Stone Lakes Elementary

2017-18 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)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	No	34%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 that has a school grade of D or F.

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Stone Lakes Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- 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. These monthly lunches allow school administration, support staff, and teachers the opportunity to meet and build relationships with families and learn about their various backgrounds and cultures. 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.The school will also begin implementing the information provided by the Minority Achievement Office in becoming a culturally responsive school.

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 is also being utilized 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. A refresher on CHAMPS will be provided through a staff meeting early in the school year. During this training, staff will review 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. A review of the CHAMPS model will be presented through various staff meetings throughout the year.

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 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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	9	12	21	0	0	0	0	0	0	0	68
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	3	2	2	2	1	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	13	17	14	0	0	0	0	0	0	0	44

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

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

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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

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

No

1. PFEP Link

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

2. Description

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 July of 2017, 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 2016-2017 goal of one cart of mobile devices per grade level was met last year. This year's goal is to continue to add additional mobile devices per grade level.

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

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 2017-18-CRMs 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
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

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

a. Evaluation of last year's school improvement plan

Last year's plan and student benchmark data was shared on July 27, 2017 with members of the SAC team at the SIP planning session. The same information and review of this year's plan will be shared at the first SAC meeting for the 2017-2018 school year.

b. Development of this school improvement plan

On July 27, 2017, 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 2017-18 School Improvement Plan will be shared with the SAC members 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
Plank, Michelle	Instructional Coach
Long, Kathy	Assistant Principal
Sims, Julie	Teacher, K-12
Winemiller, Angela	Teacher, K-12
Hitchins, Gwynn	Teacher, K-12
Rivas, Ana	Teacher, K-12
Wax, Shana	Teacher, K-12
Ellington, Mary	Teacher, K-12

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 and implementation of the District Professional Learning Community (DPLC), Stone Lakes will use it DPLC members to choose appropriate, content specific complex texts and assign standards-aligned tasks; model and modify instructional practice based on student evidence and professional learning.

The DPLC team/ LLT's primary role is to help lead the school's effort at supporting the improvement of teaching and learning. The DPLC makes decisions about the school's instructional program and leads and monitors the implementation of a sound instructional focus. The DPLC will accomplish this by participating in six full day DPLC trainings and guided visits, will create and implement a "Whole School Improvement" plan focused on significant growth in student achievement, meet at least twice a month with DPLC colleagues, as well as facilitate grade level team meetings using effective meeting strategies and protocols.

The DPLC team will work with all school staff to assist students to independently use close reading strategies and tools to comprehend and persevere through complex texts across all subject areas.

D. Public and Collaborative Teaching

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

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

Our school motto for 2017-2018 is "Make Every Day Count." 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 Curriculum Resource Materials (CRMs) 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

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 2017. 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 2017-2018 school year. During the spring of 2017, we will host Engineering Day through our PIE in fourth and 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. Fourth and fifth grade will also utilize components of the Project lead the Way program.

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 potentially receive a digital certificate through the IC3 Spark program purchased by OCPS.

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.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

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

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

[1] = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

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

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

G3. Close the achievement gap in all subgroups in ELA and Mathematics. (Division Priority: Narrow the achievement gaps)

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

🔍 G095330

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	84.0
FSA Mathematics Achievement	88.0
Statewide Science Assessment Achievement	81.0

Targeted Barriers to Achieving the Goal 3

- Resources all in one area
- Classroom (Teacher and 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 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 9/5/2017 to 5/30/2018

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 overall and in lowest 25% (Division Priority: Narrow the achievement gaps) `1a`

🔍 G095331

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	64.0
Math Gains	75.0
ELA/Reading Lowest 25% Gains	57.0
Math Lowest 25% Gains	77.0

Targeted Barriers to Achieving the Goal `3`

- Differentiated materials to meet the needs of all 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 9/5/2017 to 5/30/2018

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. Close the achievement gap in all subgroups in ELA and Mathematics. (Division Priority: Narrow the achievement gaps) `1a`

🔍 G095332

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement - SWD	22.0
FSA ELA Achievement - Black/African American	70.0
FSA ELA Achievement - Hispanic	72.0
FSA Math Achievement - SWD	30.0
FSA ELA Achievement - Economically Disadvantaged	68.0
FSA Math Achievement - Economically Disadvantaged	74.0

Targeted Barriers to Achieving the Goal `3`

- Lack of differentiated material to meet all students' needs

- Outside of school support

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, 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 9/5/2017 to 5/30/2018

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 with the largest achievement gaps.

