

# Stone Lakes Elementary



2014-15 School Improvement Plan

## Stone Lakes Elementary

15200 STONEYBROOK BLVD, Orlando, FL 32828

[ no web address on file ]

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
26%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
54%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

### School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### 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 Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

The school learns about students' cultures and builds relationships between teachers and students through our Character of the Month program in which teachers identify students from each class who exhibit the character trait of the month. Identified students are awarded monthly and receive recognition along with the opportunity to eat lunch with their teachers and parents. In addition, the school learns about students' cultures and builds relationships within the various yearly events including Family Fun Nights, Multicultural Night, and STEM Nights.

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

The school utilizes the CHAMPS positive behavior support system. CHAMPS is implemented school-wide in all common areas, special area classes, and all classrooms. Within CHAMPS, our school established a set of guidelines for students and staff to follow, Eagles S.O.A.R.:

Strive for academic success

Offer to help others

Act responsibly at all times

Respect yourself and those around you

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

The school utilizes the CHAMPS positive behavior support system. CHAMPS is implemented school-wide in all common areas, special area classes, and all classrooms. Teachers have been trained on how to effectively implement the CHAMPS model into their classrooms. The training date was August 12, 2014. During this training, staff were trained on the elements of CHAMPS as well as the procedures for disciplinary incidents and behavioral expectations. Students are also made aware of the CHAMPS system at the beginning of the year during the review of the district code of conduct and thereafter during each nine weeks' review of the code of conduct.

##### **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 dean/guidance counselor and behavior specialist work closely with teachers and identified students who may need counseling or mentoring for their social/emotional needs. The school social worker is also used as a resource as needed to support students and families outside of



school. The dean/guidance counselor also implements a lunch bunch program, where grade level students with social/emotional needs work in small groups during lunch on problem-solving and discussing issues they may have. In addition, our behavior specialist works with small groups of students providing them with social skills to improve their skills in working with others.

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

The school's early warning system includes utilizing the MTSS process for academic and behavior needs of Tier II and III students. This process includes bi-weekly data meetings with grade level teams, monthly MTSS team meetings with admin and resource teachers to discuss academic growth of Tier II and III students, and monthly admin meetings to review student data and growth of all students.

The items reviewed at each meeting include all of the aforementioned elements as well as the number of students receiving Tier III intervention in ELA.

#### Provide the following data related to the school's early warning system

*The number of students by grade level that exhibit each early warning indicator:*

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	12	7	5	4	7	12	47
One or more suspensions	0	0	1	0	0	0	1
Course failure in ELA or Math	0	1	4	6	12	11	34
Level 1 on statewide assessment	0	0	0	10	12	8	30
Receiving Tier III intervention in ELA	2	9	9	10	10	13	53

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

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	1	2	8	8	19

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

The school utilizes the following intervention strategies to improve the academic performance of identified students:

- Tier II and Tier III intervention time outside the ELA and math block of time within the school day focusing on specific academic needs of the students.
- Tutoring for identified Tier II and III students that includes before or after school tutoring. Tutoring includes intervention on specific academic needs as well as opportunities for academic enrichment to deepen the students understanding of the academic content and standards.
- I-station academic computer based reading program that individually tracks student progress and adjusts lessons to meet the needs of the student.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

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

#### **Description**

Positive relationships are built in a number of ways including 100% of classes will have assigned room parents; attendance by Principal, Assistant Principal and other staff members at bi-monthly PTA and SAC meetings to communicate the school's mission, vision and overall student data to determine needs and work collaboratively to solve those needs. Additionally, an electronic Principal Newsletter is sent to all families, staff, and Partners in Education monthly.

