

Orange County Public Schools

Rock Lake Elementary



2016-17 Schoolwide Improvement Plan

Rock Lake Elementary

408 N TAMPA AVE, Orlando, FL 32805

<https://rocklakees.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 PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

	2017-18	2014-15	2013-14	2012-13
Year	F	D*	C	D
Grade				

**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 Rock Lake Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Comprehensive Support & Improvement - Implementing Cycle 1 Dmt

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

OCPS Mission

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

b. Provide the school's vision statement.

OCPS Vision

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.

Rock Lake Elementary has built a sense of community that includes both teacher and student. Teachers learn as much as possible about students' personal interests and backgrounds through classwork exercises including journal writing activities, data chats, student-teacher meetings, and class discussions. The entire staff at Rock Lake also models appropriate behaviors to ensure that positive student behaviors are evident school-wide.

A variety of text used by the students portrays a wide diversity of people and locations. As fourth-grade students study Florida history and fifth-grade students study American history, the impact of diverse cultures is emphasized. During Hispanic Heritage Month and Black History Month, our music, art, and physical education teachers include representations of many cultural themes.

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

Rock Lake Elementary has a school-wide discipline program (CHAMPS), which is a systematic proactive approach that encourages positive and safe behavior. Students are greeted upon arrival by staff members and provided a nutritious breakfast. As students enter the classroom, teachers welcome them by name. During the school day, teachers create a non-threatening learning environment that encourages risk-taking which is a critical component for rigorous learning. High expectations for student learning are non-negotiable. Positive behaviors are reinforced throughout the day using a reward system. Teachers end the day with positive feedback and high expectations for the following day. Staff members ensure a safe and orderly dismissal.

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.

Rock Lake Elementary implements a school-wide behavioral program (CHAMPS). CHAMPS is a systematic proactive approach that includes clear expectations for routines and procedures throughout the day. Each teacher is CHAMPS- trained to ensure that the program is implemented with fidelity. Every nine weeks, the Dean of Students reviews the OCPS Code of Conduct with each grade level. An alternative classroom setting is available to meet the needs of students who are displaying difficulties in their homeroom setting. Incentives are also provided for students who demonstrate positive behaviors academically and socially. Through the MTSS framework, specific

students meet with Dean Williams daily to discuss their progress toward their behavior goal. Through the City of Orlando Police Department, Officer Abramson meets weekly with our fifth-grade students using the Super Kids program.

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.

Rock Lake Elementary ensures that all students social-emotional needs are being met through monthly character education-themed discussions and small group social skills training. Teachers embed character traits throughout their daily instructional practices. The MTSS team identifies at-risk students that need more behavior support through targeted behavior interventions. Once students are identified, they are monitored and interventions are modified based on data. Outside mental health agencies and licensed school-based personnel provide individual counseling for students in need. We have established a mentoring program wherein community stakeholders develop positive relationships with students.

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.

After two consecutive absences, teachers make communication with the parent regarding students absences. An incentive program is implemented for the classrooms with 90% or better attendance.

Rock Lake utilizes a school-wide discipline program(CHAMPS). Through this program, students are taught positive behavior strategies and teachers communicate consistent routines and procedures throughout the learning day. Students with multiple suspensions are referred to Tier II or Tier III structures within the MTSS framework. Data is analyzed by the MTSS team to develop behavior plans that meet the individual needs of students.

Individual student data to include the lowest 30% and enrichment students is analyzed and disaggregated during bi-weekly data meetings. Reading deficiency letters and possible retention letters are drafted and communicated to parents during the beginning and mid-point of the school year.

