

The School District of Lee County

Mirror Lakes Elementary School



2016-17 Schoolwide Improvement Plan

Mirror Lakes Elementary School

525 CHARWOOD AVE S, Lehigh Acres, FL 33974

<http://mle.leeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	D*	F	D

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Mirror Lakes Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Mission: Through a safe and positive learning environment, focused engagement, collaboration, and student-centered learning, we will build a community of dedicated citizens who show passion for their achievements.

b. Provide the school's vision statement.

To inspire and educate all students for success

2. School Environment

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

The school hosts a Friday 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 "cumulative 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.

The school will have three leadership teams. One team is inclusive of all leadership. The other two will each be comprised of educators who elect to serve on each team, Operational and Academic. The Academic team will focus on teaching and learning while the Operational team will focus on school-wide processes and procedures.

b. 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.

We have a before and after care program that is staffed by qualified staff who ensure a positive and safe environment for all students in attendance.

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

The school has a full-time behavior specialist and one educational para, who is trained to work with deescalation strategies with our special needs population.

c. 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 on our PBS carts. 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. We are also rewarding students with no referrals on a quarterly basis.

Our teachers have a PBS inservice at the beginning of every year. Behavior clip charts are incorporated into the culture of every classroom. Posters are posted in key areas of the school to share expectations. 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.

d. 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.

3. Early Warning Systems

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

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

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

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

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

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/306600>.

2. Description

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

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Cooper, Robert	Principal
Knight, Tonya	Assistant Principal

b. Duties

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

Administration: Robert Cooper, Tonya Knight

- * Achieves results on the school's goals and demonstrates that student learning is the top priority through leadership actions that build and support a learning organization focused on student success.
- * Enables faculty and staff to work as a system focused on student learning and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.
- * Maintains a school climate that supports student engagement in learning and generates high expectations for learning growth by all students.
- * Works collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.
- * Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, Florida Administrative Code through a common language of instruction.
- * Engages in data analysis for instructional planning and improvement and communicates the relationship among academic standards, effective instruction, and student performance.
- * Implements the District's adopted curricula and State's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school and ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.
- * Recruits, retains, and develops an effective and diverse faculty and staff.
- * Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the School Improvement Plan.
- * Evaluates, monitors and provides timely feedback to faculty on the effectiveness of instruction.
- * Employs a faculty with the instructional proficiencies needed for the school population served and identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology.
- * Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction, provides resources and time, and engages faculty in effective individual and collaborative professional learning throughout the school year.
- * Structures and monitors a school learning environment that improves learning for a diverse student population and maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy.
- * Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning.
- * Promotes school and classroom practices that validate and value similarities and differences among students and provides recurring monitoring and feedback on the quality of the learning environment.
- * Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.
- * Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.
- * Employs and monitors a decision-making process that is based on vision, mission and improvement priorities using facts and data and gives priority attention to decisions that impact the quality of student learning and teacher proficiency.
- * Uses critical thinking and problem-solving techniques to define problems, identify solutions and

evaluate decisions for effectiveness, equity, intended and actual outcomes.

*Empowers others and distributes leadership, when appropriate.

* Uses effective technology integration to enhance decision-making and efficiency throughout the school.

* Actively cultivates, supports, and develops other leaders within the organization, provides evidence of delegation and trust in subordinate leaders, and plans for succession management in key positions.

* Promotes teacher-leadership functions focused on instructional proficiency and student learning.

* Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

* Manages the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.

* Organizes time, tasks and projects effectively with clear objectives and coherent plans and establishes appropriate deadlines.

* Manages schedules, delegates, and allocates resources to promote collegiality efforts in school improvement and faculty development and demonstrates fiscal responsibility to maximize the impact of fiscal resources on instructional priorities.

* Practices two-way communication and uses appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.

* Actively listens to and learns from student, staff, parents, and community stakeholders and recognizes individuals for effective performance.

* Communicates student expectations and performance information to students, parents, and community.

* Maintains high visibility at school and in the community, regularly engages stakeholders in the work of the school, and communicates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversation about important school issues.

* Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

* Demonstrates personal and professional behaviors consistent with quality practices in education and as a community leader.

* Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.

*Demonstrates resiliency by staying focused on the school vision and reacting constructively to barriers that include disagreement and dissent with leadership.

* Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community.

* Engages in professional learning that improves professional practice in alignment with the needs of the school system.

* Demonstrates willingness to accept responsibility for actions and utilizes constructive criticism for professional growth.

* Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

* Implements regulations as they pertain to the assigned school.

Classroom Teachers: Kelly Collins, Lindsay Cox, Lisa Darling, Heidi Larison, Chelsea Mendez, Kelly Nabel, Lindsey Pryslak, Chelsie Receveur, Amanda Rodriguez, Mindy Stoddard, Andrea Lechner, Tamara Messier, Jessica Van Kirk

*Plans individually and cooperatively a program of study that meets the individual needs, interests, diverse backgrounds and abilities of students

*Assists in establishing department or grade level curriculum objectives and the development of the comprehensive plan for the implementation and evaluation of the objectives

- *Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students
- *Guides the learning process toward the achievement of curriculum goals and, in harmony with the goals, establishes clear objectives for all lessons, units, projects and the like to communicate these objectives to students
- *Employs instructional methods and materials that are most appropriate for meeting stated objectives
- *Assesses the accomplishments of students on a daily basis and provides progress report as required
- *Diagnoses the learning strengths and weaknesses of students on a daily basis, seeking the assistance of district specialists as deemed appropriate
- *Counsels with colleagues, students and/or parents on a daily basis
- *Assists the administration in implementing all policies and/or rules governing student life and conduct and, for the classroom, develops reasonable rules of classroom behavior and procedures and maintains order in the classroom in a fair and just manner
- *Plans and supervises purposeful assignments for support personnel and school volunteers to work cooperatively with grade level chairs, evaluates their effectiveness
- *Uses appropriate technology in teaching and the learning process
- *Maintains accurate, complete and correct records and reports as required by law, district policy and administrative regulation
- *Provides for personal professional growth through an ongoing program of reading, workshops, seminars, conferences and/or advanced course work at institutions of higher learning
- *Attends staff meetings and serves on staff committees as deemed necessary

