# 2013-2014 SCHOOL IMPROVEMENT PLAN

## Stone Lakes Elementary
15200 STONEYBROOK BLVD
Orlando, FL 32828
407-207-7793

## School Demographics

| School Type | Title I | Free and Reduced Lunch Rate |
|---|---|---|
| Elementary School | No | 26% |

| Alternative/ESE Center | Charter School | Minority Rate |
|---|---|---|
| No | No | 54% |

## School Grades History

| 2013-14 | 2012-13 | 2011-12 | 2010-11 | 2009-10 |
|---|---|---|---|---|
| A | A | A | A | A |

## SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

## 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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

# Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

## DA Regions

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

## DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

## DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

## 2013-14 DA Category and Statuses

| DA Category | Region | RED |
|---|---|---|
| Not in DA | N/A | N/A |

| Former F | Post-Priority Planning | Planning | Implementing TOP |
|---|---|---|---|
| No | No | No | No |

## Current School Status

### School Information

#### School-Level Information

**School**
Stone Lakes Elementary

**Principal**
Bryan Dolfi

**School Advisory Council chair**
Natalie Stevens

**Names and position titles of the School-Based Leadership Team (SBLT)**

| Name | Title |
| --- | --- |
| Natalie Stevens | Assistant Principal |
| Michelle Plank | CRT |
| Christine Pittman | Staffing Specialist |
| Alison Morris | Administrative Dean |

#### District-Level Information

**District**
Orange

**Superintendent**
Dr. Barbara M Jenkins

**Date of school board approval of SIP**
1/28/2014

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, educational support employees, parents, and other business and community citizens who are representative of the ethnic, racial and economic community served by the school.

#### Involvement of the SAC in the development of the SIP

SAC members were provided with appropriate data showing the overall results from the FCAT divided into subjects and subgroups. The goals and next steps were discussed.

#### Activities of the SAC for the upcoming school year

Voting on SIP, voting on teacher bonus (A+), investigating options for tools to help prepare students for future demands of Common Core curriculum and testing, supporting teachers.

**Projected use of school improvement funds, including the amount allocated to each project**

No data submitted

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**
In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

## Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Administrators

**# of administrators**
2

**# receiving effective rating or higher**
(not entered because basis is < 10)

**Administrator Information:**

| Bryan Dolfi | | |
|---|---|---|
| Principal | Years as Administrator: 3 | Years at Current School: 1 |

| | |
|---|---|
| **Credentials** | Masters - Ed Leadership<br>Bachelors - Elem Ed<br>ESOL Endorsement<br>Gifted Endorsement |
| **Performance Record** | Audubon Park Elementary<br>2011-2012 - A<br>2012-2013 - A |

| Natalie Stevens | | |
|---|---|---|
| Asst Principal | Years as Administrator: 1 | Years at Current School: 1 |

| | |
|---|---|
| **Credentials** | Masters - Educational Leadership<br>Bachelor of Arts - Elementary Education<br>Social Studies 5-9 Certificate |
| **Performance Record** | 2012-2013 - A-AYP - Yes<br>Reading FCAT: 89% Level 3 and Above.,Learning Gains 78%,<br>Lowest 25% making Learning Gains 78%.<br>Math FCAT: 94% Level 3 and above,<br>Learning Gains 80%, Lowest 25% making<br>learning gains in Mathematics 80%. |

### Instructional Coaches

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

| Michelle Plank | | |
| --- | --- | --- |
| Full-time / School-based | Years as Coach: 3 | Years at Current School: 1 |
| **Areas** | Reading/Literacy, Mathematics, Science, Data, RtI/MTSS | |
| **Credentials** | Bachelors Degree in Early Childhood Development from the University of Central Florida.<br>ESOL Endorsement | |
| **Performance Record** | Mrs. Plank was a Kindergarten teacher and team leader during the 2005-2006 school year where Andover received an A grade and met AYP expectations. She was a CRT and Instructional Coach at Andover since 2011. Where Andover has maintained its A school grade meeting AYP from 2005-2010. She is ESOL endorsed. At Andover she helped facilitate the before/after school tutoring program. She is trained in Progress Book, IMS, Performance Matters, and Deliberate Practice. Mrs. Plank is a FAIR master trainer and a Lesson Study facilitator. She is the current CRT at Stone Lakes Elementary.<br>2012/13 Andover<br>School Grade: A<br>High Standards in Reading: 77%<br>High Standards in Math: 78%<br>Writing: 75%<br>Science: 72%<br>Lowest 25% in Reading: 78%<br>Lowest 25% in Math: 82%<br>2011/12: Andover<br>School Grade: A<br>High Standards in Reading: 76%<br>High Standards in Math: 76%<br>Writing: 81%<br>Science: 70%<br>Lowest 25% in Reading: 83%<br>Lowest 25% in Math: 65% | |

