Broward County Public Schools

Mirror Lake Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Mirror Lake Elementary School

1200 NW 72ND AVE, Plantation, FL 33313

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Mirror Lake Elementary provides a learning environment with purpose and opportunity, in order to advance academic, social and emotional growth for all students with the commitment for our staff, parents, students, and our community.

Provide the school's vision statement.

Educating today's students for tomorrow's world by preparing them for college and career readiness by making learning engaging, accessible, and meaningful.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Veliz, Marlen	Principal	Administrator oversees all the operational and instructional practices of the school.
Hafez, Hend	Assistant Principal	In charge of the academic and social and emotional behavior of students. In addition, the assistant principal ensures that the mission and vision of the school is followed.
Johnson, Kiara	Reading Coach	She leads the development and improvement for pre-K -5 teachers in a school building via training, observations, model lessons, feedback conversations, data analysis and more. She serves as the literacy content expert and provides support on curriculum, high-quality interactions, and the science of teaching reading.
Smiley, Melissa	Other	She supports the teachers in the autism cluster and assists generaleducation teachers with strategies. Many of our students are mainstreamedand support is provided by the autism coach. In addition, we promote inclusion so training and acceptance activities and training are provided bythe coach.
Wilson, Sherry	Other	She works directly with teachers, administrators, and parents in coordinating the delivery of exceptional student programs. She provides technical assistance to ensure a continuum of service options. In addition, our ESE specialist conducts meetings to ensure compliance of Individual Educational Plans.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

We invite all of our stakeholders to various school wide events and functions. The various stakeholders have input during our monthly School Advisory Council (SAC) meetings. In addition, we make sure that all participants and community members know how to access our SIP.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The school's SIP will be reviewed and data closely monitored to determine if the school continues to make academic gains and reduce the achievement gaps. The school will modify the plan when necessary.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	90%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B

	2018-19: B
	2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	34	32	31	33	19	26	0	0	0	175
One or more suspensions	1	0	0	2	3	7	0	0	0	13
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	10	24	19	31	17	24	0	0	0	125
Level 1 on statewide Math assessment	0	12	13	25	20	25	0	0	0	95
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	4	22	49	9	24	0	0	0	108

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	11	15	20	44	18	36	0	0	0	144

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	10	7	5	20	14	8	0	0	0	64
Students retained two or more times	7	5	4	0	3	3	0	0	0	22

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	100	117	94	102	97	91	0	0	0	601
One or more suspensions	40	42	29	25	21	26	0	0	0	183
Course failure in ELA	0	0	0	2	2	2	0	0	0	6
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	26	15	20	0	0	0	61
Level 1 on statewide Math assessment	0	0	0	30	23	35	0	0	0	88
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	11	24	15	17	16	0	0	0	83

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	8	8	28	29	31	0	0	0	104

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	5	0	25	2	2	0	0	0	34
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	100	117	94	102	97	91	0	0	0	601
One or more suspensions	40	42	29	25	21	26	0	0	0	183
Course failure in ELA	0	0	0	2	2	2	0	0	0	6
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	26	15	20	0	0	0	61
Level 1 on statewide Math assessment	0	0	0	30	23	35	0	0	0	88
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	11	24	15	17	16	0	0	0	83

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	8	8	28	29	31	0	0	0	104

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
Retained Students: Current Year	0	5	0	25	2	2	0	0	0	34
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	49	56	53	52	58	56	49		
ELA Learning Gains				66			52		
ELA Lowest 25th Percentile				58			29		
Math Achievement*	57	62	59	45	54	50	33		
Math Learning Gains				64			29		
Math Lowest 25th Percentile				63			33		
Science Achievement*	45	48	54	44	59	59	40		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	47	59	59	50			38		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	241
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	442
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	2	1
ELL	48			
AMI				
ASN				
BLK	39	Yes	1	
HSP	50			
MUL	80			
PAC				
WHT	56			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	45			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	1	
ELL	52			
AMI				
ASN				
BLK	51			
HSP	61			
MUL	58			
PAC				
WHT	65			
FRL	53			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	49			57			45					47
SWD	23			35			21				5	40
ELL	53			50							4	47
AMI												
ASN												
BLK	42			52			35				5	30
HSP	51			60			64				5	50
MUL	87			73							2	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	47			65							2	
FRL	46			55			46				5	38

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	52	66	58	45	64	63	44					50
SWD	25	48	47	28	41		21					
ELL	59	74		36	52		38					50
AMI												
ASN												
BLK	43	60	63	37	61	59	33					
HSP	65	76		54	66		55					50
MUL	50	70		50	60							
PAC												
WHT	64	63		52	78		67					
FRL	49	65	61	41	65	59	39					45