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	14	9	8	10	18	12	0	0	0	0	0	0	0	71
One or more suspensions	3	3	5	15	11	18	0	0	0	0	0	0	0	55
Course failure in ELA or Math	15	12	16	27	30	20	0	0	0	0	0	0	0	120
Level 1 on statewide assessment	0	0	0	21	21	20	0	0	0	0	0	0	0	62

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	7	6	7	22	26	20	0	0	0	0	0	0	0	88

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

Rock Lake uses a comprehensive approach to improve the academic performance of students with two or more early warning indicators. Through the MTSS framework; students are monitored and placed in fluid intervention groups based on skill levels. Tier-II students are monitored bi-weekly and Tier-III students are monitored weekly for progress; academically and behaviorally. Also, all students have the opportunity to participate in an extra hour of reading instruction. The leadership team meets weekly to monitor the early warning system and then a plan is put into place. Students with attendance below 90% will have a home visit by the social worker; course failure or level 1 on statewide assessments will receive support from our intervention specialists daily. Saturday school academy will also be offered to students. Students with one or more suspensions are monitored by the dean using the discipline tracking spreadsheet.

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?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/307298>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

In accordance with the goal of sustained community engagement, in the Mission statement of Orange County Public Schools, Rock Lake Elementary participates in the Partners in Education program which links businesses and organizations with schools in relationships that enhance student learning and promote community engagement. At Rock Lake, the Partner in Education (PIE) Coordinator attends the district offered Partner in Education training. In discussions with the Principal, members of the School Advisory Council (SAC), and PTA, faculty and staff, we develop priorities that we wish to implement here at Rock Lake. Additionally, we align our priorities and our goals with our School Improvement Plan. The PIE Coordinator writes and places these goals into the PIE district computer based system. As prospective Partners respond to the goals placed into the PIE system, the PIE Coordinator contacts them and matches them to the opportunities in which they have expressed an interest. The PIE Coordinator also maintains contact with the already existing Partners at the school, through e-mails, phone calls and visits. Pictures are always taken and thank you cards are made and sent to our Partners; Partners are invited to school events (after going through the ADDitions process), Partners are

honored at a PIE/Volunteer Breakfast held at the end of the school year, and are nominated for the Outstanding Partner In Education Award Ceremony, held at Sea World in April. Students and families benefit greatly from these partnerships in mentoring, in providing opportunities that students may not otherwise have enjoyed, and for families, knowing they have the support of the community, even beyond Rock Lake.

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
Broner, Robin	Principal
Tatum, Gabrielle	Other
Adderley, Sharna	School Counselor
Lorenz-Clark, Mary	Other
Littles, Danielle	Instructional Coach
Foster, Ashley	Instructional Coach
Ludwig, Janet	Other
Williams, Ronald	Dean

b. Duties

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

The role of our school-based leadership team is to provide support for all classroom teachers and students. This team is comprised of administrators, resource teachers, and coaches. Administration sets the vision for problem-solving process and facilitates review of fidelity in implementation by conducting classroom walkthroughs and attended data meetings. Coaches share expertise on instructional practices and select interventions in the assigned content area to target specific needs. Coaches support teachers by utilizing the coaching cycled and ensuring implementation of standards-based instruction. They also participate in the design and delivery of professional development and support colleagues through mentoring, pushing in/pulling out of small groups/individuals. The dean and other support staff share behavior strategies and monitor the school safety. The Guidance Counselor will ensure that the goals for the BPIE are implemented with fidelity.

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.

Teachers will begin by implementing the core curriculum with fidelity. Next, students are identified and placed in their identified intervention group, based on school-wide diagnostic assessment data. When a student drops below grade level or shows minimal to no progress; the tiered process begins. Teachers will complete a problem solving request form; MTSS Coach will forward the information to the Child Study Team (CST) to determine student's needs. Meeting with the teacher and most

appropriate CST members will be scheduled to determine why the problem exists through data analysis, identifying specific skill area deficits and coming up with a plan of action. An action plan will be implemented and monitored through CST supervision and progress monitoring for approximately 4-6 weeks or 3 data points. If success continues to be minimal, teachers will complete the intervention analysis form to schedule meeting to access prior interventions and intensify the help needed.

Title I, Part A - Parental Involvement

At the beginning of the school year, Rock Lake Elementary holds its Title I Annual Meeting. We provide opportunities for parents to become more involved in their child's academic progress by holding Report Card Nights each semester as well as parent conferences on an "as needed" basis. Parents are encouraged to attend PTA/SAC/PLC meetings in addition to curriculum nights (Literacy Night, Math Night, Science Night, Black History Month celebration, etc.). We encourage parents to become ADDition volunteers and welcome them into our family. Title I is also providing a school Social Worker, Mrs. Maureen Reynolds. School-to-home materials are also purchased and distributed to parents.