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 =**   **S** = Strategy
                      Barrier

1 = Problem Solving Step   S123456 = Quick Key

G1. Increase ELA, Mathematics, and Science proficiency in all subgroups. (Division Priority: Accelerate student performance) [1]

🔑 G095330

G1.B1 Resources all in one area [2]

🔑 B256638

G1.B1.S1 By utilizing the DPLC team and information, teachers will be able to strategically plan using close reading strategies across core subject areas. [4]

🔑 S271427

Strategy Rationale

By collaboratively and intentionally planning standards based lessons, including close reading strategies, 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 8/14/2017 to 5/30/2018

Evidence of Completion

Grade level lesson plans will be posted on Sharepoint.

Action Step 2 [5]

Scheduled DPLC meeting times.

Person Responsible

Bryan Dolfi

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

DPLC team will use data to drive instructional needs and strategies to meet the needs of the students. The team will provide information and support back to teachers.

Action Step 3 5

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

Person Responsible

Bryan Dolfi

Schedule

Quarterly, from 8/14/2017 to 5/30/2018

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 8/14/2017 to 5/30/2018

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 8/28/2017 to 5/30/2018

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 CRMs and Florida Standards will occur.

Person Responsible

Bryan Dolfi

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Submitted lesson plans and observed implementation of lessons by administration.

G1.B3 Classroom (Teacher and Student) Engagement 2

🔑 B256640

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

🔑 S271430

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

Monthly, from 8/15/2017 to 5/30/2018

Evidence of Completion

Lesson plans with intentional planning of Kagan Structures.

Action Step 2 5

Implementation of Kagan structures

Person Responsible

Bryan Dolfi

Schedule

Daily, from 8/14/2017 to 5/30/2018

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 8/28/2017 to 5/30/2018

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 8/28/2017 to 5/30/2018

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 8/28/2017 to 5/30/2018

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 overall and in lowest 25% (Division Priority: Narrow the achievement gaps) 1

🔑 G095331

G2.B1 Differentiated materials to meet the needs of all students 2

🔑 B256641

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

🔑 S271432

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 5/30/2018

Evidence of Completion

Lesson plans with intentional planning of Kagan Structures.

Action Step 2 5

Implementation of Kagan structures

Person Responsible

Bryan Dolfi

Schedule

Daily, from 8/14/2017 to 5/30/2018

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 8/28/2017 to 5/30/2018

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 8/28/2017 to 5/30/2018

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 5/30/2018

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 Increased use of the I-Ready program (computer-based lessons and I-Ready Toolbox) 4

🔍 S271433

Strategy Rationale

Targeted lessons assigned to individual students will assist in closing learning gaps from core grade level standards.

Action Step 1 5

Increase amount of computers available for student use for I-Ready and other academic programs.

Person Responsible

Bryan Dolfi

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Purchase of additional mobile cart of 20-25 laptops.

Action Step 2 5

Continued professional development on the use if I-Ready within classroom instruction.

Person Responsible

Bryan Dolfi

Schedule

Quarterly, from 8/14/2017 to 5/30/2018

Evidence of Completion

PD sign-in sheets

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

Student/classroom I-Ready usage reports to track student usage

Person Responsible

Bryan Dolfi

Schedule

Weekly, from 8/28/2017 to 5/30/2018

Evidence of Completion

I-Ready usage reports

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

Review of I-Ready usage reports

Person Responsible

Bryan Dolfi

Schedule

Daily, from 8/28/2017 to 5/30/2018

Evidence of Completion

I-Ready usage reports showing increased usage of instructional lessons for targeted students.

G3. Close the achievement gap in all subgroups in ELA and Mathematics. (Division Priority: Narrow the achievement gaps) 1

🔑 G095332

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

🔑 B256644

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

🔑 S271434

Strategy Rationale

By using the CRMs, 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 8/14/2017 to 5/30/2018

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 8/14/2017 to 5/30/2018

Evidence of Completion

PLC Meeting Notes to include administrator present

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 8/14/2017 to 5/30/2018

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 8/28/2017 to 5/30/2018

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 CRMs and depth of Florida Standards will occur.

Person Responsible

Bryan Dolfi

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Submitted lesson plans and observed implementation of lessons by administration.

