

Orange County Public Schools

Stone Lakes Elementary



2016-17 Schoolwide Improvement Plan

Stone Lakes Elementary

15200 STONEYBROOK BLVD, Orlando, FL 32828

<https://stonelakeses.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	28%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	58%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	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

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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- 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.

2016-17 DA Category and Statuses for Stone Lakes Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	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 lead our students to success with the support and involvement of families and the community.

b. Provide the school's vision statement.

To be the top producer of successful students in the nation.

2. School Environment

a. 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. Other information that supports a better understanding of students has been gathered through the Best Practices for Inclusive Education (BPIE) assessment. The BPIE has 34 indicators which helps schools focus on planning, MTSS and communication. In addition, the school learns about students' cultures and builds relationships within the various yearly events including Family Fun Night, Multicultural Night and Science Nights.

b. 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.

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.

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 three years on how to effectively implement the CHAMPS model into their classrooms. The latest training date was August 10, 2016. 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 10, 2016.

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.

The school's 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.

Indicator 30 representing learning opportunities and resources according to the Best Practices for Inclusive Education (BPIE) is addressed and understood by stakeholders.

3. Early Warning Systems

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

a. 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.

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	11	8	7	11	10	16	0	0	0	0	0	0	0	63
One or more suspensions	1	0	1	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	10	32	44	35	40	42	0	0	0	0	0	0	0	203
Level 1 on statewide assessment	0	0	0	12	17	18	0	0	0	0	0	0	0	47

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	2	2	5	13	16	20	0	0	0	0	0	0	0	58

c. 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.
- Indicator 20 of the Best Practices for Inclusive Education (BPIE) focuses on multi-tiered system of student supports (MTSS) and assists with the formation of Tier II and Tier III strategies.

B. Family and Community Engagement

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

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.

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

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Positive relationships are built in a number of ways including 100% of classes will have assigned room parents. At 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 2016, 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 2015-2016 goal of one cart of mobile devices per grade level was almost met last year. This year's goal is to have one cart of mobile devices per grade level. Kindergarten and First Grade are the only grade levels where carts are needed.

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.

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

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Dolfi, Bryan	Principal
Plank, Michelle	Instructional Coach
Morris, Alison	School Counselor
Scott, Natalie	Instructional Coach
Pittman, Christine	Other
Long, Kathy	Assistant Principal

b. Duties

1. 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 I instruction/intervention, collaborate with other staff to implement Tier II and/or Tier III interventions, and integrate Tier I materials/instruction with Tier II and III 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 III Intervention, conducts assessments and gathers data, as well as collaborates with grade level teams to provide MTSS support.

-Behavior Specialist and Guidance Counselor monitor school-wide behavior program (CHAMPS), participate in the collection and analysis of behavior data, develop Tier II and Tier III behavioral interventions, and provide support for implementation of Tier II and III interventions and monitoring.

-School Leadership Team, through the process of the BPIE school assessment, will continue the support of the inclusion model for students in the ASD classrooms. The school priority, based on the BPIE assessment, is for the administration to communicate expectations for all personnel to use person first language. This will be completed through modeling of the behavior and setting expectations for all staff.

-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.

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.

- 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 I – Core Instruction in place along with the district 2016-17-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 II and III 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Bryan Dolfi	Principal
Marcelo Brandao	Parent
Tara Zeller	Parent
Tooba Afzal	Parent
Monica Montalvo	Parent
Christine Pittman	Teacher
Michelle Plank	Teacher
Jessica Benscoter	Teacher
Kristin Bider	Teacher
Andrea Weigand	Parent
Ronnie Waldman	Teacher
Shawna Sherry	Parent
Ericka Waters Redd	Parent
Rebecca Samaan	Parent
Teal Zambri	Teacher
Samira Lecusay	Teacher
JaRhonda Perry	Parent
Abid Benwali	Business/Community
Yesenia Rivera	Education Support Employee
Gina Waldron	Parent
Anicia Rodriguez	Parent
Darshna Patel	Parent
Kinjal Shah	Parent
Catherine Escarcha	Parent

b. Duties

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

a. 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.

b. 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.

c. 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 on the most beneficial ways to spend available funds to meet individual student's needs.

2. 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.