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	49	52	29	33	29	33	40					38
SWD	29	33	29	22	30	55	28					53
ELL	50	41		37	25		36					38
AMI												
ASN												
BLK	45	60	43	25	31	15	39					
HSP	56	48		43	32		45					30
MUL	46			54								
PAC												
WHT	52			33								
FRL	44	46	33	27	20	25	28					40

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	51%	56%	-5%	54%	-3%
04	2023 - Spring	59%	61%	-2%	58%	1%
03	2023 - Spring	43%	53%	-10%	50%	-7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	53%	62%	-9%	59%	-6%
04	2023 - Spring	61%	65%	-4%	61%	0%
05	2023 - Spring	59%	58%	1%	55%	4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	43%	46%	-3%	51%	-8%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Mirror Lake has a high population of students with autism. This population struggles with the area of comprehension which makes it difficult for them to apply their learned isolated skills while reading higher order thinking questions that require comprehension to respond to them.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

SWD group showed the greatest decline in the area of science. Students with autism generally demonstrate well-developed word recognition skills, but their reading comprehension is severely

impaired which hinders them from answering higher order thinking science questions that require them to apply their learning correctly.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap was in the achievement levels 3 and higher with non- economically disadvantage students in Math. The state was at 66.4 % while Mirror Lake was at 51.1%, a gap of 15.3%. The disruptions to learning due to the pandemic and the closure of the schools and using different teaching models have negatively impacted students' achievement. This caused the students to regress and widened the gap in many areas of Math.

Which data component showed the most improvement? What new actions did your school take in this area?

The white group of students showed the most improvement in math proficiency scoring 3 or higher. They improved 33 % to 52% proficiency, an increase of 19 %.
Several factors contributed to our math gains. For example, we piloted NFTE program, which allowed the students to run their own school store practicing their mathematical skills daily in a real-world application. In addition, we held morning and afternoon camps. We also provided students with daily math competitive drills using Reflex Math making learning fun and meaningful.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two potential areas of concern are:
3rd grade students scoring level 1 in ELA (31).
64 retained students in grades K-5.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Decrease Level 1 on the statewide assessments in Reading, Math, and Science.
Increasing proficiency level in ELA.
Increasing proficiency level in Math.
Increasing proficiency level in Science.
Close the achievement gap to decrease the number of retained students in grades K-5.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Decrease behavior referrals by 10% by the end of 2023-24 school year. To help establish a learning environment that facilitates effective instruction and student growth.

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

By May 2024, behavior referrals will decrease by 10% as measured by ODRs in BASIS. To help establish a learning environment that facilitates effective instruction and student growth.

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

Moniter the number of referrals created on BASIS quarterly.

Person responsible for monitoring outcome:

Hend Hafez (hend.hafez@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

All teachers will participate in CHAMPS training using online classes and/or PLC groups for reinforcement. Coaching and support will be provided at the school level. Classroom management tips will be incorporated into faculty trainings.
All staff will keep track of positive behaviors throughout the school day and reward Dolphin Dollars to students who display positive behaviors. Students with winning Dolphin Dollars will be given prizes by administration via Treasure Box. Implement the positive referral system across grade level. Positive referrals are for appropriate behavior and academic performance.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

We have implemented these strategies last year and they have shown positive impact. We added the positive referral to acknowledge students who are following classroom and school rules.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Implementation of positive behavior plans in every classroom.

Person Responsible: Hend Hafez (hend.hafez@browardschools.com)

By When: On Going

Reward students with Dolphin Dollars when they display positive behavior and /or perform an act of kindness.

Person Responsible: Hend Hafez (hend.hafez@browardschools.com)

By When: On going

Students will recieve a positive referral across grade level. Positive referrals are for appropriate behavior and academic performance.

Person Responsible: Marlen Veliz (marlen.veliz@browardschools.com)

By When: On going

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Mirror Lake Elementary will be focusing on ELA proficiency Level. Based on our FAST ELA Data, our ELA proficiency level in 2023 had an decrease of 1 percentage points. 2023 for grades 3rd -5th earned 52% and in 2022 we achieved 51%. Our focus this year is to improve our Tier I and Tier 2 instruction utilizing higher order questions with higher text complexity as well as additional small group instruction to continue to improve our proficiency level in ELA.

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

Increase ELA achievement level for grades 3rd -5th from 50% to 55% by the end of 2023-2024 school year.

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

Student progress will be closely monitored through various assessment data and via classroom observations and monthly data collections. F.A.S.T. Progress Monitoring and iReady Diagnostics will be used for assessment collection in Fall, Winter, and Spring. Other data includes Benchmark Advanced Weekly assessments, Benchmark Advanced Unit Assessments, and iReady Reading lessons.