In August of 2014 the principal will involve parents in the establishment of a parent led Stone Lakes Foundation to meet the growing technology needs of new Florida Standards and Assessments.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Sustaining partnerships is achieved through the including our Partners in Education and other community organizations to events such as Meet the Teacher, Open House, PTA/SAC meetings, Family Fun Night, STEM events, Multicultural night, and more. Additionally, various team members, groups or clubs participate in community events such as the Avalon Park Back to School Rally and the Avalon Park Education Fair. Starting in August of 2014 a parent led Stone Lakes Foundation has been established with the goal of connecting with local businesses and families to recycle used electronic devices in order to fund Google Chromebooks to support student achievement.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### **Membership**

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

Name	Title
Dolfi, Bryan	Principal
Stevens, Natalie	Assistant Principal
Plank, Michelle	Instructional Coach
Morris, Alison	Dean

#### **Duties**

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

- Administrators provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS 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 MTSS 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 MTSS Leadership Team will inform SAC members of the NGSSS and new Florida Standards implementation, on-going current student assessment data, and Core Program initiatives to help develop the SIP. Continual topics for SAC discussion during the school year include, but are not limited to: previous year's FCAT scores, student learning gains and the lowest performing students (25%), AMOs and sub groups, strengths and data results of intensive programs (tutoring programs), on-going Professional Development and technology programs supporting core subjects and the move towards Florida Standards Assessments.

***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 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 MTSS, fidelity of core instruction and interventions in all grades for improved student outcomes.
- With Tier 1 – Core Instruction in place, along with the district 2014-15-MTPs 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 Tier 2-3 will be implemented and assessed.
- The MTSS 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.
- Additional money will be used to provide tutoring to intervention students.

### **School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Bryan Dolfi	Principal
Marcelo Brandao	Parent
Tara Zeller	Parent
Tooba Afzal	Parent
Chris Brandao	Parent
Shannon Dimino	Parent
Ana Kilpatrick	Parent
Bonnie Magerer	Parent
Lissett Martinez	Parent
Monica Montalvo	Parent
Christine Pittman	Teacher
Michelle Plank	Teacher
Maria Revlett	Parent
Lauren Reick	Business/Community
Anicia Rodriguez	Parent
Gina Waldron	Education Support Employee
Michael Winemiller	Parent
	Student

**Duties**

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

Last year's plan and FCAT data will be shared at September SAC meeting to review the goals and success of the SIP. Discussion will lead into the review of this year's plan and goals to be met.

*Development of this school improvement plan*

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. A draft of the 2014-2015 SIP will be presented and discussed at the September SAC meeting. Additions and edits will be made and approved by the SAC.

*Preparation of the school's annual budget and plan*

Review of budget will be discussed at September meeting describing plans for funding programs to support student achievement. Ideas will be brainstormed on the most beneficial ways to spend available funds to meet students' needs.

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

Rosetta Stone software for our non-English speaking students. - \$600

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Dolfi, Bryan	Principal
Stevens, Natalie	Assistant Principal
Brock, Carol	
Morris, Alison	
Musum, Melanie	
Nyffeler, Roberta	
Pittman, Christine	
Plank, Michelle	
Waldman, Ronnie	

**Duties**

***Describe how the LLT promotes literacy within the school***

- Create and assess the results of grade level on-going common assessment student data to determine the mastery of the Florida Standards in preparation for the FSA in ELA and Math, and Science while implementing new ELA and Math Florida 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 the FSA without additional support material/lessons. After analyzing deficiencies and gaps of student achievement it is expected that the LLT will provide teachers resource materials, data, and knowledge of where the gaps lie to ensure the students will make gains on FSA.
- Supporting teachers and building capacity in the delivery and practice of the new ELA and Math Florida Standards and the ELA Shifts in Practice.  
Transitioning to the new ELA and Math Florida Standards and preparing for new Florida 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 Florida Standards 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 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 the LLT will help to build teacher capacity and our students will show growth in all areas.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Our school motto for 2014 - 2015 is "Think Positive and Achieve." Opportunities for collaborative planning has been built into the school's daily schedule. There are also planned opportunities for collaborative curriculum discussions within both horizontal and vertical teams monthly. Additionally, teachers will be given the opportunity to actively participate in Instructional Rounds which allow teachers to observe, collaboratively discuss and reflect on an effective instructional practice in which the teachers are looking to improve. Embedded in the practice of collaboration are established team norms to promote a positive and professional atmosphere.

