



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Mirror Lakes Elementary School

525 CHARWOOD AVE S

Lehigh Acres, FL 33974

239-369-2200

<http://mle.leeschools.net>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 90%
Alternative/ESE Center No	Charter School No	Minority Rate 77%

School Grades History

2013-14 D	2012-13 C	2011-12 B	2010-11 A	2009-10 B
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SIP Authority and Template

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

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

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

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School

Mirror Lakes Elementary School

Principal

Susan Zellers

School Advisory Council chair

Larry Hammond

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

Name	Title
Jennifer Shonak	Assistant Principal
Paige Walker	TIF Teacher
Lindsay Morris	TIF Teacher
Amy Evans	ESE resource teacher
Tonya Knight	Assistant Principal
Preston Towns	Assistant Principal

District-Level Information

District

Lee

Superintendent

Dr. Nancy J Graham

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

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

Membership of the SAC

SAC Chair, Larry Hammond, Business Rep
 Melissa Horrum, Parent
 Sue Zellers, Principal

Involvement of the SAC in the development of the SIP

SAC had Input from Steps 1 through step 4 of the process

Activities of the SAC for the upcoming school year

SAC will be reviewing data at regular intervals (every 9 weeks) discussing student referral data and discussing ways that the community can help assist improvement efforts.

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

N/A

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Susan Zellers

Principal	Years as Administrator: 31	Years at Current School: 2
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Credentials

School Principal certification
B.S. Ed. and M.S. Ed. degree

Performance Record

Effective

Preston Towns

Asst Principal	Years as Administrator: 1	Years at Current School: 0
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Credentials

B.A. Florida Gulf Coast University
M.S. NOVA Southeastern University

Performance Record

Effective

Jennifer Shonak

Asst Principal	Years as Administrator: 7	Years at Current School: 12
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Credentials

B.S. Pennsylvania State University
M.S. NOVA Southeastern University

Performance Record

Effective

Tonya Knight		
Asst Principal	Years as Administrator: 1	Years at Current School: 2
Credentials	B.S. University of South Florida M.S. Florida Gulf Coast University	
Performance Record	Effective	

Instructional Coaches

of instructional coaches
2

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

Instructional Coach Information:

Paige Walker		
Full-time / District-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy, Mathematics, Science, Data	
Credentials	B.A. from Purdue University M.Ed. from Florida Gulf Coast University	
Performance Record	Effective	

Lindsay Morris		
Full-time / District-based	Years as Coach: 0	Years at Current School: 5
Areas	Reading/Literacy, Mathematics, Science, Data	
Credentials	B.A. from Florida Gulf Coast University M.S. from Florida Gulf Coast University	
Performance Record	Highly Effective	

Classroom Teachers

of classroom teachers
78

receiving effective rating or higher
78, 100%

Highly Qualified Teachers
100%

certified in-field
78, 100%

ESOL endorsed

51, 65%

reading endorsed

13, 17%

with advanced degrees

27, 35%

National Board Certified

0, 0%

first-year teachers

7, 9%

with 1-5 years of experience

28, 36%

with 6-14 years of experience

29, 37%

with 15 or more years of experience

14, 18%

Education Paraprofessionals

of paraprofessionals

18

Highly Qualified

18, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

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

Teacher Mentoring Program/Plan

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

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

Planned mentoring activities included a Day 1 Kagan workshop for all first year teachers, Day 2 for second year teachers. Support from District PDLT's will include additional support in Math strategies for grade 3, 4, 5; a specific set of workshops addressing Writing development K-5 and a regular opportunity to collaborate in a PLC structure at grade levels. Mentor teachers are paired with first year teachers based on the grade level, experience, accessibility and personality of the mentor and the new teacher.

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

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

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

The 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.

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

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

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

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

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

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

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

The leadership team assists with the analysis of school, classroom, and student level data on a bi-monthly basis in order to identify areas of need for school improvement. Additionally, the team assists with the evaluation of student response to current interventions, curricula, and school systems through the use of Pinnacle Analytics and Performance Matters.

