

Mirror Lakes Elementary School



2015-16 School Improvement Plan

Mirror Lakes Elementary School

525 CHARWOOD AVE S, Lehigh Acres, FL 33974

<http://mle.leeschools.net>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	75%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	76%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	D	C	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	30
Appendix 2: Professional Development and Technical Assistance Outlines	32
Professional Development Opportunities	33
Technical Assistance Items	34
Appendix 3: Budget to Support Goals	0

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To Promote and motivate lifelong learning in a nurturing environment.

Provide the school's vision statement

To inspire and educate all students for success

School Environment

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

The school hosts a Saturday Open House, meet and greet in the student's classroom for parents, guardians, siblings and any other interested people in the life of the child. In a relaxed and informal environment, the parents, students, and teachers can get to know one another, discuss expectations and goals for the upcoming year.

Teachers do a "cum file check" prior to the end of the first month of school, reading the student's file to find information regarding demographics, special needs, concerns, or unique support that the student may have had or need.

Prior to the end of the first 6 week cycle, each grade level holds a parent curriculum night, offering an opportunity for parents to come into school with questions and concerns, hear about the standards and curricular map in more detail and discuss student learning expectations. At this time, they are also provided with tools to assist and partner in the learning progress of their child.

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

Mirror Lakes is a PBS Model School, having inculcated the positive behavior expectations beginning in Pre-K and Kindergarten. Students understand procedures, processes and expectations for interaction peer-to-peer, student to teacher, and student to other adults on campus who are in supportive roles.

The school has a full time behavior specialist and a full time counselor who work with peer mediation, bullying and character ed concepts, modeling and instructing daily.

The school has a full time behavior specialist and two educational paras who are trained to work with deescalation strategies with our special needs population.

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

Mirror Lakes stresses positive behavior using PBS (Positive Behavior Support System). It is a set of guidelines and expectations for appropriate behavior. It is our goal to increase academic performance, increase safety, decrease problematic behaviors and establish a positive school culture. "Panther Bucks" can be earned by displaying appropriate behavior anywhere at school. Students are then able to spend their Panther Bucks on incentives offered throughout the school year. All students who show consistent, positive behavior and work to the best of their ability are rewarded with regular classroom and school-wide celebrations and prizes.

Our teachers have a PBS inservice at the beginning of every year. Behavior clip charts are incorporated into the culture of every classroom. Progress is communicated daily to parents, they review and return the next day with initials and any comments. Bucket filler, "drops" are given to staff members to encourage positive praise among colleagues.

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 full time Counselor and Behavior Specialist collaborate to provide a system of support for students who have social/environmental needs which may interfere in their learning. The Behavior Specialist also coordinates a mentoring program for students who have demonstrated behavioral challenges and are recommended by their classroom teacher. The Counselor works with bullying, conflict mediation and other behavioral issues which can impede learning. The part time School Social Worker works with our attendance coordinator to ensure students are in school and ready to learn. The entire team works together as a wrap around support unit, assisting parents and students to maximize the learning experience.

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

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/181249>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

- + The school has a volunteer outreach coordinator and community relations liaison. This volunteer has created 5 partnerships with local businesses, the hospital and local community service agencies. With these community partnerships, the school has access to role models for career talks, support of incentive activities to increase our student's community activism (MDA drive, canned food drive, and Blessings in a Backpack).
- + Mirror Lakes has a full time parent involvement specialist who does outreach with our Hispanic population and assists in bringing parents and partners to the school with outreach events like Muffins for Moms and All Pro Dads.
- + We also have actively increased outreach to organizations within our community to sponsor incentives for teacher excellence. AppleBee's, the local Hospital, and our local State Farm Agent provide reward incentives to assist us in recognizing innovative methods for supporting learning.

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:

Name	Title
Courtney, Dwayne	Principal
Shonak, Jennifer	Assistant Principal
Knight, Tonya	Assistant Principal

Duties

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

Classroom Teacher: Keep ongoing progress monitoring notes (FAIR, STAR/Early STAR, curriculum assessments, FCAT scores, work samples, anecdotes), attend MTSS Team meetings to collaborate on and monitor students who are struggling, implement interventions designed by the MTSS Team for students receiving supplemental and intensive supports, and deliver instructional interventions with fidelity.