### Classroom Teachers

**# of classroom teachers**

63

**# receiving effective rating or higher**

61, 97%

**# Highly Qualified Teachers**

100%

**# certified in-field**

63, 100%

**# ESOL endorsed**

37, 59%

**# reading endorsed**

8, 13%

**# with advanced degrees**

21, 33%

**# National Board Certified**

4, 6%

**# first-year teachers**

5, 8%

**# with 1-5 years of experience**

16, 25%

**# with 6-14 years of experience**

42, 67%

**# with 15 or more years of experience**

4, 6%

## Education Paraprofessionals

**# of paraprofessionals**

11

**# Highly Qualified**

11, 100%

## Other Instructional Personnel

**# of instructional personnel not captured in the sections above**

4

**# receiving effective rating or higher**

(not entered because basis is < 10)

## Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Induction Mentoring Program for new or beginning teachers; Principal, Assistant Principal, CRT, Reading Coaches
On-going professional development; Principal, Assistant Principal, Reading Coaches
Network with District Leaders; Principal, Assistant Principal, Reading Coaches

## Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

## Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

• The school based RtI leadership team will work collaboratively with grade level teams classroom teachers 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 RtI, fidelity of core instruction and interventions in all grades for improved student outcomes.
• With Tier 1 – Core Instruction in place, along with the district 2013-14-curriculum maps for reading and math, teachers continually identify and recommend students to the RtI team.
• Using the problem solving process, 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 Tier 2-3 will be implemented and assessed.
• The RtI leadership team will continually monitor the implementation of Houghton Mifflin Journeys 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.

**Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

• Administrators provide a common vision for the use of data-based decision-making, ensure that the school
-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation
of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.
• General Education Teachers provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 and/or Tier 3 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 interventions.
• Curriculum Resource Teacher develops, leads, and evaluates school core content standards/programs, identifies and analyzes existing literature on scientifically based curriculum and intervention approaches, and
provides guidance on K--5 reading programs.
• Reading Coach provides small group instruction to deliver Tier 3 Intervention,conducts assessment and gathers data; collaborates with grade level teams to provide RTI support.
• Behavior Specialist and Instructional Dean monitor school –wide behavior program (CHAMPS), participates in the collection and analysis of behavior data; develops Tier 2 and Tier 3 behavioral interventions; provides support for implementation of Tier 2/3 interventions and monitoring.
• The RtI Leadership Team will inform SAC members of the NGSSS and Common Core 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 :FCAT scores, student learning gains and the lowest performing students (25%), AYP 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 Common Core testing.

**Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

• Weekly progress monitoring meetings with grade level teams, administration and other RTI leaders will provide ongoing dialog and analysis of student progress.
• The school based RTI leaders Carol Brock, Veronica Waldman, Alison Morris, and Michelle Plank under the direction of principal, Ginny Kennerly, will provide on-going support during teacher's common planning time and/or Wednesday professional development sessions throughout the year.
• Utilization of CHAMPs in the cafeteria and classroom will take place during the first week of class. Continuous support will be give to all staff by the CHAMPs leadership team Alison Morris, Instructional Dean and Tiffanie Coleman, Behavioral Specialist.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

• Weekly Assessments, IMS/Write Score, Performance Matters, Benchmark Assessments, and Science Fusion data sources will be used throughout the school year to progress monitor the effectiveness of core, supplemental and intensive supports in all areas.
• The RtI team will also evaluate additional staff PLC needs during the weekly RtI leadership team meetings.
• Administration will conduct regular classroom walkthroughs to identify areas of need and provide additional teacher support as needed to ensure learning.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

• Ongoing communication with parents, teacher feedback, professional development, and grade level/ individual meetings will be implemented as needed.
• The Superintendent's Strategic Plan to include the non-nogotiables will also be included in the design of

the plan. Student's social/emotional areas will be considered as well as fine arts and active parent involvement. Evidence that all members of the school community are steadfast in the belief of a culturally embedded practices and willing to do whatever it takes to meet high standards.

## Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Extended Day for All Students

**Minutes added to school year:**

**Strategy Purpose(s)**
""

**How is data collected and analyzed to determine the effectiveness of this strategy?**

**Who is responsible for monitoring implementation of this strategy?**

## Literacy Leadership Team (LLT)

**Names and position titles of the members of the school-based LLT**

| Name | Title |
| --- | --- |
| Ginny Kennerly | Principal |
| Natalie Stevens | Assistant Principal |
| Michelle Plank | CRT |
| Carol Brock | Reading Coach |
| Veronica Waldman | Reading Intervention |
| Alison Morris | Instructional Dean |
| Tiffanie Coleman | Behavior Specialist/Social Skills |
| Diane Storch | Gifted |
| Kelly Koza-Mendez | Gifted |
| | K-5 Team Leaders |

**How the school-based LLT functions**

• The Stone Lakes Literacy Leadership Team consists of both Administrators, Instructional Support and Teacher Team Leaders.
• K-5 Team Leaders meet regularly with Administrative team to discuss school wide implementation of our PLC and Assessment data.
• Team Leaders provide ongoing professional development, lead team dialogue sessions and work collaboratively with their teams to evaluate student results of common and summative assessment data to lead teachers in making instructional decisions based on student data results. They work collectively to provide differentiated instruction to all students.
• Teacher Leaders assist in the design and implementation of progress monitoring, data collection and analysis. The Stone Lakes LLT use current research in which to base decisions in order to provide the appropriate supplemental program support to all students in all subject areas.

**Major initiatives of the LLT**

• Create and assess the results of grade level on-going common assessment student data to determine the mastery of the NGSSS in preparation for the FCAT 2.0 in Reading, Math, Writing, Science while implementing new ELA and Math Common Core standards.
With the adoption of new standards and new Core programs our Teacher Leaders have identified crucial gaps within our core material that will not prepare our students for FCAT 2.0 without additional support material/lessons. With the analysis of the gaps and the leadership of the LLT it is expected that teachers

will have the support material and knowledge of where the gaps lie as well as the knowledge of how to ensure our students will be successful on FCAT 2.0 this year.

• Supporting teachers and building capacity in the delivery and practice of the new ELA and Math Common Core Standards and the ELA Shifts in Practice.
Transitioning to the new ELA and Math Common Core Standards and preparing for new Common Core Assessments presents a new set of challenges for our teachers and students. Through PLCs and common planning times Team Leaders will provide a collaborative venue for teachers to plan lesson which incorporate both the CCSS but also the shifts in practice required. PLCs will work together to use student data to evaluate the tools being used to implement the new standards. As a result we will build capacity within our teams to ensure student success in all areas.

• Continue to improve the practice of progress monitoring and intervention strategies in all grades.
This year our bottom 25% has increased to over 30 thereby elevating our need to continue building our teacher's skills in progress monitoring and ensuring the intervention strategies meet the needs of the student. As a result of our PLCs, professional development and data chats student's will help to build teacher capacity and our students will show growth in all areas.

## Every Teacher Contributes to Reading Instruction

**How the school ensures every teacher contributes to the reading improvement of every student**

## Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

FAIR and FLickers assessments will be given to all Kindergarten student within the first month of school. Teachers will use the results of thee district assessments to guide small instruction in small groups. Results from this initial testing will also be shared with parents and Administration.

PTA will host a Kindergarten Question and Answer session a week prior to school beginning, Aug. 9. 2013.
During this Q&A parents will be welcomed to Stone Lakes and receive crucial information to start off the school year. Tips for helping their child be successful, daily schedules, Additions opportunities, safety, drop off and pick up procedures, etc... The parents will meet the Administrative team, get answers to their questions, and receive a welcome packet from PTA. Dr. Kennerly, 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 breakfast for Kindergarten parents to help them transition on the first day of school and leave their student in the classroom. During this breakfast the parents will have a meet and greet with PTA and Administration. Parents will receive additional information on school procedures, safety, Additions, the importance of reading daily with their student, and they will have the opportunity to ask additional questions.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

**Strategies for improving student readiness for the public postsecondary level**

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|---|---|---|---|---|
| All Students | 85% | 89% | Yes | 87% |
| American Indian | | | | |
| Asian | 92% | 82% | No | 93% |
| Black/African American | 83% | 96% | Yes | 85% |
| Hispanic | 78% | 82% | Yes | 81% |
| White | 87% | 95% | Yes | 88% |
| English language learners | 74% | 77% | Yes | 77% |
| Students with disabilities | 44% | 36% | No | 50% |
| Economically disadvantaged | 71% | 80% | Yes | 74% |