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

Mirror Lakes Elementary utilizes the district adopted data management system, Pinnacle Analytics and Performance Matters. This allows the school comprehensive access to all school and district databases,

thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

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

Mirror Lakes Elementary has an MTSS Coordinator to facilitate MTSS meetings and management of data collection/analysis. There is also a Reading Resource Teacher at every grade level to provide supplemental supports, assist with implementation of intensive instruction, and monitor progress. The two TIF teachers also facilitate bi-monthly PLC meetings to discuss data and best practice strategies.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year:

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 Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

Kathy Jenkins, MLE After School Program Academic Coordinator

Literacy Leadership Team (LLT)

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

Name	Title
Sue Zellers	Principal
Jen Shonak	Assistant Principal
Tonya Knight	Assistant Principal
Preston Towns	Assistant Principal

Name	Title
Paige Walker	TIF Teacher Leader
Lindsay Morris	TIF Teacher Leader
Jessica Carney	K-1 Reading Resource Teacher
Sheryl Reyes-Cuevas	2-3 Reading Resource Teacher
Mike Canestrano	4-5 Reading Resource Teacher

How the school-based LLT functions

Analyze the areas of need based on progress monitoring and assessments. Team members will meet with grade levels to develop intervention plans based on the data and needs assessments.

Major initiatives of the LLT

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.

Preschool Transition

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

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

Mirror Lakes Elementary has a Pre-K Headstart/VPK classroom as well as two Pre-K ESE units. All of the teachers of our Pkr-K classrooms are Highly Qualified and experienced in ensuring that the student 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.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	54%	50%	No	59%
American Indian				
Asian				
Black/African American	41%	45%	No	47%
Hispanic	52%	47%	No	57%
White	66%	56%	No	69%
English language learners	36%	25%	No	42%
Students with disabilities	40%	44%	No	46%
Economically disadvantaged	50%	47%	No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	122	27%	32%
Students scoring at or above Achievement Level 4	111	23%	27%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	85	57%	59%
Students in lowest 25% making learning gains (FCAT 2.0)	88	59%	63%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	18	45%	57%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		28%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		32%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	84	49%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	49	28%	33%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	48%	No	63%
American Indian				
Asian				
Black/African American	53%	42%	No	57%
Hispanic	57%	47%	No	61%
White	67%	56%	No	70%
English language learners	49%	32%	No	54%
Students with disabilities	47%	36%	No	52%
Economically disadvantaged	56%	47%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	119	27%	40%
Students scoring at or above Achievement Level 4	104	21%	23%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	295	55%	63%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	360	67%	70%

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	39	28%	33%
Students scoring at or above Achievement Level 4	17	11%	17%

Florida Alternate Assessment (FAA)

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

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		3
Participation in STEM-related experiences provided for students	200	18%	25%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	160	15%	10%
Students retained, pursuant to s. 1008.25, F.S.	44	4%	2%
Students who are not proficient in reading by third grade	51	34%	20%
Students who receive two or more behavior referrals	60	6%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	37	3%	1%

Area 9: Parent Involvement

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

Parental involvement targets for the school

In 2012-13, Mirror Lakes Elementary implemented nine Parent Involvement sessions to train parents to actively participate in their child's education. In the 2013-14 school year, MLE will increase the total number of Parent Involvement sessions to twelve by adding a Math Night, STEM Night, and PBS Night.

In 2012-13, MLE had 21% of parents attend a parent participation event. In the 2013-14 school year, MLE will increase the parent involvement by 10%.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of parents participating in the parent involvement events.	221	21%	31%

Goals Summary

- G1.** Student achievement gains will increase school-wide by focusing on teaching and learning.

