

Orange County Public Schools

Stone Lakes Elementary



2018-19 Schoolwide Improvement Plan

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Stone Lakes Elementary

15200 STONEYBROOK BLVD, Orlando, FL 32828

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	30%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

To be the top producer of successful students in the nation

School Leadership Team

Membership

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

Name	Title
Rollins, Andrew	Principal
Plank, Michelle	Instructional Coach
Scott, Natalie	Instructional Coach
Long, Kathy	Assistant Principal
Albright, Kristy	Instructional Technology

Duties

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

Andrew Rollins, Principal

Observations, Budget, DPLC, PTA/SAC, Team PLCs, Canvas, MTSS, PTA/SAC, Print Services, Discipline 3rd-5th, Janitorial Staff, Data Chats, MTSS, ESE Procedures, Staff Handbook, Planners, Hiring, School Website, School Safety, Facebook Site

Kathy Long, Assistant Principal

Observations, Facility Use, Transportation, School Inventory, Team PLCs, Intern Assignments, Canvas, Field Trips/Approval of dates, Data Chats, Discipline K-2nd

Michele Plank, CRT

Coaching Observations, Curriculum (order, distribute), IMS Coordinator, Progress Book Coordinator, Testing-FSA, IREADY, Testing trainings, Standards Mastery, PMAs, Third Grade Portfolios, Good Cause, CFEs, Alt assessment CFEs, School Calendar, Literacy/Science Coaches Meetings, IMS Coordinator, Data Chats, Planning Days, Instructional PD, Gifted Testing Rostering, DPLC Committee, Advanced Coaching/FCS meetings, Third-Fifth Instructional, Coach/Testing, Canvas, Supply Purchasing, Approval of Dates, Professional Development Points, Recertification, Spelling Bee

Natalie Scott, CCT

Coaching Observations, WIDA testing, ELL Parent Meetings, Data Chats, School Calendar, PD for

ELL

Instructional PD, ELL Trainings, Advanced Coaching/FCS Meetings, PIE, Teach-In, FLKRS, K-Second Instructional Coach/Testing, Data Chats, Canvas, ELL Resource Groups, Supply Purchasing, Approval of Dates, Testing iReady, Testing FSA, Literacy/Science Coaches Meetings

Kristy Albright, MTSS Instructional Coach

MTSS, Reflex Math, Tier II and III interventions, Math Coaching, Data Chats, Planning Days, Classroom Support, Mentor/Mentee, Canvas, Math Resource Groups, Tier Resources

Early Warning Systems

Year 2017-18

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	3	10	5	7	12	12	0	0	0	0	0	0	0	49
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	1	9	18	0	0	0	0	0	0	0	28

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Retained Students: Previous Year(s)	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected

Thursday 7/19/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest was the ELA learning gains for the lowest 25%. The ELA learning gains for the lowest 25% was 47%. This was a 9% decline from the 2016-17 school year.

Which data component showed the greatest decline from prior year?

The data component that showed the biggest decline was our math learning gains for the lowest 25%. The math learning gains for the lowest 25% were 65% for the 2017-18 school year. The math learning gains for the lowest 25% was 75% for the 2016-17 school year. This was a 10% decline.

Which data component had the biggest gap when compared to the state average?

All data components are above the state average. The data component that had the biggest gap compared to the state average was our math achievement. Our math achievement for the 2017-18 school year was 86%. The state average was 62%. This is a 24% gap.

Which data component showed the most improvement? Is this a trend?

Processes were implemented to elicit a positive outcome for an improvement in student data which included the following: MTSS, tier 3 support, tutoring, data chats, data meetings.

There were not any data points that showed improvement for the 2017-18 school year.

Describe the actions or changes that led to the improvement in this area.

After reviewing the data it is evident that processes needed to be enhanced and progress monitored with fidelity. Below are some variables that may have decreased our student achievement data.

The decrease occurred because the ESE Resource model needed to be enhanced and progress monitored more often to determine the effectiveness of the program.

The decrease occurred because the MTSS process needed to be enhanced and progress monitored more often to determine the effectiveness of the program.

The African American subgroup should have been progress monitored more often to determine if adequate progress was being made.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	79%	56%	56%	81%	53%	52%
ELA Learning Gains	61%	55%	55%	61%	52%	52%
ELA Lowest 25th Percentile	47%	48%	48%	51%	42%	46%
Math Achievement	86%	63%	62%	84%	56%	58%
Math Learning Gains	69%	57%	59%	61%	54%	58%
Math Lowest 25th Percentile	65%	46%	47%	58%	41%	46%
Science Achievement	78%	55%	55%	81%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	3 (11)	10 (8)	5 (7)	7 (9)	12 (12)	12 (21)	49 (68)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (1)	0 (3)	0 (2)	0 (2)	0 (2)	0 (1)	0 (11)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	1 (13)	9 (17)	18 (14)	28 (44)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	81%	55%	26%	57%	24%
	2017	84%	57%	27%	58%	26%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2018	76%	54%	22%	56%	20%
	2017	78%	57%	21%	56%	22%
Same Grade Comparison		-2%				
Cohort Comparison		-8%				
05	2018	72%	55%	17%	55%	17%
	2017	77%	51%	26%	53%	24%
Same Grade Comparison		-5%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	84%	61%	23%	62%	22%
	2017	88%	63%	25%	62%	26%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2018	85%	62%	23%	62%	23%
	2017	92%	64%	28%	64%	28%
Same Grade Comparison		-7%				
Cohort Comparison		-3%				
05	2018	82%	59%	23%	61%	21%
	2017	75%	56%	19%	57%	18%
Same Grade Comparison		7%				
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	75%	53%	22%	55%	20%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	22	29	26	39	46	42	15				
ELL	59	51	52	76	65	69	69				
ASN	91	66		98	89		100				
BLK	65	48		75	70		75				
HSP	74	61	44	77	60	52	69				
MUL	84	46		89	54						
WHT	83	62	52	92	72	77	81				
FRL	72	58	47	79	60	67	69				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	26	31	26	37	54	55	21				
ELL	65	52	46	73	73	71	45				
ASN	82	65		90	85		75				
BLK	70	52		80	64	64	64				
HSP	77	61	55	83	77	84	69				
MUL	82	50		88	83						
WHT	87	65	63	88	68	64	87				
FRL	68	50	53	75	70	69	58				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	DPLC-ELA Learning Gains Lowest 25% (Narrow Achievement Gaps)
Rationale	The ELA learning gains for the lowest 25% decreased to 44% for the 2017-18 school year. The ELA learning gains for the lowest 25% during the 2016-17 school year was 63%. This is a 19% decrease. The decrease occurred because the MTSS process needed to be enhanced and progress monitored more often to determine the effectiveness of the program.
Intended Outcome	The ELA learning gains for the lowest 25% will increase to 55% for the 2018-19 school year. This is a 11% increase.
Point Person	Andrew Rollins (andronidus.rollins@ocps.net)