Resource Teachers: Attend MTSS Team meetings, implement supplemental and intensive interventions, keep progress monitoring notes and anecdotes of interventions implemented, help administer screenings, and collect grade-level data for team to use in determining at-risk students.

TIF Teachers: Train teachers in interventions, progress monitoring, and differentiated instruction.

MTSS Coordinator: Schedule and attend MTSS Team meetings, maintain log of all students involved in MTSS process, complete necessary MTSS forms and send parent invites, and facilitate implementation of MTSS.

Administration: Attend MTSS Team meetings and conduct classroom walk-throughs to monitor fidelity.

Academic Coaches: provide on site just-in-time coaching, best practice modeling, innovative strategy support and collegial assistance for specific classroom concerns.

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 MTSS Problem-Solving Team at Mirror Lakes Elementary meets on a bi-monthly, or as needed, basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the the district's MTSS Manual.

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. The district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math, health services, and literacy workshops for parents as a result of the coordination of these funds.

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the needs of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III, and ESE departments are all part of the collaborative effort. For example: social workers from students services have the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnerships with businesses so students will have an opportunity to continue to develop their vocational skills.

Title I coordinates with other programs funded under NCLB through the SIP process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science, and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part fo the School Advisory Council, parents are included in the planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval.

Title I, Part A coordinated with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials.

Title X coordinates with Title I, Part A to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A program staff, the same services for homeless students in non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have

unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time, tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A in conjunction with Title X, McKinney-Vento funding, homeless students can take part in services that enable them to benefit more from a school's Title I program. Supplemental Academic Instruction is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District.

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District.

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the school year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week.

Blended Head Start/Title I/VPK/Migrant early childhood classrooms will be located on the school's campus. High-risk students will attend year-long, high-quality early childhood programs that serve four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for Kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math, and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parent learn English so that they can become more self-sufficient.

The district provides extensive opportunities for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academics.

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Grace Howell	Parent
Grace Howell	Parent
Brain Marchant	Teacher
Chris Rahmings	Business/Community
Morticia Triplett	Parent
Stacey Gridley	Parent
Dwayne Courtney	Principal
Candice Portis	Teacher
Heidi Larison	Teacher
Jamarr Perez	Education Support Employee
Brian Shonak	Business/Community
Diana Castillo (PTO)	Parent
Judy Paras	Education Support Employee
Erica Alvarez	Parent

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

The 2014-2015 School Improvement Plan was reviewed at the School Advisory Council (SAC) meeting held on September 29, 2015. They then looked at data trends for the four years to look areas of strength and areas of improvement.

Development of this school improvement plan

SAC committee reviews the current School Improvement Plan in light of the goals and data from the prior year. The current plan is reviewed throughout the year and all constituents are asked for input, updated information and revisions as needed. Assessment data, progress monitoring milestones are shared monthly, and concerns are addressed as they are articulated from the group. After reviewing the previous years data, the SAC was presented with the 2015-2016 SIP plan. They were given the ability to recommend additions, deletions or changes. SAC voted on the acceptance of the SIP plan.

Preparation of the school's annual budget and plan

If a budget is available for SAC from the District, it is discussed and priorities set which align with the SIP goals outlined for the school year. If a budget is not provided by the school district, a small budget of \$5,000-10,000 will be allocated for instructional material support and school-wide initiatives.

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

N/A

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:

Name	Title
Courtney, Dwayne	Principal
Shonak, Jennifer	Assistant Principal
Knight, Tonya	Assistant Principal
Nunez-torres, Crystal	Instructional Coach
Walker, Paige	Instructional Coach
Pusey, Iona	Instructional Coach
Grunberg, Tausha	Instructional Coach
Morris, Lindsay	Instructional Coach
Hocker, Derek	Teacher, K-12
Ventura, Allison	Teacher, K-12
Conestrano, Michael	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT will be to raise student achievement through progress monitoring, implementing explicit research based interventions, and modeling strategies for teachers. The LLT also tracks implementation data for new initiatives and provides support for successful project management.