Goals Detail

G1. Student achievement gains will increase school-wide by focusing on teaching and learning.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- 3 Resource Teachers
- 2 TIF Teachers
- APPLES/ new teacher mentor program
- Professional Development (best Practices through "Teach Like a Champion" book study) (Kagan and PBS training) (Differentiated Instruction workshops)
- PLCs and common planning time
- New Math and Literacy adoption with materials to support CCSS and Differentiated Instruction

Targeted Barriers to Achieving the Goal

- Data is collected but not always used to drive instructional decision-making
- Teachers new to the profession are still developing behavior and classroom management strategies and need exceptional coaching from experienced staff.
- Lack of consistency in using High Yield strategies

Plan to Monitor Progress Toward the Goal

Data charts showing student growth/movement through interventions and progress monitoring, agendas and notes from PLC meetings, and walk-through information.

Person or Persons Responsible

TIF Teachers: Paige Walker and Lindsay Morris Administration: Sue Zellers, Tonya Knight, Jen Shonak, and Preston Towns

Target Dates or Schedule:

Interim report (Sept. 6) End of Quarter 1 (Oct. 10)

Evidence of Completion:

Comparison of data through progress monitoring charts and observations from walk-throughs

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Student achievement gains will increase school-wide by focusing on teaching and learning.

G1.B2 Data is collected but not always used to drive instructional decision-making

G1.B2.S1 Twice a month focused PLC data meetings with TIF teachers with guided data-driven lesson planning and progress monitoring.

Action Step 1

Review Performance Matters and STAR/Early STAR to monitor student progress and identify students intervention needs/skills.

Person or Persons Responsible

Paige Walker, TIF Teacher Lindsay Morris, TIF Teacher

Target Dates or Schedule

Bi-monthly Wednesday meetings during grade level planning time.

Evidence of Completion

Minutes/agenda from meetings and teacher intervention logs.

Facilitator:

Go Math! and Reading Street PD specialist from district.

Participants:

Paige Walker, TIF Teacher Lindsay Morris, TIF Teacher All Teachers

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

Administration review of lesson plans and walk-throughs, and TIF teachers review of intervention logs.

Person or Persons Responsible

Paige Walker, TIF teacher Lindsay Morris, TIF teacher Administration: Sue Zellers, Tonya Knight, Jen Shonak & Preston Towns

Target Dates or Schedule

Weekly review of lesson plans, weekly walk throughs, Bi-monthly review of intervention logs, and overall review of data at the end of the quarter (October 11, 2013).

Evidence of Completion

Agendas and meeting minutes, comparison of baseline and end of quarter data, progress monitoring data charts, and completed intervention logs

Plan to Monitor Effectiveness of G1.B2.S1

Data charts showing student growth/movement through interventions and progress monitoring.

Person or Persons Responsible

Paige Walker, TIF teacher Lindsay Morris, TIF teacher Administration: Sue Zellers, Tonya Knight, Jen Shonak & Preston Towns

Target Dates or Schedule

Bi-monthly PLC meetings

Evidence of Completion

Agendas and meeting minutes, comparison of baseline and end of quarter data, progress monitoring data charts, and completed intervention logs

G1.B5 Teachers new to the profession are still developing behavior and classroom management strategies and need exceptional coaching from experienced staff.

G1.B5.S4 Teach new teachers a strategy a month to deal with negative behaviors in the classroom.

Action Step 1

Teach a different strategy each month to the APPLES teachers, discuss different strategies that work during PLC meetings, and observations during walk-throughs of implementation.

Person or Persons Responsible

TIF Teachers: Paige Walker and Lindsay Morris Administration: Sue Zellers, Tonya Knight, Jen Shonak, and Preston Towns APPLES Mentors: Karen Babor, Jessica Carney, Candice Portis, Danielle Blanc, Kia Glimps-Smith, Laurie Kemp, Ada Bromley, Allison Searcy, Angela Davis, Kelly Collins, and Patricia Medlin

Target Dates or Schedule

Monthly APPLES meetings, bi-monthly grade level PLC meetings, and weekly walk-throughs.

Evidence of Completion

APPLES meetings agendas and notes, walk-throughs, and data charts comparing referral rates each month.