Action Step

Description	<ol style="list-style-type: none">1. Share data with all staff members and identify students in the lowest 25% across all grade levels.2. Create specific monitoring systems that will be used to progress monitor the lowest 25%. Common assessments and iReady will be utilized to progress monitor students.3. Ensure MTSS is being provided to students in the lowest 25% with fidelity.4. PLCs (grade level data meetings) focused on monitoring the lowest 25%. This occurs twice a month and a member from the leadership team attends for 3rd, 4th, and 5th grade.
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Person Responsible	Andrew Rollins (andronidus.rollins@ocps.net)
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Plan to Monitor Effectiveness

Description	<ol style="list-style-type: none">1. Common assessment data2. iReady data3. Data from classroom visits4. Data meetings (held after every major assessment)5. Quarterly Data chats with individual teachers6. PLCs will always reflect the performance of the students in the lowest 25%
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Person Responsible	Andrew Rollins (andronidus.rollins@ocps.net)
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Activity #2

Title	ELA Proficiency SWD (Narrow Achievement Gaps)
Rationale	<p>The ELA proficiency rate for SWD was 22% compared to the overall proficiency rate of 79%. The ELA proficiency rate in 2016-17 for SWD was 26% compared to the overall proficiency rate of 82%. The achievement gap was over 50% for the last two years for SWD.</p> <p>The decrease occurred because the ESE Resource model needed to be enhanced and progress monitored more often to determine the effectiveness of the program.</p>
Intended Outcome	The ELA proficiency rate for SWD will increase to 50% for the 2018-19 school year. This is a 28% increase.
Point Person	Kathy Long (kathy.long@ocps.net)

Action Step

Description	<ol style="list-style-type: none">1. Share data with all staff members and identify ESE students across all grade levels2. Ensure MTSS is provided to SWD with fidelity3. Conduct PD regarding MTSS (process and graphing)4. Create ESE PLC that focuses on the performance of ESE students
Person Responsible	Kathy Long (kathy.long@ocps.net)

Plan to Monitor Effectiveness

Description	<ol style="list-style-type: none">1. Common assessment data2. iReady data3. Data from classroom visits4. Data meetings (held after every major assessment)5. Bi Weekly ESE data meetings with ESE teachers6. Quarterly Data chats with individual teachers
Person Responsible	Kathy Long (kathy.long@ocps.net)

Activity #3

Title	Culturally Responsive Plan (Narrow Achievement Gaps)
Rationale	The ELA proficiency rate for black students was 64% for the 2017-18 school year. The overall proficiency rate was 79%. The achievement gap is 15%. The subgroup should have been progress monitored more often to determine if adequate progress was being made.
Intended Outcome	The ELA proficiency rate for black students will increase from 64% to 68% for the 2018-19 school year. This is a 4% increase.
Point Person	Kathy Long (kathy.long@ocps.net)

Action Step

- 1: Assign a administrative lead to oversee and monitor MAO Initiatives
 - Monthly progress monitoring meetings with initiative leads with quarterly reviews
 - Provide actionable feedback to leads
 - Ensure leads are accountable and meet deadlines
 - Provide with principal with bi-monthly updates

- 2: Academic Support
 - Provide training for staff regarding culturally responsive instructional strategies.
 - Provide training for teachers with Enrichment. We will focus on enriching and challenging our minority and all students who are already at or above grade level.
 - Provide training for teachers with FBS.
 - Quarterly data chats (Enrichment/FBS)

Description

- 3.Extracurricular Access
 - Chess
 - Odyssey of the Mind
 - Science Olympiad
 - Math Olympiad
 - Odyssey of the Mind
 - STEM Club
 - Robotics
 - National Honor Society

Person Responsible Kathy Long (kathy.long@ocps.net)

Plan to Monitor Effectiveness

- Description**
- 1. Academic Support Evidence iReady
 - 2. PM Assessments
 - 3. Common Assessments
 - 4. Data from classroom visits

Person Responsible Andrew Rollins (andronidus.rollins@ocps.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

PFEP Link

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

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.

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 2018. 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." Dr. Rollins, 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.

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 2018-19-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.

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 2018-2019 school year. During the spring of 2019, 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.

Part V: Budget

Total:	\$2,000.00
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