Mirror Lakes Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Mirror Lakes Elementary School

525 CHARWOOD AVE S, Lehigh Acres, FL 33974

http://mle.leeschools.net

School Board Approval

This plan was approved by the Lee 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.

Mission: We, the MLE Panthers, will demonstrate leadership, academic excellence, and high expectations by showing our PAWS Pride- P is for Positive Attitude, A is for Act with Kindness and Respect, W is for Working Together, S is for Stay Safe.

Provide the school's vision statement.

To inspire and educate all students for success

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
Bobak, Amy	Principal	
Delude, David	Assistant Principal	
Petrekin, Teri-Ann	Assistant Principal	

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.

Mirror Lakes Elementary utilizes our School Advisory Council (SAC) in order to involve all of our stakeholders. Each year, efforts are made to ensure our SAC consists of each of the stakeholder categories are represented. Our SIP is presented early in the year, and feedback from the SAC is incorporated if necessary.

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))

Mirror Lakes Leadership team utilizes the data from both FAST administrations in the Fall and Winter, as well as they iReady progress monitoring data to monitor our impact on student achievement. In addition, each standard is analyzed throughout the year to determine if further actions need to be taken to demonstrate growth in a particular area or to make alterations to our systems model of improvement. This evaluation is done in conjunction with our leadership team and each grade level through our PLC process.

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	85%
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: C 2019-20: C 2018-19: C 2017-18: C
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	0	32	71	61	61	51	0	0	0	276
One or more suspensions	0	1	0	2	8	7	0	0	0	18
Course failure in English Language Arts (ELA)	0	15	22	20	34	42	0	0	0	133
Course failure in Math	0	18	12	19	24	36	0	0	0	109
Level 1 on statewide ELA assessment	0	0	0	0	0	29	0	0	0	29
Level 1 on statewide Math assessment	0	0	0	0	0	31	0	0	0	31
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	25	22	32	24	0	0	0	103

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	0	0	0	19	3	60	0	0	0	82

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	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	32	71	61	61	51	40	0	0	0	316
One or more suspensions	1	0	2	8	7	9	0	0	0	27
Course failure in ELA	15	22	20	34	42	44	0	0	0	177
Course failure in Math	18	12	19	24	36	42	0	0	0	151
Level 1 on statewide ELA assessment	0	0	0	0	29	44	0	0	0	73
Level 1 on statewide Math assessment	0	0	0	0	31	35	0	0	0	66
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	25	22	32	24	26	0	0	0	129

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	0	19	3	60	65	0	0	0	147

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	12	18	0	0	0	0	0	35
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	32	71	61	61	51	40	0	0	0	316
One or more suspensions	1	0	2	8	7	9	0	0	0	27
Course failure in ELA	15	22	20	34	42	44	0	0	0	177
Course failure in Math	18	12	19	24	36	42	0	0	0	151
Level 1 on statewide ELA assessment	0	0	0	0	29	44	0	0	0	73
Level 1 on statewide Math assessment	0	0	0	0	31	35	0	0	0	66
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	25	22	32	24	26	0	0	0	129

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	0	19	3	60	65	0	0	0	147

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	12	18	0	0	0	0	0	35
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*	46	48	53	46	52	56	46		
ELA Learning Gains				53			51		
ELA Lowest 25th Percentile				47			40		
Math Achievement*	54	57	59	58	45	50	49		
Math Learning Gains				70			46		
Math Lowest 25th Percentile				51			36		
Science Achievement*	52	53	54	47	59	59	46		
Social Studies Achievement*					62	64			
Middle School Acceleration					47	52			
Graduation Rate					50	50			
College and Career Acceleration						80			
ELP Progress	48	51	59	48			53		

* 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	242
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	420
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	22	Yes	3	1
ELL	37	Yes	1	
AMI				
ASN				
BLK	42			
HSP	47			
MUL	47			
PAC				
WHT	58			
FRL	48			

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	37	Yes	2	
ELL	42			
AMI				
ASN				
BLK	46			
HSP	54			

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%
MUL	45			
PAC				
WHT	60			
FRL	51			

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	46			54			52					48
SWD	20			26			16				5	25
ELL	28			42			45				5	48
AMI												
ASN												
BLK	45			54			46				5	25
HSP	44			51			53				5	49
MUL	50			43							2	
PAC												
WHT	53			64			58				4	
FRL	45			52			51				5	51