Resource Teachers: Allison Ventura, Mike Canestrano, Candice Portis, , Deb Iden, Christina DeColli, James Black, and Amy Evans

- *Work with selected populations in the classroom and pull-out these students for intensive interventions, collect grade-level data for team to use in determining at-risk students.
- *Establishes and maintains cooperative relations with others
- *Adheres to the Code of Ethics of the Education Profession in Florida and meets all school and district policy requirements
- *Supports school improvement initiatives by active participation in school activities, services and programs
- *Recognizes overt indicators of student distress or abuse and takes appropriate action based on school procedures and law
- *Establish appropriate testing environment and test security
- *Attend MTSS Team meetings to collaborate on and monitor students who are struggling
- *Implement and deliver interventions and provide enrichment for all students with fidelity

TIF Teachers: Lindsay Dowdy, Samantha Gibbs, Paige Walker

- *Instructs students approximately 40% of the day and teaches a part-time schedule to include a planning period; fulfills teacher leader duties approximately 60% of his/her schedule.
- *Works collaboratively with the principal, assistant principals, faculty, and staff to build a capacity to increase student achievement.
- *Provides professional development opportunities for all faculty and staff members.
- *Supports colleagues by providing information, mentoring, modeling, and problem solving strategies that align with the School Improvement Plan.
- *Designs, selects, modifies, and evaluates instructional strategies that reflect curriculum goals, current knowledge, and the interests, motivation, and needs of individual learners.
- *Provides the building principal with regular updates on professional development and teacher needs.
- *Assists in identifying and developing future Teacher Leaders in the building.
- *Attends Teacher Leader trainings as scheduled.
- *Trains teachers in interventions, progress monitoring, and differentiated instruction.
- *Supports student learning through teaching assignments.

MTSS Coordinator: Derek Hocker

*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.

*Collaborate with Resource Teacher to provide quality interventions that are in alignment with each student's plan.

Academic Coaches: Iona Pusey, Tausha Grunberg

*Provide on site just-in-time coaching, best practice modeling, innovative strategy support and collegial assistance for specific classroom concerns.

2. 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 Services; 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Grace Howell	Parent
Morticia Triplett	Parent
Candice Portis	Teacher
Judy Paras	Education Support Employee
Erica Alvarez	Parent
Robert Cooper	Principal
Tonya Knight	Principal
Allison Searcy	Parent
Sandra Alvarez	Parent
Nora Chavez	Parent
Duong Phong Le	Parent
Brian Marchant	Business/Community
Brian Evans	Business/Community
Jamarr Perez	Education Support Employee
Dionicia Salas	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

The 2016-2017 School Improvement Plan was reviewed at the School Advisory Council (SAC) meeting held on August 26, 2016. The team then looked at data trends for the four years to look areas of strength and areas of improvement.

b. 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 2016-2017 SIP plan. They were given the ability to recommend additions, deletions or changes. SAC voted on the acceptance of the SIP plan.

c. 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.

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

N/A

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

Yes

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

3. Literacy Leadership Team (LLT)**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Cooper, Robert	Principal
Knight, Tonya	Assistant Principal
Walker, Paige	Instructional Coach
Pusey, Iona	Instructional Coach
Morris, Lindsay	Instructional Coach
Hocker, Derek	Teacher, K-12
Ventura, Allison	Teacher, K-12
Conestrano, Michael	Teacher, K-12

b. Duties**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

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.

D. Public and Collaborative Teaching

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

1. 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.

2. 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 and a Resource Teacher 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.

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

Planned mentoring activities included a Day 1 Kagan workshop for all first year teachers, Day 2 for second year teachers as well as an optional Day 3 & 4.. Support from District PDLT's will include additional support in Math strategies for grades 3, 4, 5; a specific set of workshops addressing writing development for 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.

A Resource Teacher is assigned to all teachers in their first two years to provide collegial coaching, process observation, modeling, and support with District Support Applications. This teacher also provides twice monthly professional development sessions with the TIF team to increase beginning teacher effectiveness.

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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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, scripted HOT questions, track student progress toward a class goal, develop a class mission, post essential questions, standards, and objectives to support student engagement and understanding of their learning journey, unpack the standard with the class to develop academic vocabulary, and backmap instruction off of the standards. WEBB's DOK can be found in each classroom acting as a resource, reminder and guide for higher order thinking skill development and support.

All core resources are purchased through the District's Curriculum Department. When materials are requested, the requests flow through our Curriculum Specialist and then through administration to ensure that all materials address the standards in the Florida State Standards. Additional school based funds are used to purchase supplemental materials of instruction after being reviewed by administration.

b. Instructional Strategies

1. 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.

All teachers will participate in ongoing, monthly Professional Development. Each student will complete a survey on Multiple Intelligences in order to identify areas of strength and areas of need for each child. The results of the survey will be used to plan effective differentiated lessons to meet the individual needs of students. Our PLCs meet weekly to analyze data and reflect on the results of assessments to make instructional decisions that are based on individual student needs. Students are grouped according to need, reassessed, and then regrouped in accordance with current needs. Students not requiring intervention are grouped into enrichment groups.

Every teacher uses small group teaching and the Gradual Release Model to differentiate instruction based on readiness levels and learning styles.