At Rock Lake, we supply food to our neediest of families: 1) The Love Pantry, supported by the Christian Service Center (food staples and resources to parents) 2) Each Friday, every child with parent permission will take home a variety of nonperishable food items purchased largely through Second Harvest Food Bank. We also provide a clothing closet to supply socks, underwear, T-shirts, hats and gloves as well as "gently worn" tops and pants. We provide information to our parents through monthly newsletters, Connect Orange, our marquee, student planners and individual telephone calls.

Rock Lake Elementary follows the Florida Continuous Improvement Model (FCIM) as its research-based improvement model. This implementation includes the following components of the Plan-Do-Check-Act model.

- Disaggregation of Data
- Timeline Development
- Instructional Focus Calendar
- Continuous and frequent assessment
- Intervention strategies
- Tutorials
- Enrichment
- Reteach
- Maintenance
- Monitoring

Title I, Part C-Migrant

The district-based migrant liaison provides services and support as needed to qualifying students and parents.

Title I, Part D

The district receives funds for students in need of neglected and delinquent services.

Title II

Teachers participate regularly in research-based professional learning based on student assessment data to promote the implementation with fidelity of appropriate best practices to support district initiatives and academic/behavioral goals as set forth in the School Improvement Plan.

Title III

Funds for educational services, resources, and ELL support are provided through the district to improve the education of immigrants and English Language Learners.

Title X - Homeless

Our district homeless social worker provides resources, such as social services, assistance with referrals, clothing, food pantry, and other basic needs as identified for homeless students under the McKinney-Vento Act. Our parent resource teacher regularly communicates with our parents to assist with the distribution of resources and educational materials.

Supplemental Academic Instruction (SAI)

SAI funds are directed to the support of hiring a reading coach to support teachers in teaching and learning.

P-SELL

Rock Lake is in our second year of participation in P-SELL (Promoting Science among English Language Learners) with our fifth-grade students. Through this grant, Rock Lake's fifth-grade teacher's participate in P-SELL training which highlights a standards-based and inquiry approach to science teaching and learning.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Robin Broner	Principal
Janet Ludwig	Teacher
Mary Lorenz	Teacher
Angie Thomas	Parent
Sandra Brown	Business/Community
Nla Teele	Parent
Shelly Sears	Parent
Danielle Littles	Teacher
Gabrielle Tatum	Teacher

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

The SAC members reviewed the 2015-16 school improvement plan. The goals, barriers and strategies were discussed and SAC members provided feedback based on the academic and community needs. Ideas were generated and the SIP was monitored for effectiveness and changes were made throughout the year to meet the needs of the school.

b. Development of this school improvement plan

Through the collaborative effort of our SAC members, we gathered feedback from the needs assessment survey, parental involvement survey, and 2015-16 SIP. Information was also gathered

from the differentiated accountability representatives and changes were made based on committee recommendations.

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

We reviewed 2015-16 budget and took recommendations from the SAC committee members during our annual budget meeting. We met with the leadership team and established a calendar of events based on budget recommendations.

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

Saturday Academy (\$7,000)

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.

Membership and duties will be entered in the School Improvement Plan after the annual Title I meeting in September 2014.

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
Broner, Robin	Principal
Tatum, Gabrielle	Instructional Coach
Littles, Danielle	Instructional Coach
Lorenz-Clark, Mary	Other
Williams, Lakeisha	Other

b. Duties

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

The major initiative of the LLT is to increase our percentage of students reading on grade level and above by implementing standards-based instruction and rigorous tasks. The LLT focuses on the implementation of the Florida State Standards using complex text and to close the achievement gap between all subgroups in the area of reading at each grade level. An emphasis is placed on the use of research-based practices including close reading strategies, higher-order thinking questions, accountable talk and collaborative structures. Members of the team develop a school-wide plan to promote literacy across content areas. They also plan activities such as reading night, Battle of the Books, and extended media to promote literacy within the school.

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.