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

Induction Mentoring Program for new or beginning teachers; Principal, Assistant Principal, CRT, Reading Coaches

On-going professional development; Principal, Assistant Principal, CRT, Reading Coaches  
Network with District Leaders; Principal, Assistant Principal, CRT, Reading Coaches

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

New teachers to the district are paired with a seasoned teacher who has obtained the appropriate mentoring certificate from the district. This mentor will meet regularly with the beginning teacher to collaborate on areas of need or interest such as lesson plans, classroom management, etc...  
New teachers to Stone Lakes but not the profession are paired with the team leader to guide them in the policies and procedures of SLE.

Junior and Senior Interns from UCF or Rollins will be placed with a qualified teacher who has obtained the district certification requirements. Following the expectations from the level of internship as outlined from the college, the certified teacher will serve as a mentor the intern as they learn their craft.  
Bi-monthly mentoring meetings will be led by the assistant principal.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

All lesson plans require the teacher to align their lesson to the Florida Standards. The teachers use the MTP's from the district to plan and implement daily lessons. All core materials used during instruction have been adopted by the district from the state adoption list.

#### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Data drives daily instruction and is discussed at bi-monthly team data meetings which include the leadership team. Teachers respond to this data by utilizing small group instruction techniques during Core subject areas, Intervention and Tier II/III instructional times each day. On data sheets teachers track student progress on essential benchmarks.

Lesson plans document small group instruction including the targeted instruction for rotations. Computer programs are also utilized to meet individual student needs.

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

**Strategy:** Before School Program

**Minutes added to school year:** 2,160

Students identified as Tier II or Tier III will be given the opportunity to receive additional instruction to promote student achievement.

**Strategy Rationale**

The additional learning minutes paired with individual/small group instruction provides students with opportunities to deepen content knowledge and increase student achievement.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Dolfi, Bryan, bryan.dolfi@ocps.net

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

Data of these students will be included in teacher data sheets and discussed during bi-monthly team data chats.

**Strategy:** After School Program

**Minutes added to school year:** 2,160

Students identified as Tier II or Tier III will be given the opportunity to receive additional instruction to promote student achievement.

**Strategy Rationale**

The additional learning minutes paired with individual/small group instruction provides students with opportunities to deepen content knowledge and increase student achievement.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Dolfi, Bryan, bryan.dolfi@ocps.net

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

Data of these students will be included in teacher data sheets and discussed during bi-monthly team data chats.

**Student Transition and Readiness**

## **PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

### ***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 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. 8. 2014.

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. Mr. Dolfi, principal, will address the parents and impress upon them the importance of helping their students to read and think to become lifelong learners.

On the first day of school the PTA will host a 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**

### ***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

Bi-monthly STEM lessons will occur for all grade levels in partnership with Lockheed Martin. Engineering Day through our PIE, will occur in fifth grade in the spring of 2015.

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.

STEM Family night has been planned for October 9th in partnership with Mathnasium, Dave Schmitt Engineering, and other community partners.

Dean/Guidance Counselor will work with fifth grade teachers to ensure all students complete the EPAP before the end of the school year.

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

Programs offered this year to students include:

STEM activity days facilitated by Lockheed Martin

Extracurricular academic clubs including coding and robotics

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

By incorporating the STEM activity days, we have integrated career and technical education through the math and science subject areas. Students and teachers correlate and make connections between standards learned in math and science to the information presented in the lessons and activities that take place during the STEM days.

### ***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***



Students are prepared for middle and high school and beyond by being offered activities throughout the normal school day that allow for enrichment and extension of the grade level standards. Within each grade level schedule a specific time is set to allow for intervention and enrichment activities both lead by the teacher and facilitated through academic learning center rotations.

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Stone Lakes Elementary's data shows that only 59% of our Low Percentile Quarter students in Math made learning gains on FCAT. On the 2015 FSA Math assessment we will increase the percentage of LPQ students making learning gains in Math by 5%.
  
- G2.** Stone Lakes Elementary's data shows that only 58% of our Low Percentile Quarter students in Reading made learning gains on FCAT. On the 2015 FSA ELA assessment we will increase the percentage of LPQ students making learning gains in Reading by 5%.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** Stone Lakes Elementary's data shows that only 59% of our Low Percentile Quarter students in Math made learning gains on FCAT. On the 2015 FSA Math assessment we will increase the percentage of LPQ students making learning gains in Math by 5%. 1a

G038061

**Targets Supported** 1b

Indicator	Annual Target
Math Lowest 25% Gains	64.0
AMO Math - SWD	75.0
AMO Math - Hispanic	90.0

**Resources Available to Support the Goal** 2

- Core Programs: Go Math, Core program Interventions, STEM and Essential Labs Intervention, Phonemic Awareness, Florida Ready, Performance Matters, I-Station, Triple S.