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	46	53	47	58	70	51	47					48
SWD	21	34	42	28	50	45	21					52
ELL	26	43	48	42	59	42	30					48
AMI												
ASN												

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
BLK	45	54	43	51	63	42	36					37
HSP	44	53	50	59	74	54	48					49
MUL	45			45								
PAC												
WHT	53	47		68	70		61					
FRL	43	52	54	56	69	46	44					46

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 2019-20	C & C Accel 2019-20	ELP Progress
All Students	46	51	40	49	46	36	46					53
SWD	24	44		30	33		38					47
ELL	27	43	43	35	59	64	32					53
AMI												
ASN												
BLK	40	49	18	42	40		34					65
HSP	46	56	48	51	49	38	47					50
MUL	50			36								
PAC												
WHT	55	39		54	45		61					
FRL	41	47	35	44	41	33	42					46

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

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	43%	48%	-5%	54%	-11%
04	2023 - Spring	52%	56%	-4%	58%	-6%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	37%	42%	-5%	50%	-13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	47%	55%	-8%	59%	-12%
04	2023 - Spring	58%	61%	-3%	61%	-3%
05	2023 - Spring	58%	52%	6%	55%	3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	48%	50%	-2%	51%	-3%

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.

The data component that demonstrated the lowest performance for Mirror Lakes Elementary was our overall ELA Achievement. While we did increase in this area by 2 percentage points, it still remained our lowest area of performance. After a more thorough analysis, we identified that a very large portion of incoming third grade students were performing at least a year, if not more, below grade level. At the beginning of the 22-23 school year, 18% of Third Grade students were performing on grade level. We raised that number to 39% based on the FAST Spring Assessment. While this is a significant increase, we know that this contributed to the lower overall performance for ELA proficiency.

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

Mirror Lakes did not demonstrate a decline in any areas of our data. Our overall Math achievement stayed the same. Our initial 23-24 PM1 data shows Math to be an area that is below 10% in all Grades 3-5.

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.

We do not have a state average for 22-23 but we would say based on initial data, although we increased, our ELA Proficiency is not where it should be according to the state.

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

The most improvement shown for Mirror Lakes Elementary this year was in the area of Science Proficiency. Our school increased from 47% to 55% for an 8 percentile point improvement. Each standard of the assessment was broken down and taught to the students. In addition to looking at the 5th Grade Standards, the standards from 3rd and 4th Grades were also assessed in order to fill in any gaps in instruction that may have been evident.

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

Attendance continues to be an area of concern as this directly correlates to student achievement.

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

Attendance
ELA Proficiency

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

#1. 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.

2nd Grade ELA proficiency has been identified as a priority this year to ensure students are mastering the foundational skills of ELA.

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

In the 2023-2024 School year, Mirror Lakes Elementary will increase the percentage of Second Grade students scoring at or above grade level in ELA from 54% to 62% as measure by the 2023-2024 Spring FAST assessment.

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

Mirror Lakes Elementary will administer two FAST progress monitoring assessments, as well as two iReady Reading progress monitoring assessments to determine student progress toward this goal. In addition, District Standards based assessments will be used to break each standard down to determine mastery. Mirror Lakes will also use the Quarterly Comprehensives to determine retention of mastered standards and use the Quarterly Comprehensives to create Spiral Reviews for further enrichment.

Person responsible for monitoring outcome:

David Delude (davidcd@leeschools.net)

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.)

Mirror Lakes Elementary will use iReady Reading and specifically targeted PLC standards planning to meet the needs of our students. Specific standards and/or mastery of the components of Reading will be targeted for intervention, and teachers will work in conjunction with administration to develop a plan of action to address each standard of need.

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

Mirror Lakes Elementary will utilize the iReady Reading intervention program to help fill gaps in student learning for each student's individual path. Teachers will monitor students' progress through the program and pull students that are still struggling to provide further interventions in a small group setting.

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.

Mirror Lakes Elementary will examine each of the District exemplars to review the standards that are being taught. This will then be used to guide the planning process through our weekly PLC meetings. Teachers will develop common activities to address the standards that will be taught.

Person Responsible: David Delude (davidcd@leeschools.net)

By When: Planning will occur on a weekly basis, in addition to weekly PLCs. Planning notes will be submitted to admin on a weekly basis through a Google drive.