Rock Lake Elementary promotes collaborative planning and instruction through common planning, reflective teaching and shared ideas. We provide teachers with professional development which included cognitive student engagement, developing rigorous tasks using Webb's Depth of Knowledge, and utilizing the instructional strategies. Positive working relationships between teachers are ongoing through the use of mentoring, demonstration classrooms, effective feedback, the coaching cycle, and courageous conversations. Teachers demonstrate their commitment by participating in goal-setting, academic nights and having high expectations that meet the needs of all students to succeed.

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

In order to recruit highly qualified teachers, our school provides teacher incentive pay along with retention pay. To retain these effective teachers our Instructional Coach, Danelle Littles, assigns mentors for beginning and identified teachers, facilitates and/or monitors ongoing professional development, arranges common (shared) planning opportunities, holds bi-monthly beginning teacher meetings, and monitors weekly mentor-mentee collaboration.

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

Our teacher mentoring program is designed to increase our retention of highly qualified, beginning teachers. Our program includes orientation, professional development, opportunities to observe best practices in teaching and learning, and personal and professional support for beginning and other identified teachers. These teachers will also receive feedback on their work in light of student achievement data. The majority of our mentors and mentees are paired based on their grade level with teachers that have a proven track record based on data. Others are paired with coaches based on individual needs and like-interests. Activities throughout the year will include goal setting, peer observations, reflective conferences, data-driven discussions, and analyzing student work. Our mentoring program will provide the tools necessary for our beginning and targeted teachers to become reflective classroom 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.

Rock Lake Elementary ensures that core instruction is aligned to the Florida standards. Through collaboration, the teachers use the items specifications, scope and sequence, instructional focus calendars, and measurement topic plans to create unit plans that include common assessments and rigorous lesson progressions. The instructional programs and materials are used to support the Florida standards. The administrative team will conduct ongoing professional development to assist with deconstructing the Florida standards.

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.

Rock Lake Elementary uses student progress monitoring data such as FSA data, common assessment data, PAST/CORE Phonics, i-Ready, etc.. to identify our Tier II and Tier III students. The Leadership team will conduct bi-weekly data meetings with PLC teams and quarterly meetings with individual teachers. Teachers will differentiate instruction using grouping methods based on student data. In addition, students are identified and placed in their intervention group for a minimum of thirty minutes based on assessment data.

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

Strategy: After School Program

Minutes added to school year: 4,320

STEMscopes is an enrichment program that is offered to our 5th grade students. STEMscopes NGSS is an all-in-one STEM solution that is rooted in the IDEA model, and an instructional method that connects the three dimensions of NGSS. The program focuses on problem-based learning, engineering challenges, scientific investigations, math and literacy connections, and culminating claim-evidence-reasoning assessments at your fingertips.

Strategy Rationale

Enrichment activities through project-based learning to enhance students learning in science, reading, writing, and math.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Foster, Ashley , ashley.foster2@ocps.net

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

Enrichment outcomes will be measured by pre and post assessments.

Strategy: After School Program

Minutes added to school year: 2,610

After school tutoring

Strategy Rationale

After school Tutoring will be offered to 3-5 grade students to intervene and enrich core academic instruction across content areas in reading, math, and science

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Littles, Danielle, danielle.littles@ocps.net

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

Assessment data

Strategy: Weekend Program

Minutes added to school year: 1,260

The Saturday School Academy will be offered to students on Saturdays from January to April to address skills in ELA, math, and science.

Strategy Rationale

The Saturday School Academy will be offered to all students to provide intervention and enrichment instruction in the core subject areas.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Littles, Danielle, danielle.littles@ocps.net

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

Pre/post assessment data, common assessment

Strategy: Extended School Day

Minutes added to school year: 10,800

Based on the 2016 Florida Standards Assessment reading scores, a requirement was set by the state to add one extra hour of reading instruction to the regular school day.

Strategy Rationale

An extra hour added to the school day gives students the opportunity for extended learning in reading and provides a positive impact on their academic performance.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Broner, Robin, robin.broner@ocps.net

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

assessment data

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.

Local preschools, Head Start, VPK and daycares are welcome to visit our campus. A Kindergarten "Round-up" is scheduled every Spring to register students and provide vital information for prospective kindergartners and their parents.