G3.B2 Outside of school support 2

🔑 B256645

G3.B2.S1 Implement a group to support parents outside of school (Parent Coaching Series) 4

🔑 S271436

Strategy Rationale

By educating and assisting parents, they will be equipped to support their children with academics outside of school.

Action Step 1 5

Schedule meeting dates for parent coaching series

Person Responsible

Bryan Dolfi

Schedule

Semiannually, from 8/14/2017 to 5/30/2018

Evidence of Completion

Agenda, handouts, sign-in sheets from sessions

Action Step 2 5

Book study within parent coaching series (The Dominance Factor)

Person Responsible

Bryan Dolfi

Schedule

Semiannually, from 8/14/2017 to 5/30/2018

Evidence of Completion

Completion of the book study using The Dominance Factor will guide parents with strategies to use with their children at home.

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

Invitations and attendance of targeted parent groups.

Person Responsible

Kathy Long

Schedule

Semiannually, from 8/14/2017 to 5/30/2018

Evidence of Completion

Invitations to parent coaching series will be sent to targeted groups of parents based on specific needs.

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

Data analysis of student data of parents who attend parent coaching series.

Person Responsible

Kathy Long

Schedule

Quarterly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Classroom, school, district, and state assessment results will be used to determine if increased achievement was made by targeted student groups.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 🔍 M389020	Stone Lakes' students will be progressed monitored for increased student achievement through...	Dolfi, Bryan	9/5/2017	Teachers will use student data in order to progress monitor and make instructional decisions to meet the needs of all students.	5/30/2018 monthly
G2.MA1 🔍 M389025	Stone Lakes' students will be progressed monitored for increased student achievement through...	Dolfi, Bryan	9/5/2017	Teachers will use student data in order to progress monitor and make instructional decisions to meet the needs of all students.	5/30/2018 monthly
G3.MA1 🔍 M389033	Stone Lakes' students will be progressed monitored for growth in ELA and Mathematics through...	Dolfi, Bryan	9/5/2017	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 with the largest achievement gaps.	5/30/2018 biweekly
G1.B1.S1.MA1 🔍 M389010	Review of Lesson Plans and alignment to district CRMs and Florida Standards will occur.	Dolfi, Bryan	8/14/2017	Submitted lesson plans and observed implementation of lessons by administration.	5/30/2018 weekly
G1.B1.S1.MA1 🔍 M389011	Lesson Plan review	Dolfi, Bryan	8/14/2017	Teachers will plan lessons aligned to Florida Standards with increased levels of rigor.	5/30/2018 weekly
G1.B1.S1.MA2 🔍 M389012	Classroom Observations	Dolfi, Bryan	8/28/2017	Administration and Instructional Coaches will conduct class observations using lesson plans as a guide to match instruction and provide meaningful and actionable feedback.	5/30/2018 daily
G1.B1.S1.A1 🔍 A363896	Designated weekly common planning times per grade level with administrative support will occur.	Dolfi, Bryan	8/14/2017	Grade level lesson plans will be posted on Sharepoint.	5/30/2018 weekly
G1.B1.S1.A2 🔍 A363897	Scheduled DPLC meeting times.	Dolfi, Bryan	8/14/2017	DPLC team will use data to drive instructional needs and strategies to meet the needs of the students. The team will provide information and support back to teachers.	5/30/2018 monthly
G1.B1.S1.A3 🔍 A363898	Schedule grade level planning days quarterly to collaboratively and intentionally plan for...	Dolfi, Bryan	8/14/2017	Teams will analyze the rigor and depth required in the Florida Standards to plan lessons to increase the achievement of all students.	5/30/2018 quarterly
G1.B3.S1.MA1 🔍 M389018	Classroom observations	Dolfi, Bryan	8/28/2017	Feedback within observations that show increased use of student centered instructional strategies to deliver content will be used as evidence.	5/30/2018 daily
G1.B3.S1.MA1 🔍 M389019	Classroom observations to ensure the use of planned Kagan structures.	Dolfi, Bryan	8/28/2017	Observations with meaningful and actionable feedback for teachers.	5/30/2018 daily
G1.B3.S1.A1 🔍 A363903	Kagan collaborative structures training for instructional staff.	Dolfi, Bryan	8/15/2017	Lesson plans with intentional planning of Kagan Structures.	5/30/2018 monthly
G1.B3.S1.A2 🔍 A363904	Implementation of Kagan structures	Dolfi, Bryan	8/14/2017	An increase in the number of student collaboration and grouping opportunities.	5/30/2018 daily
G1.B3.S1.A3 🔍 A363905	Provide coaching and feedback on increased student engagement.	Plank, Michelle	8/28/2017	Increased observation data will show the rise in the use of student centered strategies.	5/30/2018 weekly
G2.B1.S1.MA1 🔍 M389021	Classroom observations	Dolfi, Bryan	8/14/2017	Feedback within observations that show increased use of student centered instructional strategies to deliver content will be used as evidence.	5/30/2018 one-time