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
Dolfi, Bryan	Principal
Brock, Carol	Teacher, K-12
Morris, Alison	School Counselor
Musum, Melanie	Teacher, K-12
Nyffeler, Roberta	Teacher, ESE
Pittman, Christine	Other
Waldman, Ronnie	Teacher, K-12
Plank, Michelle	Instructional Coach
Scott, Natalie	Instructional Coach
Long, Kathy	Assistant Principal

b. Duties

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

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 materials 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.

D. Public and Collaborative Teaching

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

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

Our school motto for 2016-2017 is "Soaring for Gold." 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.

2. 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.

3. 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 certificates 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.

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.

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. Teachers use IMS to access the district Measurement Topic Plans (MTPs) to plan lessons aligned to content standards for their subject and 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.

Data drives daily instruction and is discussed at 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. Tier II and Tier III students are also progress monitored bi-weekly (Tier II) or weekly (Tier III) to determine success of implemented intervention programs.

The Best Practices for Inclusive Education (BPIE) are based upon a school level self-assessment used to determine needs and identify strategies which are then incorporated into Tier II and Tier III interventions in which indicator 20 focuses on multi-tiered system of student supports (MTSS).

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: 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
- Enrichment

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 monthly teacher 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
- Enrichment

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 monthly teacher data chats.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 2016. 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.

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.

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 curriculum/science family nights have been planned for the fall and spring of the 2016-2017 school year. During the spring of 2017, 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 Guidance Counselor will work with fifth grade teachers to ensure all students complete the EPAP before the end of the school year.

2. 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 curriculum/science 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.

3. 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 OPCS.

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.

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 led 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. This year fourth grade students will work through Project Lead the Way (PLTW) activities and lessons that focus on investigation, experimentation, and problem solving.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase ELA, Mathematics, and Science proficiency in all subgroups. (Division Priority: Accelerate student performance)
- G2.** Increase ELA and Mathematics learning gains in the top 25%. (Division Priority: Narrow the achievement gaps)
- G3.** Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Ensure college and career readiness)

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 ELA, Mathematics, and Science proficiency in all subgroups. (Division Priority: Accelerate student performance) 1a

G081840

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	84.0
FSA Mathematics Achievement	87.0
Statewide Science Assessment Achievement	84.0

Targeted Barriers to Achieving the Goal 3

- Vertical alignment of standards across grade levels
- Student Engagement

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Bryan Dolfi

Schedule

Monthly, from 9/1/2016 to 5/31/2017

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. Increase ELA and Mathematics learning gains in the top 25%. (Division Priority: Narrow the achievement gaps) 1a

G081841

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	64.0
Math Gains	64.0

Targeted Barriers to Achieving the Goal 3

- Motivation and engagement of the students

Resources Available to Help Reduce or Eliminate the Barriers 2

- STEM/AIMS labs, Kagan, Mentorship program, PLTW

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Bryan Dolfi

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

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

G3. Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Ensure college and career readiness) 1a

G081842

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	54.0
Math Lowest 25% Gains	61.0

Targeted Barriers to Achieving the Goal 3

- Lack of differentiated material to meet all students' needs

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G3. 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 9/1/2016 to 5/31/2017

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. Increase ELA, Mathematics, and Science proficiency in all subgroups. (Division Priority: Accelerate student performance) 1

 G081840

G1.B1 Vertical alignment of standards across grade levels 2

 B216457

G1.B1.S1 By utilizing effective collaborative planning strategies, Stone Lakes will have an increase in achievement of all students. 4

 S228801

Strategy Rationale

By collaboratively and intentionally planning standards based lessons there will be an increase in the achievement of all students.

Action Step 1 5

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

Person Responsible

Bryan Dolfi

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Grade level lesson plans will be posted on Sharepoint.

Action Step 2 5

Scheduled grade level and vertical alignment PLC meeting times.

Person Responsible

Bryan Dolfi

Schedule

Monthly, from 8/15/2016 to 5/31/2017

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 8/15/2016 to 5/31/2017

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

Bryan Dolfi

Schedule

Weekly, from 8/15/2016 to 5/31/2017

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

Bryan Dolfi

Schedule

Daily, from 8/29/2016 to 5/31/2017

Evidence of Completion

Administration and Instructional Coaches will conduct class observations using lesson plans as a guide to match instruction 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

Bryan Dolfi

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Submitted lesson plans and observed implementation of lessons by administration.

