

Orange County Public Schools

Stone Lakes Elementary



2022-23 Schoolwide Improvement Plan

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Stone Lakes Elementary

15200 STONEYBROOK BLVD, Orlando, FL 32828

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

Demographics

Principal: Andronidus Rollins

Start Date for this Principal: 1/8/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	36%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (73%) 2018-19: B (60%) 2017-18: A (69%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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15200 STONEYBROOK BLVD, Orlando, FL 32828

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	36%
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	2021-22	2020-21	2019-20	2018-19
Grade	A		B	B

School Board Approval

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<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 ensure every student has a promising and successful future

Provide the school's vision statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Rollins, Andrew	Principal	<ul style="list-style-type: none"> • Student Achievement • Student Safety • Skyward Captain • Student Observations • FTE Budget • DPLC • PTA/SAC Team • PLCs • Canvas • Data Chats • Staff Handbook • Planners • Hiring • School Safety • Threat Assessment Team • Other duties as assigned
Plank, Michelle	Assistant Principal	<ul style="list-style-type: none"> • Student Achievement • Observations • Behavior • Facility Use • Transportation • School Inventory • Team PLCs • Intern Assignments • Substitutes (no splitting) • Eagle Cafe • Threat Assessment Team • Digital Training • Data Chats • PTA/SAC • Attendance • Custodial • Safety Drills • Inputting Drills • Emergency Maps • Emergency Folders • Safe School Plan • Club Supervisor • Other duties as assigned
Nyffeler, Roberta	Staffing Specialist	<ul style="list-style-type: none"> • Student Achievement • ESE support • IEP Meetings • 504 Coordinator • PD for ESE grading • PD for Accommodations • Gifted screening/Testing PD for Exec. Functioning • FSAA Testing Coordinator

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • ESY info management • EPT mtg coordinator • MTSS documentation • Other duties as assigned
Guenthner, Amy	Behavior Specialist	<ul style="list-style-type: none"> • ESE Support • Student Behavior • Social Skill Groups • ESE Parent Liaison • Creating Behavior Improvement Plans
Morris, Alison	School Counselor	<ul style="list-style-type: none"> • SEL Terrific Kids • Monthly Celebration • Student Counseling • Modeling Morning Meetings for teachers • Caring Schools • Community Implementation • SEL resource for teachers
Haratine, Laura	Behavior Specialist	<ul style="list-style-type: none"> • ESE Support • Student Behavior • Social Skill Groups • ESE Parent Liaison • Creating Behavior Improvement Plans
Benscoter, Jessica	Curriculum Resource Teacher	<ul style="list-style-type: none"> • Student Achievement • Instructional Coach • Skyward Captain • PLC • Data Chats • Planning Days • SAC • Coaching Observations • Threat Assessment Team • Third Grade Portfolios • Instructional PD Skyward PD/trainings • Literacy Coaches Meetings • Advanced Coaching/FCS Meetings A • Approval of Dates on Master Calendar • Other duties as assigned SAC
Countryman, Kelly	Instructional Media	<ul style="list-style-type: none"> • PIE Coordinator • Spirit Nights • Media Center Trainings • Digital Training • Makerspace • Textbook Inventory (2) Prop 4s summer laptops/

Name	Position Title	Job Duties and Responsibilities
		iPads • Book Fairs (2) Book It • Local Author Visits • Celebrate Literacy Week • SSYRA voting • Laminating • Facebook/Twitter Site • Media Classes • Accelerated Reader • Eagle's Nest (staff weekly newsletter) • School Nominations • ENN Broadcasts (morning news) • Other duties as assigned
Keyser, Felicia	Reading Coach	• Student Achievement • Tier 3 MTSS Groups • Student Enrichment Support • Staff PD • Class Visits MTSS • Data Collection • Data Chats
Fink, Lee-ann	Math Coach	• Student Achievement • Tier 3 MTSS Groups • Student Enrichment Support • Staff PD • Class Visits MTSS • Data Collection • Data Chats

Demographic Information

Principal start date

Monday 1/8/2018, Andronidus Rollins

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

15

Total number of teacher positions allocated to the school

43

Total number of students enrolled at the school

610

Identify the number of instructional staff who left the school during the 2021-22 school year.

6

Identify the number of instructional staff who joined the school during the 2022-23 school year.