Parents are encouraged to bring their students to "Meet the Teacher" during preplanning week and also participate in Open House.

The "transition" from preschool to kindergarten begins with diagnostic evaluations including Literacy First. Students are given FLKRS and MAP to determine readiness for kindergarten skill development. The data is then used to drive the instruction.

School volunteers assist kindergarten teachers throughout the school year, especially in the beginning of the year. Volunteers provide the extra attention to students who are experiencing transitional difficulties.

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.

At Rock Lake, we offer the STEMscopes program which drives student inquiry and a passion for STEM. It helps our students understand the nuances and complexity of scientific investigations, engineering challenges, content connection videos, claim-evidence-reasoning assessments, and more. In addition, Rock Lake has enhanced its digital curriculum to include i-Ready and CAPE. With immediate access to these programs, students are exposed to an increase of non-fiction text and practical applications. Students also have the opportunity to participate in the Teach-In process where business partners and other community stakeholders present information about their careers and their career path.

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

At Rock Lake we provide students with instruction across content areas. In every subject, teachers use real-world applications to reinforce students' higher-order academic skills and enhance rigor in the classroom. We provide students with the opportunity to participate in reading, math, and science nights; as well as, teach-in. During these events, real-world people are brought in to speak about their careers.

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

Teachers infuse real-world applications during their instructional practices across content areas. These strategies allow students to stretch their thinking while engaging in cognitively complex tasks. STEM inquiry investigations and experiments are taking place weekly within the academic instruction to provide hands-on experiences with science, math, engineering, and technology integration and problem-solving in real-world situations.

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.

n/a

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement will increase when we implement the MTSS process with fidelity, which will include disaggregating and analyzing data for specific subgroups.

- G2.** Student achievement will increase when teachers apply rigorous standards-based instruction across content areas.

Strategic Goals Detail

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

G1. Student achievement will increase when we implement the MTSS process with fidelity, which will include disaggregating and analyzing data for specific subgroups. 1a

G084842

Targets Supported 1b

Indicator	Annual Target
AMO Reading - African American	67.0
AMO Reading - All Students	69.0
AMO Reading - ELL	67.0
AMO Reading - Hispanic	71.0
AMO Reading - SWD	57.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack an understanding of analyzing and disaggregating data to drive instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- i-Ready
- Common Assessments
- FLDOE Item Test Specifications
- District Support Team
- Enhanced Resources

Plan to Monitor Progress Toward G1. 8

The administration and school-based leadership team will analyze progress monitoring data bi-weekly to determine progress toward the goal.

Person Responsible

Robin Broner

Schedule

Biweekly, from 8/17/2016 to 5/24/2017

Evidence of Completion

Student assessment data

G2. Student achievement will increase when teachers apply rigorous standards-based instruction across content areas. 1a

G084843

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	55.0
AMO Reading - All Students	69.0
AMO Math - All Students	69.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack an understanding of the full intent of the standards and how to implement them in their classrooms through common planning and the instructional framework.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Florida Standards
- Instructional Framework
- Pdsonline
- Enhanced Resources
- FLDOE Test Item Specifications
- Journeys and Go Math Scope and Sequence
- District support team
- i-Ready
- i-Ready

Plan to Monitor Progress Toward G2. 8

The administration and school-based leadership team will analyze progress monitoring data bi-weekly to determine progress towards the goal.

Person Responsible

Robin Broner

Schedule

Biweekly, from 8/17/2016 to 5/24/2017

Evidence of Completion

Assessment Data and iObservation data

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. Student achievement will increase when we implement the MTSS process with fidelity, which will include disaggregating and analyzing data for specific subgroups. 1

G084842

G1.B1 Teachers lack an understanding of analyzing and disaggregating data to drive instruction 2

B225606

G1.B1.S1 Teachers will receive professional development opportunities on data analysis. 4

S237998

Strategy Rationale

By empowering teachers to monitor the effectiveness of their instruction based on data; student subgroups will improve.

Action Step 1 5

The administration will provide teachers with professional development in analyzing and disaggregating data by using multiple data sources.