**Targeted Barriers to Achieving the Goal** 3

- Core Programs not aligned with New Florida Standards
- Time
- Student Engagement

**Plan to Monitor Progress Toward G1.** 8

Stone Lakes' students will be progressed monitored for math growth through multiple data sources.

**Person Responsible**

Natalie Stevens

**Schedule**

Biweekly, from 8/27/2014 to 6/3/2015

**Evidence of Completion**

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

**G2.** Stone Lakes Elementary's data shows that only 58% of our Low Percentile Quarter students in Reading made learning gains on FCAT. On the 2015 FSA ELA assessment we will increase the percentage of LPQ students making learning gains in Reading by 5%. 1a

G036686

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	63.0
AMO Reading - ED	77.0
AMO Reading - ELL	79.0
AMO Reading - SWD	55.0
AMO Reading - Hispanic	83.0

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

- Core Programs not aligned with New Florida Standards
- Time
- Student Engagement

**Plan to Monitor Progress Toward G2.** 8

Stone Lakes' students will be progressed monitored for reading growth through multiple data sources.

**Person Responsible**

Bryan Dolfi

**Schedule**

Biweekly, from 8/27/2014 to 6/3/2015

**Evidence of Completion**

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

## Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


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

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** Stone Lakes Elementary's data shows that only 59% of our Low Percentile Quarter students in Math made learning gains on FCAT. On the 2015 FSA Math assessment we will increase the percentage of LPQ students making learning gains in Math by 5%. **1**

 G038061

**G1.B1** Core Programs not aligned with New Florida Standards **2**

 B093260

**G1.B1.S1** Implementation of district provided MTPs aligned with Florida Standards . **4**

 S104287

### Strategy Rationale

By using the MTPs, reading lessons will be planned and aligned to Florida Standards and increased level of rigor.

### Action Step 1 **5**

Designated weekly common planning times per grade level with administrative support.

#### Person Responsible

Natalie Stevens

#### Schedule

Weekly, from 8/18/2014 to 6/3/2015

#### Evidence of Completion

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

Lesson Plan review

**Person Responsible**

Natalie Stevens

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

Teachers will plan lessons aligned to new Florida Standards with increased levels of rigor.

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

Classroom Observations

**Person Responsible**

Natalie Stevens

**Schedule**

Daily, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

Administration will conduct class observations using lesson plans as a guide to match instruction with and provide meaningful and actionable feedback.

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

Review of Lesson Plans and alignment to district MTPs and Florida Standard.

**Person Responsible**

Natalie Stevens

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015


***Evidence of Completion***

Submitted lesson plans and observed implementation of lessons by administration.

G1.B2 Time 2

 B093261

G1.B2.S1 Scheduled common planning time and PLC meeting times 4

 S104289

**Strategy Rationale**

By designating scheduled times within the school day, teachers and administration can effectively collaborate to meet the students' needs.

**Action Step 1 5**

Common Planning Time

**Person Responsible**

Natalie Stevens

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

Team Meeting Notes and Lesson Plans

**Action Step 2 5**

Scheduled PLC meeting times

**Person Responsible**

Natalie Stevens

**Schedule**

Monthly, from 8/27/2014 to 6/3/2015

***Evidence of Completion***

Grade level teams will provide PLC meeting notes

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Review of lesson plans, PLC notes and Team planning notes

**Person Responsible**

Bryan Dolfi

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

Review of meeting notes and implementation of lessons

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Inclusion of Leadership Team members in planning and PLC meetings

**Person Responsible**

Natalie Stevens

**Schedule**


Weekly, from 8/18/2014 to 6/3/2015

***Evidence of Completion***


Participation provided through submission of agendas of scheduled planning and PLC meetings



**G1.B3 Student Engagement** 2

 B093262

**G1.B3.S1** Implementation of student centered Marzano instruction strategy elements focused on delivering content. 4

 S104315

**Strategy Rationale**

Increasing the amount of planned Marzano elements that are student centered will allow students to deepen their understanding of content and standards.