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

There is strong teacher participation in PLC structures for grade level planning, school-wide planning, data disaggregation used to drive planning for learning and responses to progress or lack of it. All teacher groups: grade levels, specials (electives), ESE, Resources/coaches and Pre-K groups have common planning time in the master schedule, staff PLC meetings occur on an as needed basis for common formative assessment data review, summative data review and response planning. Grade level teams have created unique structures from developing expert responses to content, grouping students for differentiation and intensive interventions, and addressing issues such as homework and grading practices as teams.

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

Principal, Assistant Principals and Leadership Team members screen applicants using a rubric to ensure only highly qualified applicants are interviewed. New staff is supported by a mentoring program and by a new teacher induction program which includes specific training in Kagan strategies and awareness of PBS concepts. First year teachers are also supported by Teacher Leaders who provide in classroom coaching and modeling. Liaisons support instruction in every grade level by assisting new teachers with

differentiation, best practice implementation and effective remediation strategies. Retention efforts center around teacher supports and experiences during the first year at MLE, fostering an open door policy for questions/concerns, creating vertical and horizontal observation opportunities in highly effective classrooms to develop understanding of best practice implementation in a real setting, and supporting teachers as they take risks to acquire new strategies and practices.

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

Planned mentoring activities included a Day1 Kagan workshop for all first year teachers, Day 2 for second year teachers as well as and optional Day 3 & 4.. Support from District PDLT's will include additional support in Math strategies for grade 3, 4, 5; a specific set of workshops addressing writing development K-5 and a regular opportunity to collaborate in a PLC structure at grade levels. Mentor teachers are paired with first year teachers based on the grade level, experience, accessibility and personality of the mentor and the new teacher.

New teachers are also encouraged to attend training as offered either at the school site or District as available on topics such as Whole Brain Teaching, Differentiating Instruction, Kagan, Core Connections Writing and Classroom Management.

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

The school district has created an Academic Plan for each grade level and elective subject area. Plans are monitored for pacing with fidelity by the TIF teachers and administration. Grade levels use these as a roadmap and pacing guide for learning. Each classroom is expected to use the Gradual Release Model for instruction and post essential questions to support student engagement and understanding of their learning journey. WEBB's DOK can be found in each classroom acting as a resource, reminder and guide for higher order thinking skill development and support.

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

Students are monitored for mastery of standards on a weekly basis through formative assessments, observations, and data analysis. In PLCs the teachers and instructional coaches examine data from these assessments. Students are then provided with additional instruction on standards they have not mastered and enrichment for standards they have mastered through grade level intervention instruction. Students are also provided differentiated small group guided reading instruction on a daily basis with the classroom teacher.

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: After School Program

Minutes added to school year: 30

The after school program has an Academic Coordinator who focuses on learning for the first 30 minutes of the afternoon. During this time, tutoring, homework assistance and support are made available to all students in attendance.

Strategy Rationale

Extended time for students to interact less formally with a certified teacher and have the opportunity to have a skill practiced and/or solidified with guidance, or a critical concept explained in a new way provides the just in time support for learning students need.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Smith, Alana, alanals@leeschools.net

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

At interim and report card benchmarks, student grades will be reviewed and conversations with teachers will be held for students not making appropriate progress.

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

Mirror Lakes Elementary has a Pre-K Headstart/VPK classroom as well as two Pre-K ESE units. All of the teachers of our Pre-K classrooms are Highly Qualified and experienced in ensuring that the students acquire the appropriate skills for transitioning into the Kindergarten units when ready. Meetings are held regularly with parents and student progress is tracked to ensure that students are well supported and ready to transition at the appropriate time with the prerequisite skills.

For entering KG students, an Open House (Kindergarten Round-up) is held in May to meet and greet the parents and students, expectations are provided and a packet is given for summer practice of basic numeracy and literacy skills. Subsequent KG screening are held in July to assess incoming students and place them in classes.