G1.B3 Student Engagement 2

 B216459

G1.B3.S1 Implementation of Kagan collaborative structures focused on increasing student engagement and accountability. 4

 S228804

Strategy Rationale

Increasing the amount of planned student collaboration strategies that will allow students to engage and deepen their understanding of content and standards.

Action Step 1 5

Kagan collaborative structures training for instructional staff.

Person Responsible

Bryan Dolfi

Schedule

On 8/4/2016

Evidence of Completion

Sign-in sheet from training.

Action Step 2 5

Implementation of Kagan structures

Person Responsible

Bryan Dolfi

Schedule

Daily, from 8/15/2016 to 5/31/2017

Evidence of Completion

An increase in the number of student collaboration and grouping opportunities.

Action Step 3 5

Provide coaching and feedback on increased student engagement.

Person Responsible

Michelle Plank

Schedule

Weekly, from 8/29/2016 to 5/31/2017

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 Kagan structures.

Person Responsible

Bryan Dolfi

Schedule

Daily, from 8/29/2016 to 5/31/2017

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

Bryan Dolfi

Schedule

Daily, from 8/15/2016 to 5/31/2017

Evidence of Completion

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

G2. Increase ELA and Mathematics learning gains in the top 25%. (Division Priority: Narrow the achievement gaps) 1

G081841

G2.B1 Motivation and engagement of the students 2

B216461

G2.B1.S1 Implementation of Kagan collaborative structures focused on increasing student engagement and accountability. 4

S228806

Strategy Rationale

Increasing the amount of planned student collaboration strategies that will allow students to engage and deepen their understanding of content and standards.

Action Step 1 5

Kagan collaborative structures training for instructional staff.

Person Responsible

Bryan Dolfi

Schedule

On 8/4/2016

Evidence of Completion

Sign-in sheet from training.

Action Step 2 5

Implementation of Kagan structures

Person Responsible

Bryan Dolfi

Schedule

Daily, from 8/15/2016 to 5/31/2017

Evidence of Completion

An increase in the number of student collaboration and grouping opportunities.

Action Step 3 5

Provide coaching and feedback on increased student engagement.

Person Responsible

Michelle Plank

Schedule

On 5/31/2017

Evidence of Completion

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

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

Classroom observations to ensure the use of planned Kagan structures

Person Responsible

Bryan Dolfi

Schedule

Daily, from 8/29/2016 to 5/31/2017

Evidence of Completion

Observations with meaningful and actionable feedback for teachers

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

Classroom observations

Person Responsible

Bryan Dolfi

Schedule

On 5/31/2017

Evidence of Completion

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

G2.B1.S2 Teachers' deliberate practice plans focused on Super 7 Marzano elements. 4

S228807

Strategy Rationale

Specific and targeted growth plans and professional development on elements involving student engagement will increase engagement in the classroom.

Action Step 1 5

Professional Development of Marzano Super 7 elements.

Person Responsible

Bryan Dolfi

Schedule

Monthly, from 8/24/2016 to 5/31/2017

Evidence of Completion

Sign-in sheets of professional development sessions.

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

Classroom observations to ensure the use of the Super 7 elements

Person Responsible

Bryan Dolfi

Schedule

Daily, from 8/29/2016 to 5/31/2017

Evidence of Completion

Observations with meaningful and actionable feedback for teachers.

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

Classroom observations

Person Responsible

Bryan Dolfi

Schedule

Daily, from 8/15/2016 to 5/31/2017

Evidence of Completion

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

G3. Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Ensure college and career readiness) 1

G081842

G3.B1 Lack of differentiated material to meet all students' needs 2

B216464

G3.B1.S1 Implementation of district provided MTPs aligned with Florida Standards will occur. 4

S228808

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 8/15/2016 to 5/31/2017

Evidence of Completion

Team Meeting Notes and 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 8/15/2016 to 5/31/2017

Evidence of Completion

PLC Meeting Notes

Action Step 3 5

Designated quarterly team planning days.

Person Responsible

Bryan Dolfi

Schedule

Quarterly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Lesson Plans

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

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

Person Responsible

Bryan Dolfi

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

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

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

Classroom Observations

Person Responsible

Bryan Dolfi

Schedule

Daily, from 8/15/2016 to 5/31/2017

Evidence of Completion

Administration will conduct class observations and provide actionable feedback.