Mirror Lakes Elementary will use a combination of high yield strategies to engage students in the learning process. In addition to our District curriculum guides, Mirror Lakes will determine any skills needed to build the background knowledge students need in order to meet the requirements of the standard. These will be discussed during planning and during collaborative PLC meetings to ensure understanding of all teachers.

Person Responsible: David Delude (davidcd@leeschools.net)

By When: Lesson Plans and classroom walkthroughs will be utilized to monitor implementation.

Mirror Lakes Elementary 2nd Grade Teachers will use breakfast clubs, walk to read, and additional tutoring during specials to provide small group intervention to students performing at Level 2 on the FAST assessment. These groups will target both phonics and comprehension strategies based on the individual needs of the students. Enrichment will also be provided during these times for students already meeting or exceeding the standard.

Person Responsible: David Delude (davidcd@leeschools.net)

By When: Groups will be monitored following each District assessment to determine if adjustments are needed. Adjustments may also be made following Winter FAST Assessments.

Mirror Lakes will utilize a 90 minute reading block for core instruction for 2nd Grade. This will include 30 minutes of whole group instruction in vocabulary and content areas and 60 minutes of small group instruction targeting grade level standards.

Person Responsible: David Delude (davidcd@leeschools.net)

By When: Teachers will begin implementing the 90 minute core instructional block within the first week of school.

#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.

Third Grade is now an individual component of the school grade for elementary schools. This being one of our lowest areas based upon previous data, we believe targeting each student and monitoring them individually is essential to our overall school success.

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

In the 2023-2024 school year, Mirror Lakes Elementary will increase the percentage of students scoring at or above grade level in Third Grade from 39% to 56% as measured by the 2023-2024 Spring ELA FAST assessment.

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

Mirror Lakes Elementary will administer two FAST progress monitoring assessments, as well as two iReady Reading progress monitoring assessments to determine student progress toward this goal. In addition, District Standards based assessments will be used to break each standard down to determine mastery. Mirror Lakes will also use the Quarterly Comprehensives to determine retention of mastered standards and use the Quarterly Comprehensives to create Spiral Reviews for further enrichment.

Person responsible for monitoring outcome:

Teri-Ann Petrekin (teriannrp@leeschools.net)

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.)

Mirror Lakes Elementary will use iReady Reading and specifically targeted PLC standards planning to meet the needs of our students. Specific standards and/or mastery of the components of Reading will be targeted for intervention, and teachers will work in conjunction with administration to develop a plan of action to address each standard of need.

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

Mirror Lakes Elementary will utilize the iReady Reading intervention program to help fill gaps in student learning for each student's individual path. Teachers will monitor students' progress through the program and pull students that are still struggling to provide further interventions in a small group setting.

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.

Mirror Lakes Elementary will examine each of the District exemplars to review the standards that are being taught. This will then be used to guide the planning process through our weekly PLC meetings. Teachers will develop common activities to address the standards that will be taught.

Person Responsible: Teri-Ann Petrekin (teriannrp@leeschools.net)

By When: Planning will occur on a weekly basis, in addition to weekly PLCs. Planning notes will be submitted to administration on a weekly basis.

Mirror Lakes Elementary will use a combination of high yield strategies to engage students in the learning process. In addition to our District curriculum guides, Mirror Lakes will determine any skills needed to build the background knowledge students need in order to meet the requirements of the standard. These will be discussed during planning and during collaborative PLC meetings to ensure understanding of all teachers.

Person Responsible: Teri-Ann Petrekin (teriannrp@leeschools.net)

By When: Lesson Plans and classroom walkthroughs will be utilized to monitor implementation.

Mirror Lakes Elementary 3rd Grade Teachers will use breakfast clubs, walk to read, and additional tutoring after school to provide small group intervention to students performing at Level 2 on the FAST assessment. These groups will target both phonics and comprehension strategies based on the individual needs of the students. Enrichment will also be provided during these times for students already meeting or exceeding the standard.

For phonics we will be using the Phonics for Reading Curriculum.

Person Responsible: Teri-Ann Petrekin (teriannrp@leeschools.net)

By When: Groups will be monitored following each District assessment to determine if adjustments are needed. Adjustments may also be made following Winter FAST Assessments.