In 15-16, a "Newcomers" welcome strategy will be continued to address a 20% mobility rate and create a way to effectively transition students into our school culture. Student counsel students welcome new students and give them tours of the campus to introduce students to the school and key personnel.

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

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.** If teachers facilitate and progress monitor instruction aligned to the grade level expectations of the Florida Standards, then student learning will accelerate in all grade levels and content areas.
- G2.** If all staff implement the School-wide Positive Behavior Support and Student Management Plan with fidelity, then students will learn to make better choices, experience more positive outcomes, and student learning will increase.

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. If teachers facilitate and progress monitor instruction aligned to the grade level expectations of the Florida Standards, then student learning will accelerate in all grade levels and content areas. 1a

G074133

Targets Supported 1b

Indicator	Annual Target
5Es Score: Collective Responsibility	100.0

Resources Available to Support the Goal 2

- Team Liasons/Resource Teachers
- Florida Ready Curriculum
- CASTLE
- Professional Development
- Intervention Support Specialist
- PLC & Common Planning Time
- Reading Coach
- Math Coach
- Science Coach

Targeted Barriers to Achieving the Goal 3

- Current schedules do not allow for enough time for common planning and data analysis.
- The majority of teachers have not been trained to differentiate instruction based on analysis and interpretation of ongoing assessment data.
- Limited analysis of standards-based data inhibits targeted, differentiated instruction, which supports student achievement and proficiency.

Plan to Monitor Progress Toward G1. 8

Monitor through CASTLE and/or Performance Matters, student tracking data reports used during PLCs and lesson planning to provide differentiated and standards-based instruction.

Person Responsible

Jennifer Shonak

Schedule

Quarterly, from 10/23/2015 to 6/10/2016

Evidence of Completion

data in CASTLE and/or Performance Matters, progress monitoring

G2. If all staff implement the School-wide Positive Behavior Support and Student Management Plan with fidelity, then students will learn to make better choices, experience more positive outcomes, and student learning will increase. 1a

G074134

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Staff	80.0

Resources Available to Support the Goal 2

- PBS (Positive Behavior Support) team
- TIF Teachers
- Grade Level Teacher Leader Liaisons
- PLCs and common planning time
- APPLES/mentor program
- Professional Development Plan and best practices
- master schedule

Targeted Barriers to Achieving the Goal 3

- Lack of consistency across the school regarding student behavior management.

Plan to Monitor Progress Toward G2. 8

School culture surveys will be given to staff and students semiannually. The results from the surveys will be reviewed by the Leadership Team to determine if staff and student engagement is improving and on a positive trend.

Person Responsible

Paige Walker

Schedule

Semiannually, from 10/28/2015 to 6/10/2016

Evidence of Completion

Survey results and comparative data, leadership agenda/meeting notes

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. If teachers facilitate and progress monitor instruction aligned to the grade level expectations of the Florida Standards, then student learning will accelerate in all grade levels and content areas. **1**

 G074133

G1.B1 Current schedules do not allow for enough time for common planning and data analysis. **2**

 B193541

G1.B1.S1 Create schedule to provide additional time for common planning and data analysis coaching.

4

 S205088

Strategy Rationale

More time is needed to disaggregate data and plan effective strategies to increase student achievement.

Action Step 1 **5**

Develop a master schedule to maximize common planning/PLC time.

Person Responsible

Tonya Knight

Schedule

On 6/10/2016

Evidence of Completion

Master Schedule

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

TIF teachers and grade level liaisons will meet weekly with PLCs during common planning time.

Person Responsible

Jennifer Shonak

Schedule

Weekly, from 8/31/2015 to 6/10/2016

Evidence of Completion

PLC agendas and minutes, progress monitoring data

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

Administration will meet with the Leadership Team to get feedback on the effectiveness of the master schedule and PLCs.

Person Responsible

Jennifer Shonak

Schedule

Biweekly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Leadership meeting agendas/notes

G1.B2 The majority of teachers have not been trained to differentiate instruction based on analysis and interpretation of ongoing assessment data. 2

 B193542

G1.B2.S1 Provide professional development for differentiating instruction through centers. 4

 S205089

Strategy Rationale

Teachers need to differentiate instruction within the classroom based on student data and needs.