7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	82	75	84	102	113	128	0	0	0	0	0	0	0	584
Attendance below 90 percent	1	21	21	16	23	24	0	0	0	0	0	0	0	106
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	12	17	0	0	0	0	0	0	0	31
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	9	16	0	0	0	0	0	0	0	27
Number of students with a substantial reading deficiency	0	0	0	6	12	12	0	0	0	0	0	0	0	30

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	2	8	16	0	0	0	0	0	0	0	26

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	1	5	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 8/10/2022

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	
Number of students enrolled	73	82	95	111	138	123	0	0	0	0	0	0	0	622
Attendance below 90 percent	2	3	6	2	10	6	0	0	0	0	0	0	0	29
One or more suspensions	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	1	2	0	0	0	0	0	0	0	3

The number of students with two or more early warning indicators:

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

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	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	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	
Number of students enrolled	73	82	95	111	138	123	0	0	0	0	0	0	0	622
Attendance below 90 percent	2	3	6	2	10	6	0	0	0	0	0	0	0	29
One or more suspensions	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	1	2	0	0	0	0	0	0	0	3

The number of students with two or more early warning indicators:

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

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	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	76%	56%	56%				78%	57%	57%
ELA Learning Gains	73%						56%	58%	58%
ELA Lowest 25th Percentile	59%						33%	52%	53%
Math Achievement	81%	46%	50%				82%	63%	63%
Math Learning Gains	78%						60%	61%	62%
Math Lowest 25th Percentile	68%						41%	48%	51%
Science Achievement	73%	61%	59%				72%	56%	53%

Grade Level Data Review - State Assessments

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	82%	55%	27%	58%	24%
Cohort Comparison		0%				
04	2022					
	2019	78%	57%	21%	58%	20%
Cohort Comparison		-82%				
05	2022					
	2019	67%	54%	13%	56%	11%
Cohort Comparison		-78%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	84%	62%	22%	62%	22%
Cohort Comparison		0%				
04	2022					
	2019	86%	63%	23%	64%	22%
Cohort Comparison		-84%				
05	2022					
	2019	74%	57%	17%	60%	14%
Cohort Comparison		-86%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	70%	54%	16%	53%	17%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	23	49	38	30	60	58	40				
ELL	69	71	63	72	79	69	65				
ASN	92	91		92	96		91				
BLK	81	78		84	78		91				
HSP	72	71	54	75	76	64	66				
MUL	60			71							
WHT	76	69	58	85	75	68	76				
FRL	64	68	59	69	75	68	57				
2021 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 2019-20	C & C Accel 2019-20
SWD	15	25	30	23	42	45	33				
ELL	58	88		60	81		71				
ASN	83	71		95	93		94				
BLK	71	47		69	65	70	56				
HSP	68	66	58	70	73	58	79				
WHT	80	72		86	72		90				
FRL	62	67	53	64	76	58	59				
2019 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 2017-18	C & C Accel 2017-18
SWD	30	19	14	28	29	14	25				
ELL	46	41	31	71	63	61	69				
ASN	92	66		90	79		88				
BLK	56	48	33	64	36	10	36				
HSP	74	51	31	75	54	42	61				
MUL	75			92							
WHT	82	57	31	89	62	46	82				
FRL	65	48	32	67	46	36	56				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	74
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	81
Total Points Earned for the Federal Index	589

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	71
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	92
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	82
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	71
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	72
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	68
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Analyzing the FSA data for the 2021-2022 school year, there was an overall improvement in the scores. There were outstanding gains for the Black students and SWD in the school's ESSA group. Both subgroups were removed from the ESSA indicators based on their performance. Black students improved from 40% in the 2018-2019 school year to 82% for the 2021-2022 school year, which was a 42% increase. SWD improved from 23% in the 2018-2019 school year to 43% for the 2021-2022 school year, which was a 20% increase.

Overall Scores

- ELA Achievement: 76%
- English Language Arts Learning Gains: 73%
- ELA Learning Gains 25%: 59%
- Math Achievement: 81%
- Math Language Arts Learning Gains: 78%
- Math Learning Gains: 68%
- Science: 73%

Subgroups

- All Students: 74%
- White Students: 72%
- Black/African American Students: 82%

- Hispanic Students: 71%
- Asian Students: 92%
- Multiracial Students: 66%
- Students with Disabilities: 43%
- Economically Disadvantaged Students: 68%
- English Language Learners: 71%

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Reviewing the FSA assessments, the SWD subgroup still demonstrates the greatest need for improvement. Although this subgroup is no longer on the ESSA list, this subgroup is performing 31% below the average for all students.

All Students 74%
SWD 43%

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

We will continue the same process for progress monitoring and support implemented in the 2021-2022 school year. SWD improved from 23% in the 2018-2019 school year to 43% for the 2021-2022 school year, which was a 20% increase.