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 🔍 M389022	Classroom observations to ensure the use of planned Kagan structures	Dolfi, Bryan	8/28/2017	Observations with meaningful and actionable feedback for teachers	5/30/2018 daily
G2.B1.S1.A1 🔍 A363907	Kagan collaborative structures training for instructional staff.	Dolfi, Bryan	8/14/2017	Lesson plans with intentional planning of Kagan Structures.	5/30/2018 one-time
G2.B1.S1.A2 🔍 A363908	Implementation of Kagan structures	Dolfi, Bryan	8/14/2017	An increase in the number of student collaboration and grouping opportunities.	5/30/2018 daily
G2.B1.S1.A3 🔍 A363909	Provide coaching and feedback on increased student engagement.	Plank, Michelle	8/28/2017	Increased observation data will show the rise in the use of student centered strategies.	5/30/2018 weekly
G3.B1.S1.MA1 🔍 M389026	Review of Lesson Plans and alignment to district CRMs and depth of Florida Standards will occur.	Dolfi, Bryan	8/14/2017	Submitted lesson plans and observed implementation of lessons by administration.	5/30/2018 weekly
G3.B1.S1.MA1 🔍 M389027	Lesson Plans will be reviewed and actionable feedback given from classroom observations.	Dolfi, Bryan	8/14/2017	Standards based lessons will be collaboratively planned to meet the needs of all learners.	5/30/2018 weekly
G3.B1.S1.MA3 🔍 M389028	Classroom Observations	Dolfi, Bryan	8/28/2017	Administration will conduct class observations and provide actionable feedback.	5/30/2018 daily
G3.B1.S1.A1 🔍 A363912	Designated weekly common planning times per grade level with administrative support will occur.	Dolfi, Bryan	8/14/2017	Team Meeting Notes and Lesson Plans	5/30/2018 weekly
G3.B1.S1.A2 🔍 A363913	Designated monthly PLC's per grade level with administrative support will occur.	Dolfi, Bryan	8/14/2017	PLC Meeting Notes to include administrator present	5/30/2018 monthly
G3.B2.S1.MA1 🔍 M389031	Data analysis of student data of parents who attend parent coaching series.	Long, Kathy	8/14/2017	Classroom, school, district, and state assessment results will be used to determine if increased achievement was made by targeted student groups.	5/30/2018 quarterly
G3.B2.S1.MA1 🔍 M389032	Invitations and attendance of targeted parent groups.	Long, Kathy	8/14/2017	Invitations to parent coaching series will be sent to targeted groups of parents based on specific needs.	5/30/2018 semiannually
G3.B2.S1.A1 🔍 A363915	Schedule meeting dates for parent coaching series	Dolfi, Bryan	8/14/2017	Agenda, handouts, sign-in sheets from sessions	5/30/2018 semiannually
G3.B2.S1.A2 🔍 A363916	Book study within parent coaching series (The Dominance Factor)	Dolfi, Bryan	8/14/2017	Completion of the book study using The Dominance Factor will guide parents with strategies to use with their children at home.	5/30/2018 semiannually
G2.B1.S2.MA1 🔍 M389023	Review of I-Ready usage reports	Dolfi, Bryan	8/28/2017	I-Ready usage reports showing increased usage of instructional lessons for targeted students.	5/30/2018 daily
G2.B1.S2.MA1 🔍 M389024	Student/classroom I-Ready usage reports to track student usage	Dolfi, Bryan	8/28/2017	I-Ready usage reports	5/30/2018 weekly
G2.B1.S2.A1 🔍 A363910	Increase amount of computers available for student use for I-Ready and other academic programs.	Dolfi, Bryan	8/14/2017	Purchase of additional mobile cart of 20-25 laptops.	5/30/2018 monthly
G2.B1.S2.A2 🔍 A363911	Continued professional development on the use if I-Ready within classroom instruction.	Dolfi, Bryan	8/14/2017	PD sign-in sheets	5/30/2018 quarterly

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 Classroom (Teacher and 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

Monthly, from 8/15/2017 to 5/30/2018

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

G2.B1 Differentiated materials to meet the needs of all 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 5/30/2018

G2.B1.S2 Increased use of the I-Ready program (computer-based lessons and I-Ready Toolbox)

PD Opportunity 1

Continued professional development on the use if I-Ready within classroom instruction.

