015	Lesson Plans	6/8/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.A3	Implementation of Imagine Learning	Pittman, Christine	10/5/2015	ESOL students will receive differentiated lessons based on the individual language development needs.	6/8/2016 quarterly
G1.MA1	Stone Lakes' students will be progressed monitored for increased student achievement through multiple data sources.	Stevens, Natalie	9/1/2015	Teachers will use student data in order to progress monitor and make instructional decisions to meet the needs of all students.	6/8/2016 biweekly
G1.B1.S1.MA1	Review of Lesson Plans and alignment to district MTPs and Florida Standards will occur.	Stevens, Natalie	8/24/2015	Submitted lesson plans and observed implementation of lessons by administration	6/8/2016 weekly
G1.B1.S1.MA1	Lesson Plan review	Stevens, Natalie	8/24/2015	Teachers will plan lessons aligned to Florida Standards with increased levels of rigor.	6/8/2016 weekly
G1.B1.S1.MA2	Classroom Observations	Stevens, Natalie	9/8/2015	Administration will conduct class observations using lesson plans as a guide to match instruction with and provide meaningful and actionable feedback.	6/8/2016 daily
G1.B3.S1.MA1	Classroom observations	Stevens, Natalie	8/24/2015	Feedback within observations that showed increased use of student centered instructional strategies to deliver content will be used as evidence.	6/8/2016 daily
G1.B3.S1.MA1	Classroom observations to ensure the use of planned student centered strategies	Stevens, Natalie	8/18/2014	Observations with meaningful and actionable feedback for teachers	6/8/2016 daily
G2.MA1	Stone Lakes' students will be progressed monitored for growth in ELA and Mathematics through multiple data sources.	Dolfi, Bryan	8/24/2015	Teachers will use student data in order to progress monitor and make instructional decisions all students, but with emphasis on the LPQ students and subsequent subgroups.	6/8/2016 biweekly
G2.B1.S1.MA1	Review of Lesson Plans and alignment to district MTPs and depth of Florida Standards will occur.	Dolfi, Bryan	8/24/2015	Submitted lesson plans and observed implementation of lessons by administration	6/8/2016 weekly
G2.B1.S1.MA1	Lesson Plans will be reviewed and actionable feedback given from classroom observations.	Dolfi, Bryan	8/24/2015	Standards based lessons will be collaboratively planned to meet the needs of all learners.	6/8/2016 weekly
G2.B1.S1.MA3	Classroom Observations	Dolfi, Bryan	8/24/2015	Administration will conduct class observations and provide actionable feedback.	6/8/2016 daily
G2.B1.S2.MA1	Student achievement will be monitored through bi-weekly PLC meetings and Data meetings.	Dolfi, Bryan	9/18/2015	Data from the lessons and assessments on I-Ready and Imagine Learning will be analyzed during monthly data meetings.	6/8/2016 biweekly
G2.B1.S2.MA1	Student data will be monitored using differentiated lessons and assessments through the I-Ready and Imagine Learning programs.	Dolfi, Bryan	9/21/2015	Classroom teachers will receive alerts for students not making gains so they can provide direct instruction to an Individual student.	6/8/2016 biweekly

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. By utilizing effective collaborative planning strategies, Stone Lakes will have an increase in achievement of all students. (Division Priority: Invest in Human Capital.)

G1.B1 Core Programs not aligned with New Florida Standards

G1.B1.S1 Implementation of district provided MTPs aligned with Florida Standards will occur.

PD Opportunity 1

Scheduled PLC meeting times

Facilitator

Team Leaders, Leadership Team, Instructional Coaches

Participants

All classroom teachers, support teachers, Leadership Team

Schedule

Monthly, from 8/24/2015 to 6/8/2016

PD Opportunity 2

Schedule grade level planning days quarterly to collaboratively and intentionally plan for standards based instruction.

Facilitator

Instructional Coaches, Team Leaders, Leadership Team

Participants

Teachers, Instructional Coaches; Leadership Team

Schedule

Quarterly, from 9/18/2015 to 6/8/2016

G1.B3 Student Engagement

G1.B3.S1 Implementation of student centered Marzano instruction strategy elements focused on delivering content will occur.

PD Opportunity 1

Provide professional development for Marzano Super 7 strategies.

Facilitator

Instructional Coaches

Participants

Classroom teachers, Instructional Coaches, Leadership team

Schedule

Monthly, from 9/23/2015 to 6/8/2016

PD Opportunity 2

Provide coaching and feedback on increased student engagement.