Action Step 1 5

Teachers will be provided professional development by District PDL Specialists on differentiating instruction through centers.

Person Responsible

Paige Walker

Schedule

Semiannually, from 8/20/2015 to 10/27/2015

Evidence of Completion

sign in sheets, agenda and handouts

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

Through PLCs teachers will share completed lesson plan templates after Day 2 of training.

Person Responsible

Lindsay Morris

Schedule

Monthly, from 10/28/2015 to 6/10/2016

Evidence of Completion

PLC agendas and completed lesson plan templates

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

Progress monitor student progress using CASTLE and/or Performance Matters.

Person Responsible

Tonya Knight

Schedule

Weekly, from 10/1/2015 to 6/10/2016

Evidence of Completion

Lesson plans, walk-through's and student performance data

G1.B2.S2 Provide professional development for data analysis protocols. 4

 S205090

Strategy Rationale

Teachers need to be able to analyze data effectively.

Action Step 1 5

TIF Teacher will lead protocol training based on Critical Friends Coaching to establish common protocol to use in PLC meetings.

Person Responsible

Paige Walker

Schedule

Monthly, from 9/17/2015 to 6/10/2016

Evidence of Completion

Liaison meeting agendas, PLC agendas, handouts

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Critical Friend Coach will model effective protocols for liaisons at grade level PLC's.

Person Responsible

Paige Walker

Schedule

Monthly, from 9/17/2015 to 6/10/2016

Evidence of Completion

PLC agendas, handouts

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Liaisons will create WIN schedules based on progress monitoring of students.

Person Responsible

Lindsay Morris

Schedule

Every 3 Weeks, from 9/17/2015 to 6/10/2016

Evidence of Completion

WIN groups and logs, notes and strategies produced through use of protocols, Performance Matters reports, STAR reports, CASTLE reports

G1.B3 Limited analysis of standards-based data inhibits targeted, differentiated instruction, which supports student achievement and proficiency. **2**

 B193543

G1.B3.S1 Teachers will maintain student data using a data tracker to monitor student progress across content areas and plan for rigorous, engaging instruction. **4**

 S205091

Strategy Rationale

If teachers progress monitor instruction aligned to the grade level expectations of the Florida Standards, then student learning will accelerate in all grade levels and content areas.

Action Step 1 **5**

Teachers will track standards and progress monitor student data through grade level PLCs.

Person Responsible

Paige Walker

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

PLC agendas and minutes, data from CASTLE and/or Performance Matters, WIN data, student standard tracking forms

Action Step 2 **5**

Teachers will incorporate differentiated instruction through Core instruction.

Person Responsible

Jennifer Shonak

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

lesson plans

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

PLCs will incorporate lesson planning and backward design that provides differentiated and standards-based instruction.

Person Responsible

Paige Walker

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

PLC agendas and minutes, lesson plans

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

Administration will complete walkthroughs targeting differentiated instruction.

Person Responsible

Dwayne Courtney

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

walkthrough notes

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

Teachers will bring progress monitoring data to weekly PLCs.

Person Responsible

Paige Walker

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Student data in CASTLE and/or Performance Matters, student data folders, standards tracking forms

G2. If all staff implement the School-wide Positive Behavior Support and Student Management Plan with fidelity, then students will learn to make better choices, experience more positive outcomes, and student learning will increase. 1

G074134

G2.B1 Lack of consistency across the school regarding student behavior management. 2

B193545

G2.B1.S1 Teachers will follow MLE Student Management Plan. 4

S205093

Strategy Rationale

Ensure a common approach to discipline throughout the school.

Action Step 1 5

Teachers will display and explicitly teach expected behaviors.

Person Responsible

Paige Walker

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

PAWS posters, completed Thinking Maps or evidence from lessons

Action Step 2 5

Recognize students and staff for their positive achievements, both behaviorally and academically, through PBS.