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 84 | 22% | 24% |
| Students scoring at or above Achievement Level 4 | 231 | 61% | 63% |

**Florida Alternate Assessment (FAA)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | *[data excluded for privacy reasons]* | | 27% |
| Students scoring at or above Level 7 | *[data excluded for privacy reasons]* | | 27% |

**Learning Gains**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students making learning gains (FCAT 2.0 and FAA) | 174 | 78% | 80% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 174 | 78% | 80% |

**Comprehensive English Language Learning Assessment (CELLA)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) | 60 | 74% | 76% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | 41 | 51% | 53% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | 37 | 46% | 47% |

**Area 2: Writing**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 122 | 81% | 83% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | *[data excluded for privacy reasons]* | | 35% |

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|---|---|---|---|---|
| All Students | 92% | 94% | Yes | 93% |
| American Indian | | | | |
| Asian | 95% | 97% | Yes | 96% |
| Black/African American | 88% | 96% | Yes | 89% |
| Hispanic | 88% | 88% | Yes | 89% |
| White | 93% | 96% | Yes | 94% |
| English language learners | 88% | 86% | No | 89% |
| Students with disabilities | 68% | 48% | No | 72% |
| Economically disadvantaged | 78% | 87% | Yes | 80% |

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 57 | 15% | 17% |
| Students scoring at or above Achievement Level 4 | 222 | 59% | 61% |

**Florida Alternate Assessment (FAA)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | *[data excluded for privacy reasons]* | | 27% |
| Students scoring at or above Level 7 | *[data excluded for privacy reasons]* | | 27% |

**Learning Gains**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Learning Gains | 178 | 80% | 82% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 178 | 80% | 82% |

## Area 4: Science

### Elementary School Science

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 18 | 17% | 19% |
| Students scoring at or above Achievement Level 4 | 75 | 70% | 72% |

**Florida Alternate Assessment (FAA)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | | | |
| Students scoring at or above Level 7 | | | |

### High School Science

**Florida Alternate Assessment (FAA)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | | | |
| Students scoring at or above Level 7 | | | |

## Area 5: Science, Technology, Engineering, and Mathematics (STEM)

**All Levels**

|  | 2013 Actual # | 2013 Actual % | 2014 Target |
|---|---|---|---|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) |  |  |  |
| Participation in STEM-related experiences provided for students |  |  |  |

## Area 8: Early Warning Systems

**Elementary School Indicators**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students who miss 10 percent or more of available instructional time | 56 | 6% | 5% |
| Students retained, pursuant to s. 1008.25, F.S. | 6 | 8% | 6% |
| Students who are not proficient in reading by third grade | 15 | 11% | 9% |
| Students who receive two or more behavior referrals | 2 | 0% | 0% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 3 | 0% | 0% |

## Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

100% of classes will have assigned room parents.

**Specific Parental Involvement Targets**

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Assigned Room Parents | 40 | 100% | 100% |

# Goals Summary

**G1.** Stone Lakes Elementary's data shows a a 49% achievement gap in both Mathematics and Reading between general education students and ESE students. During the 2013-2014 school year, Stone Lakes will close the achievement gap by 3%.

# Goals Detail

**G1.** Stone Lakes Elementary's data shows a a 49% achievement gap in both Mathematics and Reading between general education students and ESE students. During the 2013-2014 school year, Stone Lakes will close the achievement gap by 3%.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains)

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

### Resources Available to Support the Goal

- Core Programs: Journeys and Go Math, Core program Interventions, STEM and Essential Labs Intervention, Phonemic Awareness, Florida Ready, Accelerated Reader, Performance Matters, Vocabulary programs, Performance Matters, FCAT Explorer. Personnel - Teachers, Coaches, Intervention/ESE Teachers, Leadership Team

### Targeted Barriers to Achieving the Goal

- Lack of knowledge and confidence in new Core programs and time to implement additional Enrichment/Intervention when the teachers are not fluent in the programs yet.

- Limited Vocabulary Knowledge

- Student Engagement

### Plan to Monitor Progress Toward the Goal

Stone Lakes' students will move from "Needs Much Improvement" to "On-Target" as measured by Performance Matters data (benchmark), common assessments, and intervention assessments.

### Person or Persons Responsible
Classroom Teachers, Support Teachers, Leadership Team

### Target Dates or Schedule:
Weekly PLCs and bi-weekly data meetings with Leadership Team.

### Evidence of Completion:
ESE Students will show growth on Performance Matters Assessments, Common Assessments and RTI data.