Mirror Lakes will utilize a 90 minute reading block for core instruction for 3rd Grade. This will include 30 minutes of whole group instruction in vocabulary and standards and 60 minutes of small group instruction targeting grade level standards.

Person Responsible: Teri-Ann Petrekin (teriannrp@leeschools.net)

By When: Teachers will begin implementing the 90 minute core instructional block within the first week of school.

#3. 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.

Reading proficiency is an area that we need to focus on as students need to leave elementary school reading on grade level to ensure their success through the remainder of their academic career.

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

In the 2023-2024 school year, Mirror Lakes Elementary will increase the percentage of students scoring at or above grade level in ELA from 53% to 58% as measured by the 2023-2024 Spring ELA FAST Assessment.

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

Mirror Lakes Elementary will administer two FAST progress monitoring assessments, as well as two iReady Reading progress monitoring assessments to determine student progress toward this goal. In addition, District Standards based assessments will be used to break each standard down to determine mastery. Mirror Lakes will also use the Quarterly Comprehensives to determine retention of mastered standards and use the Quarterly Comprehensives to create Spiral Reviews for further enrichment.

Person responsible for monitoring outcome:

Amy Bobak (amycb@leeschools.net)

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.)

Mirror Lakes Elementary will use iReady Reading and specifically targeted PLC standards planning to meet the needs of our students. Specific standards (3rd Grade mastery of the components of Reading) will be targeted for intervention, and teachers will work in conjunction with administration to develop a plan of action to address each standard of need.

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

Mirror Lakes Elementary will utilize the iReady Reading intervention program to help fill gaps in student learning for each student's individual path. Teachers will monitor students' progress through the program and pull students that are still struggling to provide further interventions in a small group setting.

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.

Mirror Lakes Elementary will examine each of the District exemplars to review the standards that are being taught. This will then be used to guide the planning process through our weekly PLC meetings. Teachers will develop common activities to address the standards that will be taught.

Person Responsible: Teri-Ann Petrekin (teriannrp@leeschools.net)

By When: Planning will occur on a weekly basis, in addition to weekly PLCs. Planning notes will be submitted to admin on a weekly basis.

Mirror Lakes Elementary will use a combination of high yield strategies to engage students in the learning process. In addition to our District curriculum guides, Mirror Lakes will determine any skills needed to build the background knowledge students need in order to meet the requirements of the standard. These will be discussed during planning and during collaborative PLC meetings to ensure understanding of all teachers.

Person Responsible: Teri-Ann Petrekin (teriannrp@leeschools.net)

By When: Lesson Plans and classroom walkthroughs will be utilized to monitor implementation.

Mirror Lakes Elementary Teachers for Third through Fifth Grades will use breakfast clubs, walk to read, and additional tutoring after school to provide small group intervention to students performing at Level 2 on the FAST assessment. These groups will target both phonics and comprehension strategies based on the individual needs of the students. Enrichment will also be provided during these times for students already meeting or exceeding the standard.

Person Responsible: Teri-Ann Petrekin (teriannrp@leeschools.net)

By When: Groups will be monitored following each District assessment to determine if adjustments are needed. Adjustments may also be made following Winter FAST Assessments.

Mirror Lakes will utilize a 90 minute reading block for core instruction for 3rd Grade. This will include 30 minutes of whole group instruction in vocabulary and standards and 60 minutes of small group instruction targeting grade level standards.

Person Responsible: Teri-Ann Petrekin (teriannrp@leeschools.net)

By When: Teachers will begin implementing the 90 minute core instructional block within the first week of school.

#4. 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 Lakes will be targeting this specific subgroup of students because they are below the 41% threshold.

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

In the 2023-2024 school year, Mirror Lakes Elementary will increase the percentage of Students with Disabilities scoring at or above grade level in ELA from 37% to 42% as measured by the 2023-2024 Spring ELA FAST Assessment.

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

Mirror Lakes Elementary will administer two FAST progress monitoring assessments, as well as two iReady Reading progress monitoring assessments to determine student progress toward this goal. In addition, District Standards based assessments will be used to break each standard down to determine mastery.

Person responsible for monitoring outcome:

Teri-Ann Petrekin (teriannrp@leeschools.net)

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.)

Mirror Lakes Elementary will use iReady Reading and specifically targeted PLC standards planning to meet the needs of our students. Specific standards will be targeted for intervention, and teachers will work in conjunction with administration to develop a plan of action to address each standard of need.