Person responsible for monitoring outcome:

Kiara Johnson (kiara.johnson@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Implementation of Benchmark Curriculum Resources, utilizing guided small reading instructions for students working below level.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

These are research based program/strategies and have proven great results.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Implementation of weekly Benchmark Assessments will be used in all classrooms. Teachers and administrators will meet to discuss this data and create further adjustments that are necessary. Tier 1 and Tier 2 instruction will improve by utilizing higher order questions with higher text complexity. Small group instruction will be continued daily. Additional support will be given to classroom teachers by providing staff who can come in to work with small groups.

Person Responsible: Kiara Johnson (kiara.johnson@browardschools.com)

By When: On going

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Mirror Lake Elementary will be focusing on ELA proficiency Level. Based on our FAST ELA
Data, our ELA proficiency level in 2023 for our SWD for students in grades 3rd- 5th was 26%. They had a 1 percentage points increase, however they scored below the 41% state requirement. Our focus this year is to improve our Tier I and Tier 2 instruction utilizing higher order questions with higher text complexity as well as
additional small group instruction.

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

Increase ELA proficiency level for SWD in grades 3rd- 5th from 26% to 42 % by the end of 2023-2024 school year.

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

Student progress will be closely monitored through various assessment data and via classroom observations and monthly data collections.

Person responsible for monitoring outcome:

Kiara Johnson (kiara.johnson@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Implementation of Benchmark Curriculum Resources, utilizing guided small reading instructions for students working below level.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

These are research based program/strategies and have proven great results.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Provide teachers with last year's data to utilize in creating skills-based groups and guided group instruction.
The literacy coach will meet with the teacher to form small groups

Person Responsible: Kiara Johnson (kiara.johnson@browardschools.com)

By When: On going

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

There is a systematic and collaborative process that ensures that our school funds are allocated effectively and in the best interest of the school community.
1. Clearly define the objectives of the school fund, whether it's for educational programs, extracurricular activities, facility improvements, or other needs.
2. Prioritize these objectives based on their importance and potential impact on the school and students.
3. Collect data and information about the current state of the school, including financial reports, student needs, and input from teachers, parents, and students.
4. Create a budget that outlines the available funds and how they will be allocated to meet the defined objectives and priorities.
5. Develop detailed proposals for each objective, including estimated costs, expected outcomes, and timelines.
6. Present the proposals to the SAC committee for discussion and deliberation. Encourage open and constructive dialogue to evaluate the merits of each proposal. Then they vote on them.
7. Regularly monitor the progress of funded initiatives and evaluate their effectiveness.
8. Adjust the budget and strategies as needed based on real-world outcomes.
9. Maintain financial transparency and accountability by keeping records of all expenses and reporting regularly
to the school community.
10. Encourage feedback from SAC members and adapt the fund allocation based on changing needs and circumstances.

Our process is inclusive, transparent, and focused on the best interests of the students and the school community. Effective communication and collaboration within the committee and with stakeholders are key to making informed decisions about how to use your school fund.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

Based on the end of year test, students struggled in comprehension specifically with informational text.
Following are the instructional practices that will be implemented to improve students' performance in this area of concern.
Common intervention block (Walk to Read)
Using research-based intervention programs
Daily phonics instruction.
Differentiated hands on center activities.
Project-based learning
Small group skill and strategy based instructions.
Introduce and apply tier 2 and tier three vocabulary and the National vocabulary program in daily instruction

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

Based on 2022 FSA assessment scores, students struggled in comprehension specifically with informational text.
Following are the instructional practices that will be implemented to improve students' performance in this area of concern.
Common intervention block (Walk to Read)
Using research-based intervention programs
Differentiated hands on center activities.
Project-based learning
Small group skill and strategy-based instructions.
Introduce and apply tier 2 and tier three vocabulary and the National vocabulary program in daily instruction.

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

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Increase ELA proficiency level for K-3rd grade students from 50% to 55 % by the end of 2023-2024 school year.

Grades 3-5 Measurable Outcomes

Increase ELA proficiency level for 3rd-5th grade students from 50% to 55 % by the end of 2023-2024 school year.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Implementation of Benchmark Advanced (K-5) Curriculum Resources. Students working below level will use Heggerty(K-1) and Quick Reads as well as customized students learning path on iReady. Data will be collected monthly to monitor the progress of the students.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Hafez, Hend, hend.hafez@browardschools.com

Evidence-based Practices/Programs

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The Benchmark Advance curriculum is being implemented as Tier 1 instruction to achieve the measurable outcomes of reading skills in each grade level. Benchmark Advance is closely aligned to the BEST standards and meets Florida's definition of evidence- based. Benchmark Advance is also listed on the district's K-12 Comprehensive Evidence-based Reading Plan for the 2023-2024 school year.

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

- Do the evidence-based practices/programs address the identified need?