In cooperation with classroom teachers, ESE resource teachers work to meet the needs of each child's IEP.

STAR data is used to develop intervention groups and activities/standards-based activities are developed using the record book. All students work in Compass on pathways developed from STAR Reading and Math both during specials and during the regular day as a component of centers.

2. 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

Knight, Tonya, tonyafk@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.

Strategy: Extended School Year

Minutes added to school year: 10,800

Students with disabilities have an opportunity to participate in Extended School Year (ESY). This summer program extends their learning time to help minimize the effects of summer learning regression.

Strategy Rationale

This is used to support our students who need the extra time to close the learning gap between themselves and their general education peers.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Nunez-torres, Crystal, crystalt@leeschools.net

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

This strategy is offered to ESE students who have an IEP that supports the strategy. The effectiveness of this strategy is measured through the percentage of learning goals met on each child's IEP.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 Kindergarten 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 16-17, 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 welcomes new students and give them tours of the campus to introduce students to the school and key personnel.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Mirror Lakes Elementary will increase its average points possible by at least 14 points from 40% to 54% of the total points possible in order to receive a school grade of "B" or better.
- G2.** All stakeholders will be provided with a safe environment for teaching and learning while on the campus of Mirror Lakes Elementary.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Mirror Lakes Elementary will increase its average points possible by at least 14 points from 40% to 54% of the total points possible in order to receive a school grade of "B" or better. 1a

G083952

Targets Supported 1b

Indicator	Annual Target
District Grade - Percentage of Points Earned	54.0
ELA Achievement District Assessment	51.0
ELA/Reading Gains District Assessment	49.0
ELA/Reading Lowest 25% Gains	54.0
Math Achievement District Assessment	55.0
Math Gains District Assessment	69.0
Math Lowest 25% Gains	53.0
FCAT 2.0 Science Proficiency	44.0

Targeted Barriers to Achieving the Goal 3

- Instruction is not closely aligned with the standards.
- Limited analysis of standards-based data inhibits targeted, differentiated instruction, which supports student achievement and proficiency.
- Teachers are not familiar with the CASTLE Standards Tracker.
- Priority focus not given to lowest level learners
- Hiring and retaining the best staff
- Need for a Progress Monitoring tool
- Need for a school-wide core phonics program
- Professional Capacity
- Large number of frequently tardy students

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

Quarterly progress monitoring of STAR growth

Person Responsible

Paige Walker

Schedule

Quarterly, from 8/22/2016 to 5/31/2017

Evidence of Completion

TIF progress monitor growth and share results during PLC meetings

G2. All stakeholders will be provided with a safe environment for teaching and learning while on the campus of Mirror Lakes Elementary. 1a

G083953

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Staff	80.0

Targeted Barriers to Achieving the Goal 3

- Lack of consistency across the school regarding student behavior management.
- Open Campus to visitors in the mornings
- Inconsistent use of Keepn' Track.

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBS (Positive Behavior Support) team
- TIF Teachers
- Grade Level Teacher Leader Liaisons
- District Safety Priorities
- APPLES/mentor program
- Safety Plan
- Master schedule

Plan to Monitor Progress Toward G2. 8

Administration will walk the campus each morning during arrival to ensure that families are not escorting children past the gate.

Person Responsible

Robert Cooper

Schedule

Daily, from 8/22/2016 to 5/31/2017

Evidence of Completion

Observation by administration and administrative notebook documentation as necessary

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

 = Problem Solving Step  S123456 = Quick Key


G1. Mirror Lakes Elementary will increase its average points possible by at least 14 points from 40% to 54% of the total points possible in order to receive a school grade of "B" or better. 1

 G083952

G1.B1 Instruction is not closely aligned with the standards. 2

 B223057

G1.B1.S1 Provide professional development in regards to backwards design. 4

 S235342

Strategy Rationale

Planning based off of the item specs ensures alignment of academic language, DOK, assessment limits, and supports teacher understanding of the standards.

Action Step 1 5

Initial training with 4th and 5th grade during preschool

Person Responsible

Robert Cooper

Schedule

On 8/19/2016

Evidence of Completion

Master Schedule

Action Step 2 5

Training for grades K-3 during the first quarterly planning session.

Person Responsible

Paige Walker

Schedule

On 10/31/2016

Evidence of Completion

Lesson plans and common boards with standard unpacking will serve as evidence.

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

Tonya Knight

Schedule

Weekly, from 8/10/2016 to 5/31/2017

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

Robert Cooper

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Leadership meeting agendas/notes

G1.B2 Limited analysis of standards-based data inhibits targeted, differentiated instruction, which supports student achievement and proficiency. **2**

 B223058

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

 S235343

Strategy Rationale

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

Action Step 1 **5**

Teachers will learn to track standards using the CASTLE system (once in the beginning of the year and again at midyear).

Person Responsible

Derek Hocker

Schedule

Semiannually, from 8/3/2016 to 8/3/2016

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 8/10/2016 to 5/31/2017

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 8/10/2016 to 5/31/2017

Evidence of Completion

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

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

 S235344

Strategy Rationale

Teachers need to be able to analyze data effectively.

Action Step 1 5

Teachers will utilize the Record Book in STAR to plan instruction based on students' individual needs.

Person Responsible

Paige Walker

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Pre-school training agenda, PLC agendas, handouts

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

TIF Teachers will promote data analysis and utilize these protocols in PLC meetings

Person Responsible

Paige Walker

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

PLC agendas, handouts

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

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

Person Responsible

Lindsay Morris

Schedule

Every 3 Weeks, from 8/10/2016 to 5/31/2017

Evidence of Completion

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

G1.B3 Teachers are not familiar with the CASTLE Standards Tracker. 2

 B223059

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

 S235345

Strategy Rationale

Tracking student progress toward mastery allows teachers to differentiate instruction according to student progression toward standard mastery.