Person Responsible

Paige Walker

Schedule

Daily, from 8/24/2015 to 6/24/2016

Evidence of Completion

Panther Bucks, Positive Referrals, You Made Gains drawings, Rock Star of the Month board, PBS prizes

Action Step 3 5

Create a Discipline Team to review referral data and monitor implementation of Student Management Plan.

Person Responsible

Paige Walker

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Discipline Team schedule of meeting dates and members

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

Discipline Team will meet monthly to analyze student referral data.

Person Responsible

Paige Walker

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Student Management Plan, schedule of Discipline Team meetings, Discipline Team meetings agendas and notes, student referral data

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

PBS Team will meet monthly to plan student and staff celebrations and prizes.

Person Responsible

Paige Walker

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

schedule of PBS Team meetings, PBS Team meetings agendas and notes

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

Decrease of referral data

Person Responsible

Paige Walker

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Comparison of referral data

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

Increased teacher engagement as measured by the Gallup Teacher Engagement Survey

Person Responsible

Dwayne Courtney

Schedule

Annually, from 8/24/2015 to 6/10/2016

Evidence of Completion

Gallup Teacher Survey results

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
G1.B1.S1.A1	Develop a master schedule to maximize common planning/PLC time.	Knight, Tonya	8/24/2015	Master Schedule	6/10/2016 one-time
G1.B2.S1.A1	Teachers will be provided professional development by District PDL Specialists on differentiating instruction through centers.	Walker, Paige	8/20/2015	sign in sheets, agenda and handouts	10/27/2015 semiannually
G1.B2.S2.A1	TIF Teacher will lead protocol training based on Critical Friends Coaching to establish common protocol to use in PLC meetings.	Walker, Paige	9/17/2015	Liaison meeting agendas, PLC agendas, handouts	6/10/2016 monthly
G1.B3.S1.A1	Teachers will track standards and progress monitor student data through grade level PLCs.	Walker, Paige	8/24/2015	PLC agendas and minutes, data from CASTLE and/or Performance Matters, WIN data, student standard tracking forms	6/10/2016 weekly
G2.B1.S1.A1	Teachers will display and explicitly teach expected behaviors.	Walker, Paige	8/24/2015	PAWS posters, completed Thinking Maps or evidence from lessons	6/10/2016 quarterly
G1.B3.S1.A2	Teachers will incorporate differentiated instruction through Core instruction.	Shonak, Jennifer	8/24/2015	lesson plans	6/10/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A2	Recognize students and staff for their positive achievements, both behaviorally and academically, through PBS.	Walker, Paige	8/24/2015	Panther Bucks, Positive Referrals, You Made Gains drawings, Rock Star of the Month board, PBS prizes	6/24/2016 daily
G2.B1.S1.A3	Create a Discipline Team to review referral data and monitor implementation of Student Management Plan.	Walker, Paige	8/24/2015	Discipline Team schedule of meeting dates and members	6/10/2016 monthly
G1.MA1	Monitor through CASTLE and/or Performance Matters, student tracking data reports used during PLCs and lesson planning to provide differentiated and standards-based instruction.	Shonak, Jennifer	10/23/2015	data in CASTLE and/or Performance Matters, progress monitoring	6/10/2016 quarterly
G1.B1.S1.MA1	Administration will meet with the Leadership Team to get feedback on the effectiveness of the master schedule and PLCs.	Shonak, Jennifer	9/1/2015	Leadership meeting agendas/notes	6/10/2016 biweekly
G1.B1.S1.MA1	TIF teachers and grade level liaisons will meet weekly with PLCs during common planning time.	Shonak, Jennifer	8/31/2015	PLC agendas and minutes, progress monitoring data	6/10/2016 weekly
G1.B2.S1.MA1	Progress monitor student progress using CASTLE and/or Performance Matters.	Knight, Tonya	10/1/2015	Lesson plans, walk-through's and student performance data	6/10/2016 weekly
G1.B2.S1.MA1	Through PLCs teachers will share completed lesson plan templates after Day 2 of training.	Morris, Lindsay	10/28/2015	PLC agendas and completed lesson plan templates	6/10/2016 monthly
G1.B3.S1.MA1	Teachers will bring progress monitoring data to weekly PLCs.	Walker, Paige	8/24/2015	Student data in CASTLE and/or Performance Matters, student data folders, standards tracking forms	6/10/2016 weekly
G1.B3.S1.MA1	PLCs will incorporate lesson planning and backward design that provides differentiated and standards-based instruction.	Walker, Paige	8/24/2015	PLC agendas and minutes, lesson plans	6/10/2016 weekly
G1.B3.S1.MA3	Administration will complete walkthroughs targeting differentiated instruction.	Courtney, Dwayne	8/24/2015	walkthrough notes	6/10/2016 monthly
G1.B2.S2.MA1	Liaisons will create WIN schedules based on progress monitoring of students.	Morris, Lindsay	9/17/2015	WIN groups and logs, notes and strategies produced through use of protocols, Performance Matters reports, STAR reports, CASTLE reports	6/10/2016 every-3-weeks
G1.B2.S2.MA1	Critical Friend Coach will model effective protocols for liaisons at grade level PLC's.	Walker, Paige	9/17/2015	PLC agendas, handouts	6/10/2016 monthly
G2.MA1	School culture surveys will be given to staff and students semiannually. The results from the surveys will be reviewed by the Leadership Team to determine if staff and student engagement is improving and on a positive trend.	Walker, Paige	10/28/2015	Survey results and comparative data, leadership agenda/meeting notes	6/10/2016 semiannually
G2.B1.S1.MA1	Decrease of referral data	Walker, Paige	8/24/2015	Comparison of referral data	6/10/2016 monthly
G2.B1.S1.MA4	Increased teacher engagement as measured by the Gallup Teacher Engagement Survey	Courtney, Dwayne	8/24/2015	Gallup Teacher Survey results	6/10/2016 annually
G2.B1.S1.MA1	Discipline Team will meet monthly to analyze student referral data.	Walker, Paige	8/24/2015	Student Management Plan, schedule of Discipline Team meetings, Discipline Team meetings agendas and notes, student referral data	6/10/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA2	PBS Team will meet monthly to plan student and staff celebrations and prizes.	Walker, Paige	8/24/2015	schedule of PBS Team meetings, PBS Team meetings agendas and notes	6/10/2016 monthly