**Action Step 1** 5

Lessons Plans identify the student-centered strategies that will be used to deliver content

**Person Responsible**

Natalie Stevens

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

Observations with meaningful and actionable feedback for teachers.

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Classroom observations to ensure use of planned student centered strategies.

**Person Responsible**

Natalie Stevens

**Schedule**

Daily, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

Observations with meaningful and actionable feedback for teachers.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7**

Classroom observations

**Person Responsible**

Natalie Stevens

**Schedule**

Daily, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Feedback within observations that showed increased use of student centered instructional strategies to deliver content.

**G2.** Stone Lakes Elementary's data shows that only 58% of our Low Percentile Quarter students in Reading made learning gains on FCAT. On the 2015 FSA ELA assessment we will increase the percentage of LPQ students making learning gains in Reading by 5%. 1

G036686

**G2.B1** Core Programs not aligned with New Florida Standards 2

B087846

**G2.B1.S1** Implementation of district provided MTPs aligned with Florida Standards . 4

S098570

**Strategy Rationale**

By using the MTPs, reading lessons will be planned and aligned to Florida Standards and increased level of rigor.

**Action Step 1 5**

Designated weekly common planning times per grade level with administrative support.

**Person Responsible**

Bryan Dolfi

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

PLC Meeting Notes, Team Meeting Notes, Lesson Plans

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

Lesson Plan review

**Person Responsible**

Bryan Dolfi

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

Teachers will plan lessons aligned to new Florida Standards with increased levels of rigor.

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

Classroom Observations

**Person Responsible**

Bryan Dolfi

**Schedule**

Daily, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

Administration will conduct class observations using lesson plans as a guide to match instruction with and provide meaningful and actionable feedback.

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

Review of Lesson Plans and alignment to district MTPs and Florida Standard.

**Person Responsible**

Bryan Dolfi

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

Submitted lesson plans and observed implementation of lessons by administration.

G2.B2 Time 2

B087847

G2.B2.S1 Scheduled common planning time, computer lab times class times, and PLC meeting times

4

S098571

**Strategy Rationale**

By designating scheduled times within the school day, teachers and administration can effectively collaborate to meet the students' needs.

**Action Step 1 5**

Common Planning Time

**Person Responsible**

Natalie Stevens

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Team Meeting Notes and Lesson Plans

**Action Step 2 5**

Class designated computer lab time

**Person Responsible**

Natalie Stevens

**Schedule**

Daily, from 8/25/2014 to 6/3/2015

**Evidence of Completion**

School-wide computer lab schedule to implement computer-based reading program, Istation

**Action Step 3** 5

Scheduled PLC meeting times

**Person Responsible**

Natalie Stevens

**Schedule**

Monthly, from 8/27/2014 to 6/3/2015

**Evidence of Completion**

Grade level teams will provide PLC meeting notes

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Review of lesson plans, PLC notes, Team planning notes, and implementation of computer lab schedule

**Person Responsible**

Natalie Stevens

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Review of meeting notes and implementation of lessons and collected data from Istation.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Inclusion of Leadership Team members in planning and PLC meetings

**Person Responsible**

Bryan Dolfi

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015


**Evidence of Completion**

Participation provided through submission of agendas of scheduled planning, PLC, and student data referring to the use of scheduled computer lab times

**G2.B3 Student Engagement** 2

 B087848

**G2.B3.S1** Implementation of student centered Marzano instruction strategy elements focused on delivering content. 4

 S102398

**Strategy Rationale**

Increasing the amount of planned Marzano elements that are student centered will allow students to deepen their understanding of content and standards.

**Action Step 1** 5

Lessons Plans identify the student-centered strategies that will be used to deliver content

**Person Responsible**

Bryan Dolfi

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

Observations with meaningful and actionable feedback for teachers.

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

Classroom observations to ensure use of planned student centered strategies.