Action Step 1 5

Teachers will receive initial training in using CASTLE

Person Responsible

Derek Hocker

Schedule

Weekly, from 8/3/2016 to 5/31/2017

Evidence of Completion

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

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

PLCs will incorporate lesson planning using the CASTLE Standards Tracker

Person Responsible

Paige Walker

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

PLC agendas and minutes, lesson plans

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 8/10/2016 to 5/31/2017

Evidence of Completion

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

G1.B4 Priority focus not given to lowest level learners 2

 B223060

G1.B4.S1 Additional resources will be directed toward our students making the least progress. 4

 S235346

Strategy Rationale

All students are entitled to an appropriate educational experience

Action Step 1 5

The master schedule will be developed to accommodate the highest needs in grades four and five.

Person Responsible

Tonya Knight

Schedule

On 8/22/2016

Evidence of Completion

Training agenda, plan, handouts, and sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Data monitoring of the lowest 25% in Math and Reading

Person Responsible

Paige Walker

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Google Docs spreadsheet of the expected gains by all students with a focus on the lowest 25%

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Data chats during PLCs to progress monitor student achievement.

Person Responsible

Derek Hocker

Schedule

Biweekly, from 8/31/2016 to 5/31/2017

Evidence of Completion

PLC agendas, data from CASTLE, WINN schedules/logs, lesson plans and walk-throughs

G1.B5 Hiring and retaining the best staff 2

 B223061

G1.B5.S1 The school will ensure that the school is staffed at all times with effective and highly effective staff, who have student achievement as the highest priority. 4

 S235347

Strategy Rationale

Research demonstrates that the quality a student's teacher has the highest effect on academic performance.

Action Step 1 5

The use of walk-through data, student achievement and growth data, targeted observations, the APPLEs beginning teacher program, and the teacher evaluation system are used to determine the impact of instructional staff.

Person Responsible

Robert Cooper

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

2016-2017 FSA score reports will be used to determine if this action step is successful.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Monitor compliance for all pieces of the evaluation system

Person Responsible

Tonya Knight

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

The evaluation board in the main office will be used to track that all pieces are being met. PeopleSoft will also have documentation of all walkthroughs and evaluative pieces.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Track student gains and providing additional assistance when an instructional employee requires assistance or coaching.

Person Responsible

Robert Cooper

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Student gains reports in STAR and CASTLE Standards Tracker

G1.B6 Need for a Progress Monitoring tool 2

 B223062

G1.B6.S1 STAR 360 will be used as the Progress Monitoring tool in Reading and Math for all students

4

 S235348

Strategy Rationale

Progress Monitoring provides a tool to track progress toward established goals.

Action Step 1 5

Each student will participate in Progress Monitoring during every established District window.

Person Responsible

Lindsay Morris

Schedule

Every 2 Months, from 8/10/2016 to 5/31/2017


Evidence of Completion

2016-2017 FSA score reports will be used to determine if this action step is successful. We will look for a correlation between STAR levels and FSA levels.

G1.B7 Need for a school-wide core phonics program 2

 B223063

G1.B7.S1 Really Great Reading phonics program will be used 4

 S235349

Strategy Rationale

Really Great Reading has proven to be a successful phonics program.

Action Step 1 5

Really Great Reading Preschool PD

Person Responsible

Paige Walker

Schedule

On 8/19/2016

Evidence of Completion

The pre and post test will be compared to look for student growth as well as STAR reports will be analyzed for phonics skills improvement.

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Use of program throughout the year

Person Responsible

Tonya Knight

Schedule

On 5/31/2017

Evidence of Completion

Lesson plans, observations during walkthroughs and formal observations.

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Increased STAR score results at the end of the year.

Person Responsible

Paige Walker

Schedule

On 5/1/2017

Evidence of Completion

STAR growth will be compared to growth during the prior year.

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Increased STAR score results at the end of the year.

Person Responsible

Paige Walker

Schedule

On 5/1/2017


Evidence of Completion

STAR growth will be compared to growth during the prior year.

G1.B8 Professional Capacity 2

 B223064

G1.B8.S1 The Flex budgeting allows leadership to staff schools to include common planning and PLC time. Each teacher has, per contract agreement, 30 minutes of paid uninterrupted planning time weekly. This is monitored through FOCUS scheduling. In addition each teacher has planning time daily that is worked in the schedule. 4

 S235350

Strategy Rationale

Common planning and established PLC times promote a team to function collaboratively.

Action Step 1 5

Develop a schedule that facilitates PLCs and common planning

Person Responsible

Tonya Knight

Schedule

On 8/12/2016

Evidence of Completion

PLC notes and lesson plans will be created during the time this creates.

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

Follow-up on PLC meetings and planning

Person Responsible

Robert Cooper

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

PLC minutes and planning event emails

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

Lesson plan development WINN group development

Person Responsible

Derek Hocker

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Lesson plan checks weekly and WINN group flexible groups identified in plans

G1.B8.S2 Instructional Coaches providing instructional coaching and delivering instruction for interventions to our lowest 25% in both grade levels for Math and ELA. 4

S235351

Strategy Rationale

Professional Development and Leadership (PD&L) Specialists are assigned to the DA schools and are content-area specialists in ELA, Math, Science, or Social Studies. They teach 20% of the time at the DA schools and provide job-embedded PD the other 80% of the instructional day. The PD&L Specialists create model classrooms, model lessons, and team teach with staff members. They also work with highly effective teacher leaders at each school that provide coaching, instructional modeling, and lesson studies to instructional staff.