Person Responsible

Robin Broner

Schedule

Biweekly, from 8/17/2016 to 5/24/2017

Evidence of Completion

PD minutes, PD powerpoint

Action Step 2 5

Teachers will utilize data to make instructional decisions and create fluid intervention and enrichment groups.

Person Responsible

Robin Broner

Schedule

Biweekly, from 8/17/2016 to 5/24/2017

Evidence of Completion

Data meeting minutes, student assessment data, fluid grouping roster

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

The Principal will participate in professional development and data meetings to monitor fidelity of the data process.

Person Responsible

Robin Broner

Schedule

Weekly, from 8/17/2016 to 5/24/2017

Evidence of Completion

Data matrix, data meeting agendas/minutes, assessment data

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

The administrator and school-based leadership team will analyze progress monitoring data bi-weekly to determine progress toward the goal.

Person Responsible

Robin Broner

Schedule

Biweekly, from 8/17/2016 to 5/24/2017

Evidence of Completion

Student assessment data

G2. Student achievement will increase when teachers apply rigorous standards-based instruction across content areas. 1

G084843

G2.B1 Teachers lack an understanding of the full intent of the standards and how to implement them in their classrooms through common planning and the instructional framework. 2

B225607

G2.B1.S1 Through the refining of common planning and PLC's, teachers will understand the full intent of the standards and be able to implement them in their classrooms. 4

S237999

Strategy Rationale

Cultivating common planning and PLC's will allow teachers to dig deeper into the standard using the backward design model with the support of the school-based leadership team.

Action Step 1 5

The school-based leadership team will provide professional development on deconstruction of standards, understanding the instructional framework components, and creating standards-based rigorous lessons.

Person Responsible

Danielle Littles

Schedule

Weekly, from 8/17/2016 to 5/24/2017

Evidence of Completion

common planning and coaches notes

Action Step 2 5

During common planning, teachers will model standards-based lessons to their peers and provide each other with feedback.

Person Responsible

Robin Broner

Schedule

Daily, from 8/17/2016 to 5/24/2017

Evidence of Completion

Common planning notes, iObservation data

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

The Principal will participate in common planning and review common planning notes.

Person Responsible

Robin Broner

Schedule

Weekly, from 8/17/2016 to 5/24/2017

Evidence of Completion

Common planning notes, iObservation data

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

The administration will analyze performance data and iObservation data to determine if teachers are providing rigorous standards-based instruction.

Person Responsible

Robin Broner

Schedule

Weekly, from 8/17/2016 to 5/24/2017

Evidence of Completion

iObservation data and student achievement data

G2.B1.S2 Complete coaching walkthroughs with timely and appropriate feedback for the teachers in regards to the implementation of standards-based instruction that meets the full intent and depth of the standard. 4

S238000

Strategy Rationale

Walkthroughs will be conducted to ensure that teachers are teaching to the full intent of the standard. Actionable timely feedback will result in improved instructional practices.

Action Step 1 5

Administration will utilize iObservation to complete coaching observations and give timely feedback to the teachers to increase teaching and learning and understanding the full intent and depth of the standard.

Person Responsible

Robin Broner

Schedule

Daily, from 8/17/2016 to 5/24/2017

Evidence of Completion

iObservation data

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

The Principal will create an iObservation schedule and create written feedback that is given to teachers.

Person Responsible

Robin Broner

Schedule

Daily, from 8/17/2016 to 5/24/2017

Evidence of Completion

iObservation schedule, iObservation data

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

The Principal will analyze student achievement data and look at building trends.