Facilitator

Instructional Coaches

Participants

Classroom teachers, Instructional Coaches, Leadership team

Schedule

Weekly, from 9/8/2015 to 6/8/2016

G2. By utilizing effective standards-based instruction, Stone Lakes will have a decrease in the achievement gap of student subgroups. (Division Priority: Accelerate Student Performance.)

G2.B1 Lack of differentiated material to meet all students' needs

G2.B1.S1 Implementation of district provided MTPs aligned with Florida Standards will occur.

PD Opportunity 1

Designated weekly common planning times per grade level with administrative support will occur.

Facilitator

Leadership Team, CRT, Reading Coaches, Team Leaders

Participants

All classroom teachers, support teachers, Leadership Team

Schedule

Weekly, from 8/24/2015 to 6/8/2016

PD Opportunity 2

Designated monthly PLC's per grade level with administrative support will occur.

Facilitator

Leadership Team, CRT, Reading Coaches, Team Leaders

Participants

All classroom teachers, support teachers, Leadership Team

Schedule

Monthly, from 8/24/2015 to 6/8/2016

PD Opportunity 3

Designated quarterly Team planning Days.

Facilitator

Leadership Team, CRT, Reading Coaches, Team Leaders

Participants

All classroom teachers, support teachers, Leadership Team

Schedule

Quarterly, from 8/24/2015 to 6/8/2016

G2.B1.S2 Implementation of the I-Ready and Imagine Learning programs will occur to meet the needs of all learners in ELA and Math.

PD Opportunity 1

Purchase I-Ready program and training.

Facilitator

I-Ready trainers, Instructional Coaches, Reading teachers

Participants

Classroom teachers, Reading teachers, Instructional Coaches; Administration

Schedule

Quarterly, from 8/24/2015 to 6/8/2016

PD Opportunity 2

Implementation of Imagine Learning

Facilitator

Imagine Learning trainers, Instructional Coaches, CCT/Staffing Specialist

Participants

Classroom teachers, ELL paraprofessional, Instructional Coaches; Administration

Schedule

Quarterly, from 10/5/2015 to 6/8/2016

Technical Assistance Items

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

G1. By utilizing effective collaborative planning strategies, Stone Lakes will have an increase in achievement of all students. (Division Priority: Invest in Human Capital.)

G1.B1 Core Programs not aligned with New Florida Standards

G1.B1.S1 Implementation of district provided MTPs aligned with Florida Standards will occur.

PD Opportunity 1

Designated weekly common planning times per grade level with administrative support will occur.

Facilitator

Leadership Team, Instructional Coaches, Team Leaders

Participants

All classroom teachers, support teachers, Leadership Team

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Budget

Budget Data

1	G1.B1.S1.A1	Designated weekly common planning times per grade level with administrative support will occur.				\$0.00
2	G1.B1.S1.A2	Scheduled PLC meeting times				\$0.00
3	G1.B1.S1.A3	Schedule grade level planning days quarterly to collaboratively and intentionally plan for standards based instruction.				\$21,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	140-Substitute Teachers	1771 - Stone Lakes Elementary	General Fund		\$21,600.00
			Notes: Each teacher on every grade level will be provided a team planning day quarterly. This funding supports multiple strategies and goals.			
4	G1.B3.S1.A1	Lessons Plans identify the student-centered strategies that will be used to deliver content.				\$0.00
5	G1.B3.S1.A2	Provide professional development for Marzano Super 7 strategies.				\$0.00
6	G1.B3.S1.A3	Provide coaching and feedback on increased student engagement.				\$0.00

Budget Data						
7	G2.B1.S1.A1	Designated weekly common planning times per grade level with administrative support will occur.				\$0.00
8	G2.B1.S1.A2	Designated monthly PLC's per grade level with administrative support will occur.				\$0.00
9	G2.B1.S1.A3	Designated quarterly Team planning Days.				\$0.00
10	G2.B1.S2.A1	Purchase I-Ready program and training.				\$22,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	9100	239-Other	1771 - Stone Lakes Elementary	General Fund		\$22,000.00
			<i>Notes: Purchase of I-Ready computer program for K-5.</i>			
11	G2.B1.S2.A2	Implementation of planned Tier II and Tier III groups will occur based on I-Ready and MAPS data, 504/ESE accommodations and additional classroom data.				\$0.00
12	G2.B1.S2.A3	Implementation of Imagine Learning				\$0.00
					Total:	\$43,600.00