Plan to Monitor Fidelity of Implementation of G1.B5.S4

Administration will look for implementation of strategies while completing walk-throughs. APPLES mentors will look for implementation during observations, as well as discussing the strategies during pre and post observation conferences.

Person or Persons Responsible

TIF Teachers: Paige Walker and Lindsay Morris Administration: Sue Zellers, Tonya Knight, Jen Shonak, and Preston Towns APPLES Mentors: Karen Babor, Jessica Carney, Candice Portis, Danielle Blanc, Kia Glimps-Smith, Laurie Kemp, Ada Bromley, Allison Searcy, Angela Davis, Kelly Collins, and Patricia Medlin

Target Dates or Schedule

Weekly walk-throughs and monthly observations

Evidence of Completion

Walk-throughs, observations, and data charts comparing monthly referrals.

Plan to Monitor Effectiveness of G1.B5.S4

Administration will look for implementation of strategies while completing walk-throughs. APPLES mentors will look for implementation during observations, as well as discussing the strategies during pre and post observation conferences.

Person or Persons Responsible

TIF Teachers: Paige Walker and Lindsay Morris Administration: Sue Zellers, Tonya Knight, Jen Shonak, and Preston Towns APPLES Mentors: Karen Babor, Jessica Carney, Candice Portis, Danielle Blanc, Kia Glimps-Smith, Laurie Kemp, Ada Bromley, Allison Searcy, Angela Davis, Kelly Collins, and Patricia Medlin

Target Dates or Schedule

Weekly walk-throughs and monthly observations

Evidence of Completion

Walk-throughs, observations, and data charts comparing monthly referrals.

G1.B6 Lack of consistency in using High Yield strategies

G1.B6.S1 Study each of 10 High Effect strategies at one PLC meeting/month.

Action Step 1

Modeling and coaching opportunity for one high yield strategy a month.

Person or Persons Responsible

TIF Teachers: Paige Walker and Lindsay Morris Administration: Sue Zellers, Tonya Knight, Jen Shonak, and Preston Towns

Target Dates or Schedule

Bi-monthly grade level PLC meetings and weekly PLC faculty meetings

Evidence of Completion

Inclusion in lesson plans and observation of strategy during weekly walk-throughs.

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Modeling and coaching opportunity for one high yield strategy a month.

Person or Persons Responsible

TIF Teachers: Paige Walker and Lindsay Morris Administration: Sue Zellers, Tonya Knight, Jen Shonak, and Preston Towns

Target Dates or Schedule

Bi-monthly grade level PLC meetings and weekly PLC faculty meetings

Evidence of Completion

Inclusion in lesson plans and observation of strategy during weekly walk-throughs.

Plan to Monitor Effectiveness of G1.B6.S1

Modeling and coaching opportunity for one high yield strategy a month.

Person or Persons Responsible

TIF Teachers: Paige Walker and Lindsay Morris Administration: Sue Zellers, Tonya Knight, Jen Shonak, and Preston Towns

Target Dates or Schedule

Bi-monthly grade level PLC meetings and weekly PLC faculty meetings

Evidence of Completion

Inclusion in lesson plans and observation of strategy during weekly walk-throughs.

Coordination and Integration

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

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

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

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

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

Title I coordinates with other programs funded under NCLB through the SIP process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science, and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Student achievement gains will increase school-wide by focusing on teaching and learning.

G1.B2 Data is collected but not always used to drive instructional decision-making

G1.B2.S1 Twice a month focused PLC data meetings with TIF teachers with guided data-driven lesson planning and progress monitoring.

PD Opportunity 1

Review Performance Matters and STAR/Early STAR to monitor student progress and identify students intervention needs/skills.

Facilitator

Go Math! and Reading Street PD specialist from district.

Participants

Paige Walker, TIF Teacher Lindsay Morris, TIF Teacher All Teachers

Target Dates or Schedule

Bi-monthly Wednesday meetings during grade level planning time.

Evidence of Completion

Minutes/agenda from meetings and teacher intervention logs.

Appendix 2: Budget to Support School Improvement Goals