**Person Responsible**

Bryan Dolfi

**Schedule**

Daily, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

Observations with meaningful and actionable feedback for teachers.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7**

Classroom observations

**Person Responsible**

Bryan Dolfi

**Schedule**

Daily, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Feedback within observations that showed increased use of student centered instructional strategies to deliver content.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Designated weekly common planning times per grade level with administrative support.	Dolfi, Bryan	8/18/2014	PLC Meeting Notes, Team Meeting Notes, Lesson Plans	6/3/2015 weekly
G2.B2.S1.A1	Common Planning Time	Stevens, Natalie	8/18/2014	Team Meeting Notes and Lesson Plans	6/3/2015 weekly
G2.B3.S1.A1	Lessons Plans identify the student-centered strategies that will be used to deliver content	Dolfi, Bryan	8/18/2014	Observations with meaningful and actionable feedback for teachers.	6/3/2015 weekly
G1.B1.S1.A1	Designated weekly common planning times per grade level with administrative support.	Stevens, Natalie	8/18/2014		6/3/2015 weekly
G1.B2.S1.A1	Common Planning Time	Stevens, Natalie	8/18/2014	Team Meeting Notes and Lesson Plans	6/3/2015 weekly
G1.B3.S1.A1	Lessons Plans identify the student-centered strategies that will be used to deliver content	Stevens, Natalie	8/18/2014	Observations with meaningful and actionable feedback for teachers.	6/3/2015 weekly
G2.B2.S1.A2	Class designated computer lab time	Stevens, Natalie	8/25/2014	School-wide computer lab schedule to implement computer-based reading program, Istation	6/3/2015 daily
G1.B2.S1.A2	Scheduled PLC meeting times	Stevens, Natalie	8/27/2014	Grade level teams will provide PLC meeting notes	6/3/2015 monthly
G2.B2.S1.A3	Scheduled PLC meeting times	Stevens, Natalie	8/27/2014	Grade level teams will provide PLC meeting notes	6/3/2015 monthly
G1.MA1	Stone Lakes' students will be progressed monitored for math growth through multiple data sources.	Stevens, Natalie	8/27/2014	Teachers will use student data in order to progress monitor and make instructional decisions all students, but with emphasis on the LPQ students and subsequent subgroups.	6/3/2015 biweekly
G1.B1.S1.MA1	Review of Lesson Plans and alignment to district MTPs and Florida Standard.	Stevens, Natalie	8/18/2014	Submitted lesson plans and observed implementation of lessons by administration.	6/3/2015 weekly
G1.B1.S1.MA1	Lesson Plan review	Stevens, Natalie	8/18/2014	Teachers will plan lessons aligned to new Florida Standards with increased levels of rigor.	6/3/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA2	Classroom Observations	Stevens, Natalie	8/18/2014	Administration will conduct class observations using lesson plans as a guide to match instruction with and provide meaningful and actionable feedback.	6/3/2015 daily
G1.B2.S1.MA1	Inclusion of Leadership Team members in planning and PLC meetings	Stevens, Natalie	8/18/2014	Participation provided through submission of agendas of scheduled planning and PLC meetings	6/3/2015 weekly
G1.B2.S1.MA1	Review of lesson plans, PLC notes and Team planning notes	Dolfi, Bryan	8/18/2014	Review of meeting notes and implementation of lessons	6/3/2015 weekly
G1.B3.S1.MA1	Classroom observations	Stevens, Natalie	8/18/2014	Feedback within observations that showed increased use of student centered instructional strategies to deliver content.	6/3/2015 daily
G1.B3.S1.MA1	Classroom observations to ensure use of planned student centered strategies.	Stevens, Natalie	8/18/2014	Observations with meaningful and actionable feedback for teachers.	6/3/2015 daily
G2.MA1	Stone Lakes' students will be progressed monitored for reading growth through multiple data sources.	Dolfi, Bryan	8/27/2014	Teachers will use student data in order to progress monitor and make instructional decisions all students, but with emphasis on the LPQ students and subsequent subgroups.	6/3/2015 biweekly
G2.B1.S1.MA1	Review of Lesson Plans and alignment to district MTPs and Florida Standard.	Dolfi, Bryan	8/18/2014	Submitted lesson plans and observed implementation of lessons by administration.	6/3/2015 weekly
G2.B1.S1.MA1	Lesson Plan review	Dolfi, Bryan	8/18/2014	Teachers will plan lessons aligned to new Florida Standards with increased levels of rigor.	6/3/2015 weekly
G2.B1.S1.MA3	Classroom Observations	Dolfi, Bryan	8/18/2014	Administration will conduct class observations using lesson plans as a guide to match instruction with and provide meaningful and actionable feedback.	6/3/2015 daily
G2.B2.S1.MA1	Inclusion of Leadership Team members in planning and PLC meetings	Dolfi, Bryan	8/18/2014	Participation provided through submission of agendas of scheduled planning, PLC, and student data referring to the use of scheduled computer lab times	6/3/2015 weekly
G2.B2.S1.MA1	Review of lesson plans, PLC notes, Team planning notes, and implementation of computer lab schedule	Stevens, Natalie	8/18/2014	Review of meeting notes and implementation of lessons and collected data from Istation.	6/3/2015 weekly
G2.B3.S1.MA1	Classroom observations	Dolfi, Bryan	8/18/2014	Feedback within observations that showed increased use of student centered instructional strategies to deliver content.	6/3/2015 daily
G2.B3.S1.MA1	Classroom observations to ensure use of planned student centered strategies.	Dolfi, Bryan	8/18/2014	Observations with meaningful and actionable feedback for teachers.	6/3/2015 daily