Plan to Monitor Effectiveness of Implementation of G3.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 8/15/2016 to 5/31/2017

Evidence of Completion

Submitted lesson plans and observed implementation of lessons by administration.

G3.B1.S2 Implementation of the I-Ready program will occur to meet the needs of all learners in ELA and Math. 4

 S228809

Strategy Rationale

By using the I-Ready program, student lessons will be differentiated during small group instruction.

Action Step 1 5

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

Person Responsible

Bryan Dolfi

Schedule

Daily, from 8/22/2016 to 5/31/2017

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

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

Person Responsible

Bryan Dolfi

Schedule

Biweekly, from 9/2/2016 to 5/31/2017

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Student achievement will be monitored through bi-weekly Tier II and Tier III MTSS meetings.

Person Responsible

Bryan Dolfi

Schedule

Biweekly, from 9/2/2016 to 5/31/2017

Evidence of Completion

Data from the lessons and assessments on I-Ready will be analyzed during bi-weekly data meetings.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B3.S1.A1 A291054	Kagan collaborative structures training for instructional staff.	Dolfi, Bryan	8/4/2016	Sign-in sheet from training.	8/4/2016 one-time
G2.B1.S1.A1 A291058	Kagan collaborative structures training for instructional staff.	Dolfi, Bryan	8/4/2016	Sign-in sheet from training.	8/4/2016 one-time
G1.MA1 M292716	Stone Lakes' students will be progressed monitored for increased student achievement through...	Dolfi, Bryan	9/1/2016	Teachers will use student data in order to progress monitor and make instructional decisions to meet the needs of all students.	5/31/2017 monthly
G2.MA1 M292721	Stone Lakes' students will be progressed monitored for increased student achievement through...	Dolfi, Bryan	9/1/2016	Teachers will use student data in order to progress monitor and make instructional decisions to meet the needs of all students.	5/31/2017 monthly
G3.MA1 M292727	Stone Lakes' students will be progressed monitored for growth in ELA and Mathematics through...	Dolfi, Bryan	9/1/2016	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.	5/31/2017 biweekly
G1.B1.S1.MA1 M292706	Review of Lesson Plans and alignment to district MTPs and Florida Standards will occur.	Dolfi, Bryan	8/15/2016	Submitted lesson plans and observed implementation of lessons by administration.	5/31/2017 weekly
G1.B1.S1.MA1 M292707	Lesson Plan review	Dolfi, Bryan	8/15/2016	Teachers will plan lessons aligned to Florida Standards with increased levels of rigor.	5/31/2017 weekly
G1.B1.S1.MA2 M292708	Classroom Observations	Dolfi, Bryan	8/29/2016	Administration and Instructional Coaches will conduct class observations using lesson plans as a guide to match instruction and provide meaningful and actionable feedback.	5/31/2017 daily
G1.B1.S1.A1 A291047	Designated weekly common planning times per grade level with administrative support will occur.	Dolfi, Bryan	8/15/2016	Grade level lesson plans will be posted on Sharepoint.	5/31/2017 weekly
G1.B1.S1.A2 A291048	Scheduled grade level and vertical alignment PLC meeting times.	Dolfi, Bryan	8/15/2016	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.	5/31/2017 monthly
G1.B1.S1.A3 A291049	Schedule grade level planning days quarterly to collaboratively and intentionally plan for...	Dolfi, Bryan	8/15/2016	Teams will analyze the rigor and depth required in the Florida Standards to plan lessons to increase the achievement of all students.	5/31/2017 quarterly
G1.B3.S1.MA1 M292714	Classroom observations	Dolfi, Bryan	8/15/2016	Feedback within observations that show increased use of student centered instructional strategies to deliver content will be used as evidence.	5/31/2017 daily
G1.B3.S1.MA1 M292715	Classroom observations to ensure the use of planned Kagan structures.	Dolfi, Bryan	8/29/2016	Observations with meaningful and actionable feedback for teachers.	5/31/2017 daily
G1.B3.S1.A2 A291055	Implementation of Kagan structures	Dolfi, Bryan	8/15/2016	An increase in the number of student collaboration and grouping opportunities.	5/31/2017 daily
G1.B3.S1.A3 A291056	Provide coaching and feedback on increased student engagement.	Plank, Michelle	8/29/2016	Increased observation data will show the rise in the use of student centered strategies.	5/31/2017 weekly
G2.B1.S1.MA1 M292717	Classroom observations	Dolfi, Bryan	8/15/2016	Feedback within observations that show increased use of student centered instructional strategies to deliver content will be used as evidence.	5/31/2017 one-time