Action Step 1 5

PD&L Specialist provides Professional Development on a monthly basis with our Teacher Leaders during a specials period with each grade level.

Person Responsible

Robert Cooper

Schedule

Monthly, from 8/17/2016 to 5/31/2017

Evidence of Completion

PD agendas

Action Step 2 5

PD&L Specialist working with our lowest 25% in 4th grade math as a push-in during regular instruction and a pull-out during our intervention block.

Person Responsible

Robert Cooper

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

Learning gains on 2016-2017 FSA for the lowest 25% in 4th grade math.

Plan to Monitor Fidelity of Implementation of G1.B8.S2 6

Walkthrough during WINN and classroom lessons, data chats

Person Responsible

Robert Cooper

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Walkthrough documentation

Plan to Monitor Fidelity of Implementation of G1.B8.S2 6

Administrative participation in PD opportunities

Person Responsible

Tonya Knight

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Administration signing in for trainings when attending

Plan to Monitor Effectiveness of Implementation of G1.B8.S2 7

Monitor growth of the lowest 25% in STAR Math and all other students in both reading and Math

Person Responsible

Paige Walker

Schedule

Every 2 Months, from 8/10/2016 to 5/31/2017

Evidence of Completion

Teacher Leader will look for a growth of at least 10 scale score points per month and a SGP of 40 or better.

G1.B9 Large number of frequently tardy students **2**

 B223065

G1.B9.S1 Administration will make random rounds to the front of the student drop-off area to encourage parents to drop students off between the hours of 7:25 am and 7:55 am. **4**

 S235352

Strategy Rationale

Increase communication with families

Action Step 1 **5**

Arrive to PPU area by 7:25 am.

Person Responsible

Robert Cooper

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

FOCUS will demonstrate a favorable trend in student tardies.

Plan to Monitor Fidelity of Implementation of G1.B9.S1 **6**

This will be added to the principal's calendar

Person Responsible

Robert Cooper

Schedule

On 5/31/2017

Evidence of Completion

FOCUS will demonstrate a favorable trend in student tardies.

Plan to Monitor Effectiveness of Implementation of G1.B9.S1 7

School Secretary will touch base with Principal to make sure rounds are being made

Person Responsible

Robert Cooper

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

FOCUS will demonstrate a favorable trend in student tardies.

G1.B9.S2 Office staff will make personal telephone calls to families of tardy students encouraging them to drop students off between the hours of 7:25 am and 7:55 am. 4

 S235353

Strategy Rationale

Increase communication with families

Action Step 1 5

The office staff will call parents of tardy students.

Person Responsible

Tonya Knight

Schedule

On 5/31/2017

Evidence of Completion

CASTLE will be used to track the calls.

Plan to Monitor Fidelity of Implementation of G1.B9.S2 6

Administration will periodically inspect the CASTLE log book to look for evidence of the calls being made.

Person Responsible

Tonya Knight

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

FOCUS will demonstrate a favorable trend in student tardies.

Plan to Monitor Effectiveness of Implementation of G1.B9.S2 7

Administration will monitor tardy students' arrival times after calls have been made.

Person Responsible

Tonya Knight

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

FOCUS will demonstrate a favorable trend in student tardies.

G2. All stakeholders will be provided with a safe environment for teaching and learning while on the campus of Mirror Lakes Elementary. 1

G083953

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

B223066

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

S235354

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

Derek Hocker

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

PAWS posters, completed Thinking Maps or evidence from lessons

Action Step 2 5

Administration will share PBS and academic expectations at grade-level specific assemblies.

Person Responsible

Robert Cooper

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

Panther Bucks, calendar, email invitations, weekly communication

Action Step 3 5

Maintain a PBS Team to review referral data and monitor implementation of Student Management Plan.

Person Responsible

Paige Walker

Schedule

Monthly, from 8/1/2016 to 5/31/2017

Evidence of Completion

Discipline Team schedule of meeting dates and members

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

PBS Team will meet monthly to analyze student referral data.

Person Responsible

Paige Walker

Schedule

Monthly, from 8/1/2016 to 5/31/2017

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 8/1/2016 to 5/31/2017

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

Tonya Knight

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Comparison of referral data year over.

G2.B2 Open Campus to visitors in the mornings 2

 B223067

G2.B2.S1 Secure the gates and regulate access to students. 4

 S235355

Strategy Rationale

Increase safety and security

Action Step 1 5

Beginning on August 22, 2016, all families will no longer be permitted to walk students to class in the morning and will be asked to drop their children off to school at the gate.

Person Responsible

Robert Cooper

Schedule

On 5/31/2017

Evidence of Completion

video footage of parents dropping students at the gate

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

Morning walkthroughs

Person Responsible

Robert Cooper

Schedule

Daily, from 8/22/2016 to 5/31/2017

Evidence of Completion

Admin will walk the campus to supervise student arrival each morning.

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

Administration will reinforce the expectation of dropping students at the gate.

Person Responsible

Robert Cooper

Schedule

Daily, from 8/22/2016 to 5/31/2017


Evidence of Completion

Parent-link, newsletters, and conversation will serve as evidence that this action step is effective.

G2.B3 Inconsistent use of Keepn' Track. 2

 B223068

G2.B3.S1 All visitors will check in and out using the system 4

 S235356

Strategy Rationale

This keeps an accurate accountability of approved visitors.

Action Step 1 5

Initial training for all front office staff

Person Responsible

Robert Cooper

Schedule

On 8/19/2016

Evidence of Completion

Keepn' Track Logs will be used as evidence.