The school implemented a more enhanced progress monitoring system focused on SWD because they were identified as an ESSA focus group. This included analyzing data from CRM's, iReady, and Write Score. Instructional changes were made. Additional tier 2 and tier 3 support were provided based on student data.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on FSA 2021-2022 data, Black students showed the most improvement. Black students improved from 40% in the 2018-2019 school year to 82% for the 2021-2022 school year, which was a 42% increase.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The school implemented a more enhanced progress monitoring system focused on Black students because they were identified as an ESSA focus group. This included analyzing data from CRM's, iReady, and Write Score. Instructional changes were made. Additional tier 2 and tier 3 support were provided based on student data.

What strategies will need to be implemented in order to accelerate learning?

An enrichment group for ELA and Math will be implemented at the beginning of the school year. These strategies were implemented in January for the 2021-2022 school year.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Below are the professional development opportunities that may be offered to accelerate learning,

- Impact Training

- Gifted Strategies for All Students
- Implementing Rigorous Academic Centers

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Below are additional services that will be implemented to ensure the sustainability of improvement in the next year and beyond.

- Reading and Math Intervention teachers providing tier 3 support and acceleration support
- Use of district CRM's
- Continue data meetings three times a year
- BEST standards training throughout the year
- Teacher MTSS Support throughout the year

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

After reviewing the FSA assessments, the SWD subgroup still demonstrates the greatest need for improvement. Although this subgroup is no longer on the ESSA list, this subgroup is performing 31% below the average for all students.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The achievement gap for SWD will decrease by 5% for the 2022-2023 school year. This will be analyzed utilizing the new state assessment tool F.A.S.T.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

- F.A.S.T data
- CRM's
- iReady
- MTSS Data
- Data Chats

Person responsible for monitoring outcome:

Lee-ann Fink (lee-ann.fink@ocps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Increase the progress monitoring of the identified subgroup with common assessments and F.A.S.T mock assessments. Also, review and enhance the MTSS monitoring and documentation process. This will include MTSS professional development opportunities for teachers.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Improving the progress monitoring will provide more frequent and accurate data related to each student. Research shows that a strong MTSS program yields an increase in student achievement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Implement and utilize different progress monitoring tools to determine if SWD are making adequate progress.
- Analyze common assessment data, iReady data diagnostic and lesson pathways, MAF's F.A.S.T Mock Assessment data.
- Continue the MTSS process and conduct monthly MTSS meetings (Tier 2 and Tier 3). This will be provided in class or in a small group setting. The goal is to provide support in class.
- Continue quarterly data chats.

Person Responsible

Jessica Benscoter (jessica.benscoter@ocps.net)

#2. Positive Culture and Environment specifically relating to SEL

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Stone Lakes Elementary will focus on school climate, which decreased in the district student surveys for the 2021-2022 school year from 75% to 66%. There was a decrease in this element across the district.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For the 2022-2023 school year, Stone Lakes Elementary will observe a decrease in students with emotional needs. Using the district student survey results, the domain related to school climate will increase from 66% to 75%.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

Informal data will be collected during the first semester of school and analyzed throughout the year to observe if progress is being made. This will also be monitored utilizing data from the district's annual survey provided to students.

Person responsible for monitoring outcome:

Alison Morris (alison.morris@ocps.net)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Stone Lakes Elementary will continue to implement the Sanford and Harmony SEL curriculum.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The SEL of students will have an impact on student behavior and on the academic achievement of students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Stone Lakes Elementary will utilize a school-wide SEL program that will involve Guidance classroom visits.
- Stone Lakes Elementary will implement the Sanford and Harmony SEL curriculum.
- Review school-wide student behavior policies and procedures and make modifications as needed. This could have a positive impact on school climate.

Person Responsible

Alison Morris (alison.morris@ocps.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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N/A

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

In order to establish a positive school culture and climate, all OCPS schools engage in ongoing, district-wide professional learning focused on social and emotional learning and leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration to build academic expertise in all students. Through this professional learning, Stone Lakes Elementary will continue to use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success.

Staff members, which include a mental health designee, teachers, and administrators, will attend district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families based on school and community needs.

School leadership teams collaborate with students, staff, and families through processes such as the School Advisory Council to reflect on implementation and determine the next steps. The development of positive culture and environment is further enhanced through school-based, and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture of authentic family engagement among school staff.

Stone Lakes Elementary will continue to participate in the Caring Schools initiative. Caring School Community features strategies for understanding and customizing for context. This includes school-wide community-building activities to help develop teacher knowledge about the cultural backgrounds and perspectives of students. Additionally, teacher manuals provide explicit guidance for customizing the program to meet the needs of students in a given context.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Principal/ Assistant Principal - Create an environment that infuses SEL into every part of students' educational experience and monitor the implementation.

School Counselor - Supporting teachers with the implementation of the SEL/Caring Schools curriculum.

SEL Team - Provide PD opportunities for the staff.