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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
G2.B1.S1.MA1 M292718	Classroom observations to ensure the use of planned Kagan structures	Dolfi, Bryan	8/29/2016	Observations with meaningful and actionable feedback for teachers	5/31/2017 daily
G2.B1.S1.A2 A291059	Implementation of Kagan structures	Dolfi, Bryan	8/15/2016	An increase in the number of student collaboration and grouping opportunities.	5/31/2017 daily
G2.B1.S1.A3 A291060	Provide coaching and feedback on increased student engagement.	Plank, Michelle	8/29/2016	Increased observation data will show the rise in the use of student centered strategies.	5/31/2017 one-time
G3.B1.S1.MA1 M292722	Review of Lesson Plans and alignment to district MTPs and depth of Florida Standards will occur.	Dolfi, Bryan	8/15/2016	Submitted lesson plans and observed implementation of lessons by administration.	5/31/2017 weekly
G3.B1.S1.MA1 M292723	Lesson Plans will be reviewed and actionable feedback given from classroom observations.	Dolfi, Bryan	8/15/2016	Standards based lessons will be collaboratively planned to meet the needs of all learners.	5/31/2017 weekly
G3.B1.S1.MA3 M292724	Classroom Observations	Dolfi, Bryan	8/15/2016	Administration will conduct class observations and provide actionable feedback.	5/31/2017 daily
G3.B1.S1.A1 A291062	Designated weekly common planning times per grade level with administrative support will occur.	Dolfi, Bryan	8/15/2016	Team Meeting Notes and Lesson Plans	5/31/2017 weekly
G3.B1.S1.A2 A291063	Designated monthly PLC's per grade level with administrative support will occur.	Dolfi, Bryan	8/15/2016	PLC Meeting Notes	5/31/2017 monthly
G3.B1.S1.A3 A291064	Designated quarterly team planning days.	Dolfi, Bryan	8/15/2016	Lesson Plans	5/31/2017 quarterly
G2.B1.S2.MA1 M292719	Classroom observations	Dolfi, Bryan	8/15/2016	Feedback within observations that show increased use of student centered instructional strategies to deliver content will be used as evidence.	5/31/2017 daily
G2.B1.S2.MA1 M292720	Classroom observations to ensure the use of the Super 7 elements	Dolfi, Bryan	8/29/2016	Observations with meaningful and actionable feedback for teachers.	5/31/2017 daily
G2.B1.S2.A1 A291061	Professional Development of Marzano Super 7 elements.	Dolfi, Bryan	8/24/2016	Sign-in sheets of professional development sessions.	5/31/2017 monthly
G3.B1.S2.MA1 M292725	Student achievement will be monitored through bi-weekly Tier II and Tier III MTSS meetings.	Dolfi, Bryan	9/2/2016	Data from the lessons and assessments on I-Ready will be analyzed during bi-weekly data meetings.	5/31/2017 biweekly
G3.B1.S2.MA1 M292726	Student data will be monitored using differentiated lessons and assessments through the I-Ready...	Dolfi, Bryan	9/2/2016	Classroom teachers will receive alerts for students not making gains so they can provide direct instruction to individual students.	5/31/2017 biweekly
G3.B1.S2.A1 A291065	Implementation of planned Tier II and Tier III groups will occur based on I-Ready and MAP data,...	Dolfi, Bryan	8/22/2016	Students will receive additional instruction in ELA and Math based on their instructional needs.	5/31/2017 daily

V. Professional Development Opportunities

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

G1. Increase ELA, Mathematics, and Science proficiency in all subgroups. (Division Priority: Accelerate student performance)

G1.B3 Student Engagement

G1.B3.S1 Implementation of Kagan collaborative structures focused on increasing student engagement and accountability.

PD Opportunity 1

Kagan collaborative structures training for instructional staff.

Facilitator

Kagan

Participants

Instructional staff

Schedule

On 8/4/2016

G2. Increase ELA and Mathematics learning gains in the top 25%. (Division Priority: Narrow the achievement gaps)

G2.B1 Motivation and engagement of the students

G2.B1.S1 Implementation of Kagan collaborative structures focused on increasing student engagement and accountability.