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

Administration checks logs

Person Responsible

Tonya Knight

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Loge entries in Keepn' Track

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

Administration will observe office operations

Person Responsible

Robert Cooper

Schedule

Weekly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Entries into Keepn' Track

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B2.S1.A1 A303357	Teachers will learn to track standards using the CASTLE system (once in the beginning of the year...	Hocker, Derek	8/3/2016	sign in sheets, agenda and handouts	8/3/2016 semiannually
G1.B8.S1.A1 A303364	Develop a schedule that facilitates PLCs and common planning	Knight, Tonya	8/1/2016	PLC notes and lesson plans will be created during the time this creates.	8/12/2016 one-time
G1.B1.S1.A1 A303355	Initial training with 4th and 5th grade during preschool	Cooper, Robert	8/3/2016	Master Schedule	8/19/2016 one-time
G1.B7.S1.A1 A303363	Really Great Reading Preschool PD	Walker, Paige	8/3/2016	The pre and post test will be compared to look for student growth as well as STAR reports will be analyzed for phonics skills improvement.	8/19/2016 one-time
G2.B3.S1.A1 A303373	Initial training for all front office staff	Cooper, Robert	8/1/2016	Keepn' Track Logs will be used as evidence.	8/19/2016 one-time
G1.B4.S1.A1 A303360	The master schedule will be developed to accommodate the highest needs in grades four and five.	Knight, Tonya	8/10/2016	Training agenda, plan, handouts, and sign-in sheets	8/22/2016 one-time
G1.B1.S1.A2 A303356	Training for grades K-3 during the first quarterly planning session.	Walker, Paige	9/1/2016	Lesson plans and common boards with standard unpacking will serve as evidence.	10/31/2016 one-time
G1.B7.S1.MA1 M308387	Increased STAR score results at the end of the year.	Walker, Paige	5/1/2017	STAR growth will be compared to growth during the prior year.	5/1/2017 one-time
G1.B7.S1.MA1 M308388	Increased STAR score results at the end of the year.	Walker, Paige	5/1/2017	STAR growth will be compared to growth during the prior year.	5/1/2017 one-time
G1.MA1 M308399	Quarterly progress monitoring of STAR growth	Walker, Paige	8/22/2016	TIF progress monitor growth and share results during PLC meetings	5/31/2017 quarterly
G2.MA1 M308407	Administration will walk the campus each morning during arrival to ensure that families are not...	Cooper, Robert	8/22/2016	Observation by administration and administrative notebook documentation as necessary	5/31/2017 daily
G1.B1.S1.MA1 M308375	Administration will meet with the Leadership Team to get feedback on the effectiveness of the...	Cooper, Robert	8/22/2016	Leadership meeting agendas/notes	5/31/2017 monthly
G1.B1.S1.MA1 M308376	TIF teachers and grade level liaisons will meet weekly with PLCs during common planning time.	Knight, Tonya	8/10/2016	PLC agendas and minutes, progress monitoring data	5/31/2017 weekly
G1.B2.S1.MA1 M308377	Progress monitor student progress using CASTLE and/or Performance Matters.	Knight, Tonya	8/10/2016	Lesson plans, walk-through's and student performance data	5/31/2017 weekly
G1.B2.S1.MA1 M308378	Through PLCs teachers will share completed lesson plan templates after Day 2 of training.	Morris, Lindsay	8/10/2016	PLC agendas and completed lesson plan templates	5/31/2017 monthly
G1.B3.S1.MA1 M308381	Teachers will bring progress monitoring data to weekly PLCs.	Walker, Paige	8/10/2016	Student data in CASTLE and/or Performance Matters, student data folders, standards tracking forms	5/31/2017 weekly
G1.B3.S1.MA1 M308382	PLCs will incorporate lesson planning using the CASTLE Standards Tracker	Walker, Paige	8/10/2016	PLC agendas and minutes, lesson plans	5/31/2017 weekly
G1.B3.S1.A1 A303359	Teachers will receive initial training in using CASTLE	Hocker, Derek	8/3/2016	PLC agendas and minutes, data from CASTLE and/or Performance Matters, WINN data, student standard tracking forms	5/31/2017 weekly
G1.B4.S1.MA1 M308383	Data chats during PLCs to progress monitor student achievement.	Hocker, Derek	8/31/2016	PLC agendas, data from CASTLE, WINN schedules/logs, lesson plans and walk-throughs	5/31/2017 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S1.MA1 M308384	Data monitoring of the lowest 25% in Math and Reading	Walker, Paige	8/10/2016	Google Docs spreadsheet of the expected gains by all students with a focus on the lowest 25%	5/31/2017 monthly
G1.B5.S1.MA1 M308385	Track student gains and providing additional assistance when an instructional employee requires...	Cooper, Robert	8/10/2016	Student gains reports in STAR and CASTLE Standards Tracker	5/31/2017 weekly
G1.B5.S1.MA1 M308386	Monitor compliance for all pieces of the evaluation system	Knight, Tonya	8/10/2016	The evaluation board in the main office will be used to track that all pieces are being met. PeopleSoft will also have documentation of all walkthroughs and evaluative pieces.	5/31/2017 daily
G1.B5.S1.A1 A303361	The use of walk-through data, student achievement and growth data, targeted observations, the...	Cooper, Robert	8/10/2016	2016-2017 FSA score reports will be used to determine if this action step is successful.	5/31/2017 weekly
G1.B6.S1.A1 A303362	Each student will participate in Progress Monitoring during every established District window.	Morris, Lindsay	8/10/2016	2016-2017 FSA score reports will be used to determine if this action step is successful. We will look for a correlation between STAR levels and FSA levels.	5/31/2017 every-2-months