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.

G1. If teachers facilitate and progress monitor instruction aligned to the grade level expectations of the Florida Standards, then student learning will accelerate in all grade levels and content areas.

G1.B2 The majority of teachers have not been trained to differentiate instruction based on analysis and interpretation of ongoing assessment data.

G1.B2.S1 Provide professional development for differentiating instruction through centers.

PD Opportunity 1

Teachers will be provided professional development by District PDL Specialists on differentiating instruction through centers.

Facilitator

Polly Kiely and Claire Cutting

Participants

all teachers

Schedule

Semiannually, from 8/20/2015 to 10/27/2015

G1.B2.S2 Provide professional development for data analysis protocols.

PD Opportunity 1

TIF Teacher will lead protocol training based on Critical Friends Coaching to establish common protocol to use in PLC meetings.

Facilitator

Paige Walker

Participants

Grade level liaisons

Schedule

Monthly, from 9/17/2015 to 6/10/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Develop a master schedule to maximize common planning/PLC time.	\$0.00
2	G1.B2.S1.A1	Teachers will be provided professional development by District PDL Specialists on differentiating instruction through centers.	\$0.00
3	G1.B2.S2.A1	TIF Teacher will lead protocol training based on Critical Friends Coaching to establish common protocol to use in PLC meetings.	\$0.00
4	G1.B3.S1.A1	Teachers will track standards and progress monitor student data through grade level PLCs.	\$0.00
5	G1.B3.S1.A2	Teachers will incorporate differentiated instruction through Core instruction.	\$0.00
6	G2.B1.S1.A1	Teachers will display and explicitly teach expected behaviors.	\$0.00
7	G2.B1.S1.A2	Recognize students and staff for their positive achievements, both behaviorally and academically, through PBS.	\$0.00
8	G2.B1.S1.A3	Create a Discipline Team to review referral data and monitor implementation of Student Management Plan.	\$0.00
Total:			\$0.00