Facilitator

Michelle Plank

Participants

All instructional staff

Schedule

Quarterly, from 8/14/2017 to 5/30/2018

G3. Close the achievement gap in all subgroups in ELA and Mathematics. (Division Priority: Narrow the achievement gaps)

G3.B2 Outside of school support

G3.B2.S1 Implement a group to support parents outside of school (Parent Coaching Series)

PD Opportunity 1

Schedule meeting dates for parent coaching series

Facilitator

Tara Zeller

Participants

Parents

Schedule

Semiannually, from 8/14/2017 to 5/30/2018

PD Opportunity 2

Book study within parent coaching series (The Dominance Factor)

Facilitator

Tara Zeller

Participants

Parents

Schedule

Semiannually, from 8/14/2017 to 5/30/2018

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 Resources all in one area

G1.B1.S1 By utilizing the DPLC team and information, teachers will be able to strategically plan using close reading strategies across core subject areas.

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 8/14/2017 to 5/30/2018

TA Opportunity 2

Scheduled DPLC meeting times.

Facilitator

Principal, DPLC team members

Participants

All classroom teachers, support teachers, Leadership Team

Schedule

Monthly, from 8/14/2017 to 5/30/2018

TA Opportunity 3

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

Facilitator

Instructional Coaches, Team Leaders, Leadership Team

Participants

Teachers, Instructional Coaches; Leadership Team

Schedule

Quarterly, from 8/14/2017 to 5/30/2018

G1.B3 Classroom (Teacher and 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 8/14/2017 to 5/30/2018

TA Opportunity 2

Provide coaching and feedback on increased student engagement.

Facilitator

Instructional Coaches

Participants

Classroom teachers, Instructional Coaches, Leadership team

Schedule

Weekly, from 8/28/2017 to 5/30/2018

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

G2.B1 Differentiated materials to meet the needs of all 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 8/14/2017 to 5/30/2018

TA Opportunity 2

Provide coaching and feedback on increased student engagement.

Facilitator

Instructional Coaches

Participants

Classroom teachers, Instructional Coaches, Leadership team

Schedule

Weekly, from 8/28/2017 to 5/30/2018

G3. Close the achievement gap in all subgroups in ELA and Mathematics. (Division Priority: Narrow the achievement gaps)

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

G3.B1.S1 Implementation of district provided CRMs 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 8/14/2017 to 5/30/2018

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 8/14/2017 to 5/30/2018

		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 DPLC meeting times.				$0.00
3	G1.B1.S1.A3	Schedule grade level planning days quarterly to collaboratively and intentionally plan for standards based instruction utilizing close reading strategies.				$21,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	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.**				**$5,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	310-Professional and Technical Services	1771 - Stone Lakes Elementary	School Improvement Funds		$5,000.00
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.**				**$5,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	310-Professional and Technical Services	1771 - Stone Lakes Elementary	School Improvement Funds		$5,000.00
			Notes: This is the same training as listed in G1.B3.S1.A1			
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**	**Increase amount of computers available for student use for I-Ready and other academic programs.**				**$14,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	644-Computer Hardware Non-Capitalized	1771 - Stone Lakes Elementary	School Improvement Funds		$14,000.00
11	**G2.B1.S2.A2**	**Continued professional development on the use if I-Ready within classroom instruction.**				**$0.00**
12	**G3.B1.S1.A1**	**Designated weekly common planning times per grade level with administrative support will occur.**				**$0.00**
13	**G3.B1.S1.A2**	**Designated monthly PLC's per grade level with administrative support will occur.**				**$0.00**
14	**G3.B2.S1.A1**	**Schedule meeting dates for parent coaching series**				**$0.00**
15	**G3.B2.S1.A2**	**Book study within parent coaching series (The Dominance Factor)**				**$0.00**
					Total:	**$45,600.00**