G1.B7.S1.MA1 M308389	Use of program throughout the year	Knight, Tonya	8/15/2016	Lesson plans, observations during walkthroughs and formal observations.	5/31/2017 one-time
G1.B8.S1.MA1 M308390	Lesson plan development WINN group development	Hocker, Derek	8/15/2016	Lesson plan checks weekly and WINN group flexible groups identified in plans	5/31/2017 weekly
G1.B8.S1.MA1 M308391	Follow-up on PLC meetings and planning	Cooper, Robert	8/15/2016	PLC minutes and planning event emails	5/31/2017 weekly
G1.B9.S1.MA1 M308395	School Secretary will touch base with Principal to make sure rounds are being made	Cooper, Robert	8/10/2016	FOCUS will demonstrate a favorable trend in student tardies.	5/31/2017 biweekly
G1.B9.S1.MA1 M308396	This will be added to the principal's calendar	Cooper, Robert	9/7/2016	FOCUS will demonstrate a favorable trend in student tardies.	5/31/2017 one-time
G1.B9.S1.A1 A303367	Arrive to PPU area by 7:25 am.	Cooper, Robert	8/10/2016	FOCUS will demonstrate a favorable trend in student tardies.	5/31/2017 biweekly
G2.B1.S1.MA1 M308400	Decrease of referral data	Knight, Tonya	8/10/2016	Comparison of referral data year over.	5/31/2017 monthly
G2.B1.S1.MA1 M308401	PBS Team will meet monthly to analyze student referral data.	Walker, Paige	8/1/2016	Student Management Plan, schedule of Discipline Team meetings, Discipline Team meetings agendas and notes, student referral data	5/31/2017 monthly
G2.B1.S1.MA2 M308402	PBS Team will meet monthly to plan student and staff celebrations and prizes.	Walker, Paige	8/1/2016	schedule of PBS Team meetings, PBS Team meetings agendas and notes	5/31/2017 monthly
G2.B1.S1.A1 A303369	Teachers will display and explicitly teach expected behaviors.	Hocker, Derek	8/10/2016	PAWS posters, completed Thinking Maps or evidence from lessons	5/31/2017 quarterly
G2.B1.S1.A2 A303370	Administration will share PBS and academic expectations at grade-level specific assemblies.	Cooper, Robert	8/10/2016	Panther Bucks, calendar, email invitations, weekly communication	5/31/2017 daily
G2.B1.S1.A3 A303371	Maintain a PBS Team to review referral data and monitor implementation of Student Management Plan.	Walker, Paige	8/1/2016	Discipline Team schedule of meeting dates and members	5/31/2017 monthly
G2.B2.S1.MA1 M308403	Administration will reinforce the expectation of dropping students at the gate.	Cooper, Robert	8/22/2016	Parent-link, newsletters, and conversation will serve as evidence that this action step is effective.	5/31/2017 daily
G2.B2.S1.MA1 M308404	Morning walkthroughs	Cooper, Robert	8/22/2016	Admin will walk the campus to supervise student arrival each morning.	5/31/2017 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.A1 A303372	Beginning on August 22, 2016, all families will no longer be permitted to walk students to class in...	Cooper, Robert	8/22/2016	video footage of parents dropping students at the gate	5/31/2017 one-time
G2.B3.S1.MA1 M308405	Administration will observe office operations	Cooper, Robert	8/3/2016	Entries into Keepn' Track	5/31/2017 weekly
G2.B3.S1.MA1 M308406	Administration checks logs	Knight, Tonya	8/10/2016	Loge entries in Keepn' Track	5/31/2017 monthly
G1.B2.S2.MA1 M308379	Liaisons will create WINN schedules based on progress monitoring of students.	Morris, Lindsay	8/10/2016	WINN groups and logs, notes and strategies produced through use of protocols, Performance Matters reports, STAR reports, CASTLE reports	5/31/2017 every-3-weeks
G1.B2.S2.MA1 M308380	TIF Teachers will promote data analysis and utilize these protocols in PLC meetings	Walker, Paige	8/10/2016	PLC agendas, handouts	5/31/2017 monthly
G1.B2.S2.A1 A303358	Teachers will utilize the Record Book in STAR to plan instruction based on students' individual...	Walker, Paige	8/10/2016	Pre-school training agenda, PLC agendas, handouts	5/31/2017 monthly
G1.B8.S2.MA1 M308392	Monitor growth of the lowest 25% in STAR Math and all other students in both reading and Math	Walker, Paige	8/10/2016	Teacher Leader will look for a growth of at least 10 scale score points per month and a SGP of 40 or better.	5/31/2017 every-2-months
G1.B8.S2.MA1 M308393	Walkthrough during WINN and classroom lessons, data chats	Cooper, Robert	8/10/2016	Walkthrough documentation	5/31/2017 weekly
G1.B8.S2.MA3 M308394	Administrative participation in PD opportunities	Knight, Tonya	8/10/2016	Administration signing in for trainings when attending	5/31/2017 monthly
G1.B8.S2.A1 A303365	PD&L Specialist provides Professional Development on a monthly basis with our Teacher Leaders...	Cooper, Robert	8/17/2016	PD agendas	5/31/2017 monthly
G1.B8.S2.A2 A303366	PD&L Specialist working with our lowest 25% in 4th grade math as a push-in during regular...	Cooper, Robert	8/10/2016	Learning gains on 2016-2017 FSA for the lowest 25% in 4th grade math.	5/31/2017 daily
G1.B9.S2.MA1 M308397	Administration will monitor tardy students' arrival times after calls have been made.	Knight, Tonya	8/10/2016	FOCUS will demonstrate a favorable trend in student tardies.	5/31/2017 monthly
G1.B9.S2.MA1 M308398	Administration will periodically inspect the CASTLE log book to look for evidence of the calls...	Knight, Tonya	8/10/2016	FOCUS will demonstrate a favorable trend in student tardies.	5/31/2017 weekly
G1.B9.S2.A1 A303368	The office staff will call parents of tardy students.	Knight, Tonya	8/10/2016	CASTLE will be used to track the calls.	5/31/2017 one-time

V. Professional Development Opportunities

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

G1. Mirror Lakes Elementary will increase its average points possible by at least 14 points from 40% to 54% of the total points possible in order to receive a school grade of "B" or better.