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

Benchmark Advance is a program that provides students opportunities to develop literacy skills and content knowledge. Benchmark Advance is BEST standards aligned and is the suggested reading curriculum from the state of Florida. Through this program student's literacy deficiencies can be identified and addressed.

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

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Vocabulary: implementation of Vocabulary Workshop, Wordly Wise, and National Vocabulary- In addition, students utilize Tier II vocabulary daily as shared on daily announcements.	Johnson, Kiara, kiara.johnson@browardschools.com
Proper prescription given to RtI students- ensure small group daily instruction- interventions done with fidelity	Johnson, Kiara, kiara.johnson@browardschools.com

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Stakeholders will be provided with step-by-step directions on how to access the SIP, UniSIG budget, and SWP during the SAC/SAF meeting. These directions will also be posted on the Mirror Lake Elementary website. https://www.browardschools.com/mirrorlake

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Mirror Lake Elementary plans to build positive relationships with parents, families and other community stakeholders in a variety of ways. Monthly a SAC/SAF meeting is held to collaborate and discuss improvements and issues. Our PTO also holds "Family Nights" at local businesses to encourage positive relationships between the families and community stakeholders. Monthly there will be a Novel Study/

Literature Event that parents are invited to join. This event will include literature games and activities. Other events include "Family Fun Day" and "STEM Night" which are open to all stakeholders to participate. Academic activities and games are provided during these events, along with community building experiences such as cultural dance performances.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Each grade level will be participating in "Walk to Read" at the beginning of each day. This academic program will focus on strengthening the area of reading by using data to group students based on their needs. Weekly our 5th Graders will participate in "Math and Science Bowls". This academic program focuses on strengthening math and science concepts. Accelerated Reader is another academic program being used to increase the area of reading. This program promotes reading comprehension and fluency. Push-In and Pull-Out will also be used to increase the quality of learning time for math, reading, and science. Teachers will push into a classroom and work with a small group or have a group of students come out of the classroom to work in a small group. Students will also be given the opportunity to participate in academic camps before and after school based on their needs. These camps will focus on all academic areas (science, social studies, math, and reading).

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The academic plan of "Walk to Read" and Small Group Instruction will be in coordination with the ESSERs at Mirror Lake. These staff members will use data based information to create small groups and provide interventions needed.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Mirror Lake Elementary has a school-based Guidance Counselor. The Guidance Counselor provides each student with opportunities of brief consultations, small group settings, and classroom guidance lessons. Our School Counselor is also a mental health service provider and specializes in providing support to our most vulnerable students. At-risk students are provided with opportunities to participate in various outreach programs that are offered. MLE offers a girl-based outreach program called F.I.E.R.C.E. F.I.E.R.C.E provides at- risk girls with life skills and strategies needed to succeed in life. MLE also offers a boy-based outreach program called iCON. iCON also provides at-risk boys with life skills and strategies needed to succeed in life. Students have opportunities to participate in activities that celebrate cultures, diversity, inclusivity, and career readiness.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Mirror Lake Elementary was granted on opportunity to become a magnet school for the next five years. MLE is now apart of the Achieving Career Equity for Students (ACES) program. This program focuses

on career exploration and allows students to participate in career-themed instructional models. ACES provides students opportunities to participate in personalized learning environment that prepares students for the future through exposure to careers and post-secondary interactions. Students that participate in the ACES program have an opportunity to continue through the feeder middle and high school.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

At the beginning of the school year students participate in grade level specific discipline assemblies. During the discipline assembly students are exposed to district-based initiatives regarding prevention and awareness. Students also participate in daily activities that promote positive behavior, inclusion, and tolerance. Activities include Dolphin Duos, FIERCE, iCon, and Dolphin Ambassadors.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers and staff personnel participate in various professional development opportunities throughout the school year. Teachers and staff personnel have participated in trainings revolving around the Science of Reading, Project Based Learning, reading interventions, and reading curriculum. Participation in these professional developments allows teachers and staff personnel to develop skills and strategies that are necessary to improve instruction. During the school year, teachers and staff members work with the leadership team to develop goals and action plans based on school and state-based assessments. Based on the data retrieved leaders and teachers can make data driven instructional decisions that fit the needs of our students.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

At the beginning of the school year an orientation is held for incoming and current Pre-K parents. During this orientation, parents are provided with information on school initiatives and programs that are offered at our school. Parents are also invited to attend meetings and activities that are student centered. Teacher and staff personnel work closely with parents of Pre-K students to ensure that parents are knowledgeable of their child's progress throughout the school year. Towards the end of the school year, Pre-K parents are invited to attend Kindergarten Round-Up. Kindergarten Round-Up provides parents with an opportunity to learn about the initiatives in place for incoming Kindergarten students and what students have to look forward to while continuing their education at Mirror Lake Elementary.