## Appendix 2: Professional Development and Technical Assistance Outlines

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



## Professional Development Opportunities

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

## Technical Assistance Items

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

**G1.** Stone Lakes Elementary's data shows that only 59% of our Low Percentile Quarter students in Math made learning gains on FCAT. On the 2015 FSA Math assessment we will increase the percentage of LPQ students making learning gains in Math by 5%.

### **G1.B1** Core Programs not aligned with New Florida Standards

**G1.B1.S1** Implementation of district provided MTPs aligned with Florida Standards .

#### **PD Opportunity 1**

Designated weekly common planning times per grade level with administrative support.

##### **Facilitator**

Leadership Team, CRT, Reading Coaches, Team Leaders

##### **Participants**

All classroom teachers, support teachers, Leadership Team

##### **Schedule**

Weekly, from 8/18/2014 to 6/3/2015

### **G1.B2** Time

**G1.B2.S1** Scheduled common planning time and PLC meeting times

#### **PD Opportunity 1**

Common Planning Time

##### **Facilitator**

Leadership Team

##### **Participants**

All Classroom Teachers

##### **Schedule**

Weekly, from 8/18/2014 to 6/3/2015

## PD Opportunity 2

Scheduled PLC meeting times

### Facilitator

Leadership Team

### Participants

All teachers

### Schedule

Monthly, from 8/27/2014 to 6/3/2015

**G2.** Stone Lakes Elementary's data shows that only 58% of our Low Percentile Quarter students in Reading made learning gains on FCAT. On the 2015 FSA ELA assessment we will increase the percentage of LPQ students making learning gains in Reading by 5%.

**G2.B1** Core Programs not aligned with New Florida Standards

**G2.B1.S1** Implementation of district provided MTPs aligned with Florida Standards .

## PD Opportunity 1

Designated weekly common planning times per grade level with administrative support.

### Facilitator

Leadership Team, CRT, Reading Coaches, Team Leaders

### Participants

All classroom teachers, support teachers, Leadership Team

### Schedule

Weekly, from 8/18/2014 to 6/3/2015

**G2.B2** Time

**G2.B2.S1** Scheduled common planning time, computer lab times class times, and PLC meeting times

**PD Opportunity 1**

Common Planning Time

**Facilitator**

Leadership Team

**Participants**

All Classroom Teachers

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

**PD Opportunity 2**

Class designated computer lab time

**Facilitator**

Leadership Team

**Participants**

Classroom teachers and students

**Schedule**

Daily, from 8/25/2014 to 6/3/2015

**PD Opportunity 3**

Scheduled PLC meeting times

**Facilitator**

Leadership Team

**Participants**

All teachers

**Schedule**

Monthly, from 8/27/2014 to 6/3/2015

## Budget Rollup

### Summary

Description	Total
Grand Total	0