G1.B1 Instruction is not closely aligned with the standards.

G1.B1.S1 Provide professional development in regards to backwards design.

PD Opportunity 1

Initial training with 4th and 5th grade during preschool

Facilitator

Rob Cooper, Lindsey Dowdy, Sam Gibbs

Participants

all 4th and 5th grade teachers and special area teachers

Schedule

On 8/19/2016

PD Opportunity 2

Training for grades K-3 during the first quarterly planning session.

Facilitator

TIFF Team

Participants

K-3 Teachers

Schedule

On 10/31/2016

G1.B2 Limited analysis of standards-based data inhibits targeted, differentiated instruction, which supports student achievement and proficiency.

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

PD Opportunity 1

Teachers will learn to track standards using the CASTLE system (once in the beginning of the year and again at midyear).

Facilitator

Derek Hocker

Participants

all teachers

Schedule

Semiannually, from 8/3/2016 to 8/3/2016

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

PD Opportunity 1

Teachers will utilize the Record Book in STAR to plan instruction based on students' individual needs.

Facilitator

Claire Cutting, Barbara Mooreland

Participants

All Teachers

Schedule

Monthly, from 8/10/2016 to 5/31/2017

G1.B3 Teachers are not familiar with the CASTLE Standards Tracker.

G1.B3.S1 Teachers will track student data using a Castle to monitor student progress across content areas and plan for rigorous, engaging instruction.

PD Opportunity 1

Teachers will receive initial training in using CASTLE

Facilitator

Derek Hocker

Participants

All teachers

Schedule

Weekly, from 8/3/2016 to 5/31/2017

G1.B7 Need for a school-wide core phonics program

G1.B7.S1 Really Great Reading phonics program will be used

PD Opportunity 1

Really Great Reading Preschool PD

Facilitator

Vendor

Participants

All Teaches K-3

Schedule

On 8/19/2016

G1.B8 Professional Capacity

G1.B8.S2 Instructional Coaches providing instructional coaching and delivering instruction for interventions to our lowest 25% in both grade levels for Math and ELA.

PD Opportunity 1

PD&L Specialist provides Professional Development on a monthly basis with our Teacher Leaders during a specials period with each grade level.

Facilitator

Barbara Moreland

Participants

All Classroom Teachers

Schedule

Monthly, from 8/17/2016 to 5/31/2017

G2. All stakeholders will be provided with a safe environment for teaching and learning while on the campus of Mirror Lakes Elementary.

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

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

PD Opportunity 1

Teachers will display and explicitly teach expected behaviors.

Facilitator

Derek Hocker

Participants

All teachers

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Initial training with 4th and 5th grade during preschool				\$0.00
2	G1.B1.S1.A2	Training for grades K-3 during the first quarterly planning session.				\$0.00
3	G1.B2.S1.A1	Teachers will learn to track standards using the CASTLE system (once in the beginning of the year and again at midyear).				\$0.00
4	G1.B2.S2.A1	Teachers will utilize the Record Book in STAR to plan instruction based on students' individual needs.				\$0.00
5	G1.B3.S1.A1	Teachers will receive initial training in using CASTLE				\$150.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0371 - Mirror Lakes Elementary School			\$150.00
			Notes: Notes			
6	G1.B4.S1.A1	The master schedule will be developed to accommodate the highest needs in grades four and five.				\$0.00
7	G1.B5.S1.A1	The use of walk-through data, student achievement and growth data, targeted observations, the APPLES beginning teacher program, and the teacher evaluation system are used to determine the impact of instructional staff.				\$0.00
8	G1.B6.S1.A1	Each student will participate in Progress Monitoring during every established District window.				\$0.00
9	G1.B7.S1.A1	Really Great Reading Preschool PD				\$49,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0371 - Mirror Lakes Elementary School			\$2,250.00
			Notes: Trainer			
			0371 - Mirror Lakes Elementary School			\$47,000.00
			Notes: Materials			
10	G1.B8.S1.A1	Develop a schedule that facilitates PLCs and common planning				\$0.00
11	G1.B8.S2.A1	PD&L Specialist provides Professional Development on a monthly basis with our Teacher Leaders during a specials period with each grade level.				\$0.00
12	G1.B8.S2.A2	PD&L Specialist working with our lowest 25% in 4th grade math as a push-in during regular instruction and a pull-out during our intervention block.				\$0.00
13	G1.B9.S1.A1	Arrive to PPU area by 7:25 am.				\$0.00
14	G1.B9.S2.A1	The office staff will call parents of tardy students.				\$0.00

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15	G2.B1.S1.A1	Teachers will display and explicitly teach expected behaviors.				\$0.00
16	G2.B1.S1.A2	Administration will share PBS and academic expectations at grade-level specific assemblies.				\$0.00
17	G2.B1.S1.A3	Maintain a PBS Team to review referral data and monitor implementation of Student Management Plan.				\$0.00
18	G2.B2.S1.A1	Beginning on August 22, 2016, all families will no longer be permitted to walk students to class in the morning and will be asked to drop their children off to school at the gate.				\$0.00
19	G2.B3.S1.A1	Initial training for all front office staff				\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0371 - Mirror Lakes Elementary School			\$100.00
			Notes: Notes			
Total:						\$49,500.00