## Action Plan for Improvement

**Problem Solving Key**

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

**G1.** Stone Lakes Elementary's data shows a a 49% achievement gap in both Mathematics and Reading between general education students and ESE students. During the 2013-2014 school year, Stone Lakes will close the achievement gap by 3%.

**G1.B1** Lack of knowledge and confidence in new Core programs and time to implement additional Enrichment/Intervention when the teachers are not fluent in the programs yet.

**G1.B1.S1** Professional Learning Communities sharing resources, lessons, and Intervention strategies.

### Action Step 1

Professional Learning Communities will meet twice a month to evaluate data, identify and share gaps in Core programs, resources, lesson strategies and Intervention/Enrichment resources.

**Person or Persons Responsible**

Classroom Teachers, ESE support team, CRT, Reading Coaches, Leadership team.

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Student Data notebooks, PLC Meeting Notes, PD Agendas, lesson plans

**Facilitator:**

Lead Teachers, CRT, Reading Coaches, Leadership Team

**Participants:**

All classroom teachers, support teachers, Leadership Team

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

Student Data notebooks with identified areas of improvement and areas of need, Performance Matters Assessments, Classroom Assessments

### Person or Persons Responsible

All Classroom and Support Teachers, CRT, Coaches, Leadership Team

### Target Dates or Schedule

Bi-weekly PLCs, and weekly data chats with Leadership Team.

### Evidence of Completion

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

**Plan to Monitor Effectiveness of G1.B1.S1**

Stone Lakes' students will move from "Needs Much Improvement" to "On-Target" as measured by Performance Matters data (benchmark), common assessments, and intervention assessments.

### Person or Persons Responsible

Classroom Teachers, Intervention/Enrichment Teachers, Support Teachers, Leadership Team

### Target Dates or Schedule

Bi-weekly PLC's and Weekly Data Meetings with Leadership Team.

### Evidence of Completion

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

**G1.B2** Limited Vocabulary Knowledge

**G1.B2.S1** Book study and Professional Development focused on "Building Academic Vocabulary" by Marzano.

### Action Step 1

Book Study and PD

**Person or Persons Responsible**

Instructional Staff

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

PLC notes and reflection logs

**Facilitator:**

CRT, Reading Coaches and Leadership Team

**Participants:**

All Classroom Teachers

## Plan to Monitor Fidelity of Implementation of G1.B2.S1

Implementation of Marzano's 6 steps for teaching vocabulary.

**Person or Persons Responsible**

CRT and Leadership Team

**Target Dates or Schedule**

on-going

**Evidence of Completion**

CWT data

**Plan to Monitor Effectiveness of G1.B2.S1**

CWT

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

on-going

### Evidence of Completion

CWT showing an increase of vocabulary strategies used in the classroom to build academic vocabulary.

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How federal, state, and local funds, services, and programs are coordinated and integrated at the school**

Title II money will be used to purchase "Building Academic Vocabulary" by Marzano for each Instructional Staff Member at Stone Lakes Elementary.
SAI money will be used to support our Tier III students for intervention by purchasing additional instructional materials.
Additional money will be used to provide before and after school tutoring.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** Stone Lakes Elementary's data shows a a 49% achievement gap in both Mathematics and Reading between general education students and ESE students. During the 2013-2014 school year, Stone Lakes will close the achievement gap by 3%.

**G1.B1** Lack of knowledge and confidence in new Core programs and time to implement additional Enrichment/Intervention when the teachers are not fluent in the programs yet.

**G1.B1.S1** Professional Learning Communities sharing resources, lessons, and Intervention strategies.

### PD Opportunity 1

Professional Learning Communities will meet twice a month to evaluate data, identify and share gaps in Core programs, resources, lesson strategies and Intervention/Enrichment resources.

**Facilitator**

Lead Teachers, CRT, Reading Coaches, Leadership Team

**Participants**

All classroom teachers, support teachers, Leadership Team

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Student Data notebooks, PLC Meeting Notes, PD Agendas, lesson plans

**G1.B2** Limited Vocabulary Knowledge

**G1.B2.S1** Book study and Professional Development focused on "Building Academic Vocabulary" by Marzano.

### PD Opportunity 1

Book Study and PD

#### Facilitator

CRT, Reading Coaches and Leadership Team

#### Participants

All Classroom Teachers

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

PLC notes and reflection logs

## Appendix 2: Budget to Support School Improvement Goals