PD Opportunity 1

Kagan collaborative structures training for instructional staff.

Facilitator

Kagan

Participants

Instructional Staff

Schedule

On 8/4/2016

G2.B1.S2 Teachers' deliberate practice plans focused on Super 7 Marzano elements.

PD Opportunity 1

Professional Development of Marzano Super 7 elements.

Facilitator

Michelle Plank

Participants

Instructional staff and Leadership team

Schedule

Monthly, from 8/24/2016 to 5/31/2017

VI. Technical Assistance Items

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

G1. Increase ELA, Mathematics, and Science proficiency in all subgroups. (Division Priority: Accelerate student performance)

G1.B1 Vertical alignment of standards across grade levels

G1.B1.S1 By utilizing effective collaborative planning strategies, Stone Lakes will have an increase in achievement of all students.

TA 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 8/15/2016 to 5/31/2017

TA Opportunity 2

Scheduled grade level and vertical alignment PLC meeting times.

Facilitator

Team Leaders, Leadership Team, Instructional Coaches

Participants

All classroom teachers, support teachers, Leadership Team

Schedule

Monthly, from 8/15/2016 to 5/31/2017

TA Opportunity 3

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 8/15/2016 to 5/31/2017

G1.B3 Student Engagement

G1.B3.S1 Implementation of Kagan collaborative structures focused on increasing student engagement and accountability.

TA Opportunity 1

Implementation of Kagan structures

Facilitator

Instructional Coaches

Participants

Classroom teachers, Instructional Coaches, Leadership team

Schedule

Daily, from 8/15/2016 to 5/31/2017

TA Opportunity 2

Provide coaching and feedback on increased student engagement.

Facilitator

Instructional Coaches

Participants

Classroom teachers, Instructional Coaches, Leadership team

Schedule

Weekly, from 8/29/2016 to 5/31/2017

G2. Increase ELA and Mathematics learning gains in the top 25%. (Division Priority: Narrow the achievement gaps)

G2.B1 Motivation and engagement of the students

G2.B1.S1 Implementation of Kagan collaborative structures focused on increasing student engagement and accountability.

TA Opportunity 1

Implementation of Kagan structures

Facilitator

Instructional Coaches

Participants

Classroom teachers, Instructional Coaches, Leadership team

Schedule

Daily, from 8/15/2016 to 5/31/2017

TA Opportunity 2

Provide coaching and feedback on increased student engagement.

Facilitator

Instructional Coaches

Participants

Classroom teachers, Instructional Coaches, Leadership team

Schedule

On 5/31/2017

G3. Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Ensure college and career readiness)

G3.B1 Lack of differentiated material to meet all students' needs

G3.B1.S1 Implementation of district provided MTPs aligned with Florida Standards will occur.

TA 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 8/15/2016 to 5/31/2017

TA 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 8/15/2016 to 5/31/2017

TA 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 8/15/2016 to 5/31/2017

VII. Budget

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 grade level and vertical alignment 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	2016-17
	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	Kagan collaborative structures training for instructional staff.				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	310-Professional and Technical Services	1771 - Stone Lakes Elementary	General Fund		\$7,000.00
5	G1.B3.S1.A2	Implementation of Kagan structures				\$0.00
6	G1.B3.S1.A3	Provide coaching and feedback on increased student engagement.				\$0.00
7	G2.B1.S1.A1	Kagan collaborative structures training for instructional staff.				\$0.00
8	G2.B1.S1.A2	Implementation of Kagan structures				\$0.00
9	G2.B1.S1.A3	Provide coaching and feedback on increased student engagement.				\$0.00
10	G2.B1.S2.A1	Professional Development of Marzano Super 7 elements.				\$0.00
11	G3.B1.S1.A1	Designated weekly common planning times per grade level with administrative support will occur.				\$0.00
12	G3.B1.S1.A2	Designated monthly PLC's per grade level with administrative support will occur.				\$0.00
13	G3.B1.S1.A3	Designated quarterly team planning days.				\$0.00
14	G3.B1.S2.A1	Implementation of planned Tier II and Tier III groups will occur based on I-Ready and MAP data, 504/ESE accommodations and additional classroom data.				\$0.00
					Total:	\$28,600.00