Person Responsible

Robin Broner

Schedule

Daily, from 8/17/2016 to 5/24/2017

Evidence of Completion

Student achievement data, iObservation instructional practice scores

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.MA1 M314332	The administration and school-based leadership team will analyze progress monitoring data bi-weekly...	Broner, Robin	8/17/2016	Student assessment data	5/24/2017 biweekly
G2.MA1 M314337	The administration and school-based leadership team will analyze progress monitoring data bi-weekly...	Broner, Robin	8/17/2016	Assessment Data and iObservation data	5/24/2017 biweekly
G1.B1.S1.MA1 M314330	The administrator and school-based leadership team will analyze progress monitoring data bi-weekly...	Broner, Robin	8/17/2016	Student assessment data	5/24/2017 biweekly
G1.B1.S1.MA1 M314331	The Principal will participate in professional development and data meetings to monitor fidelity of...	Broner, Robin	8/17/2016	Data matrix, data meeting agendas/ minutes, assessment data	5/24/2017 weekly
G1.B1.S1.A1 A307948	The administration will provide teachers with professional development in analyzing and...	Broner, Robin	8/17/2016	PD minutes, PD powerpoint	5/24/2017 biweekly
G1.B1.S1.A2 A307949	Teachers will utilize data to make instructional decisions and create fluid intervention and...	Broner, Robin	8/17/2016	Data meeting minutes, student assessment data, fluid grouping roster	5/24/2017 biweekly
G2.B1.S1.MA1 M314333	The administration will analyze performance data and iObservation data to determine if teachers are...	Broner, Robin	8/17/2016	iObservation data and student achievement data	5/24/2017 weekly
G2.B1.S1.MA1 M314334	The Principal will participate in common planning and review common planning notes.	Broner, Robin	8/17/2016	Common planning notes, iObservation data	5/24/2017 weekly
G2.B1.S1.A1 A307950	The school-based leadership team will provide professional development on deconstruction of...	Littles, Danielle	8/17/2016	common planning and coaches notes	5/24/2017 weekly
G2.B1.S1.A2 A307951	During common planning, teachers will model standards-based lessons to their peers and provide each...	Broner, Robin	8/17/2016	Common planning notes, iObservation data	5/24/2017 daily
G2.B1.S2.MA1 M314335	The Principal will analyze student achievement data and look at building trends.	Broner, Robin	8/17/2016	Student achievement data, iObservation instructional practice scores	5/24/2017 daily
G2.B1.S2.MA1 M314336	The Principal will create an iObservation schedule and create written feedback that is given to...	Broner, Robin	8/17/2016	iObservation schedule, iObservation data	5/24/2017 daily
G2.B1.S2.A1 A307952	Administration will utilize iObservation to complete coaching observations and give timely feedback...	Broner, Robin	8/17/2016	iObservation data	5/24/2017 daily

V. Professional Development Opportunities

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

G2. Student achievement will increase when teachers apply rigorous standards-based instruction across content areas.

G2.B1 Teachers lack an understanding of the full intent of the standards and how to implement them in their classrooms through common planning and the instructional framework.

G2.B1.S1 Through the refining of common planning and PLC's, teachers will understand the full intent of the standards and be able to implement them in their classrooms.

PD Opportunity 1

The school-based leadership team will provide professional development on deconstruction of standards, understanding the instructional framework components, and creating standards-based rigorous lessons.

Facilitator

School-based and District (STO) coaches

Participants

K-5 Teachers

Schedule

Weekly, from 8/17/2016 to 5/24/2017

G2.B1.S2 Complete coaching walkthroughs with timely and appropriate feedback for the teachers in regards to the implementation of standards-based instruction that meets the full intent and depth of the standard.

PD Opportunity 1

Administration will utilize iObservation to complete coaching observations and give timely feedback to the teachers to increase teaching and learning and understanding the full intent and depth of the standard.

Facilitator

Robin Broner

Participants

K-5 teachers

Schedule

Daily, from 8/17/2016 to 5/24/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The administration will provide teachers with professional development in analyzing and disaggregating data by using multiple data sources.	\$0.00
2	G1.B1.S1.A2	Teachers will utilize data to make instructional decisions and create fluid intervention and enrichment groups.	\$0.00
3	G2.B1.S1.A1	The school-based leadership team will provide professional development on deconstruction of standards, understanding the instructional framework components, and creating standards-based rigorous lessons.	\$0.00
4	G2.B1.S1.A2	During common planning, teachers will model standards-based lessons to their peers and provide each other with feedback.	\$0.00
5	G2.B1.S2.A1	Administration will utilize iObservation to complete coaching observations and give timely feedback to the teachers to increase teaching and learning and understanding the full intent and depth of the standard.	\$0.00
Total:			\$0.00