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

Mirror Lakes Elementary will utilize the iReady Reading intervention program to help fill gaps in student learning for each student's individual path. Teachers will monitor students' progress through the program and pull students that are still struggling to provide further interventions in a small group setting.

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.

Mirror Lakes Elementary will examine each of the District exemplar to review the standards that are being taught. This will then be used to guide the planning process through our weekly PLC meetings. Teachers will develop common activities to address the standards that will be taught.

Person Responsible: Teri-Ann Petrekin (teriannrp@leeschools.net)

By When: Planning will occur on a weekly basis, in addition to weekly PLCs. Planning notes will be submitted to admin on a weekly basis.

Mirror Lakes Elementary will use a combination of high yield strategies to engage students in the learning process. In addition to our District curriculum guides, Mirror Lakes will determine any skills needed to build the background knowledge students need in order to meet the requirements of the standard. These will be discussed during planning and during collaborative PLC meetings to ensure understanding of all teachers.

Person Responsible: Teri-Ann Petrekin (teriannrp@leeschools.net)

By When: Lesson Plans and classroom walkthroughs will be utilized to monitor implementation.

Mirror Lakes Elementary Classroom Teachers and ESE/ ESE Resource Teachers will use breakfast clubs, walk to read, and additional tutoring during specials to provide small group intervention to students performing at Level 2 on the FAST assessment. These groups will target both phonics and comprehension strategies based on the individual needs of the students. Enrichment will also be provided during these times for students already meeting or exceeding the standard.

Person Responsible: Teri-Ann Petrekin (teriannrp@leeschools.net)

By When: Groups will be monitored following each District assessment to determine if adjustments are needed. Adjustments may also be made following Winter FAST Assessments. Mirror Lakes will also use the Quarterly Comprehensives to determine retention of mastered standards and use the Quarterly Comprehensives to create Spiral Reviews for further enrichment.

Teachers and administrators will target the ABCs of Students with Disabilities. Plans will be put into place to track attendance, behavior, and classroom success.

Person Responsible: Teri-Ann Petrekin (teriannrp@leeschools.net)

By When: This will be completed by the end of first quarter and monitored weekly as needed.

#5. Positive Culture and Environment specifically relating to Early Warning System

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.

At the end of the 2022-2023 school year, MLE had reduced the number of families at Tier 3 for attendance to 63. However, due to the new student assignment plan, Mirror Lakes currently has 91 families at Tier 3 for attendance. Therefore, we will be basing our goal on our current number, and not where we ended the 2022-2023 school year.

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

In the 2023-2024 school year, Mirror Lakes Elementary will reduce the percentage of families at the Tier 3 level by 10% from 91 to 81 as measured by the monthly District report in June of 2024.

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

Each month, the Dean and the Social Worker will meet to determine the number of families at Tier 3 and identify strategies to improve student attendance.

Person responsible for monitoring outcome:

Amy Bobak (amycb@leeschools.net)

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.)

The attendance team will work to build relationships with families to determine what barriers exist to improving student attendance.

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

By understanding the needs of our families, we can problem solve together to improve student attendance be reducing and/or eliminating barriers.

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 4 - Demonstrates a Rationale

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.

Mirror Lakes Elementary will identify each of the 91 Tier 3 families currently enrolled. These families will be contacted to determine any barriers at the beginning of the year that may impede students attendance at school.

Person Responsible: Amy Bobak (amycb@leeschools.net)

By When: Within the first 30 days of school.

Mirror Lakes Elementary will develop an attendance club to support student attendance. Students in the club will conduct weekly check ins and receive rewards for being in attendance at school.

Person Responsible: Amy Bobak (amycb@leeschools.net)

By When: Students will check in weekly.

The School Dean and School Social Worker will meet monthly with families that continue to struggle with student attendance. During these meetings, any barriers will be addressed and problem-solved to help support families.

Person Responsible: Amy Bobak (amycb@leeschools.net)

By When: Meetings will occur on a monthly basis.

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).

The School District of Lee County follows all state and federal guidelines when allocating funding to schools. The schools are budgeted in multi-faceted methods based on the student needs. Initially the schools are tiered based on the following criteria: student proficiency, learning gains, struggling schools, % of new teachers, % of ELL students, % of ESE students for academic support and for funding purposes. Content tiers are also established to provide instructional support resources based on individual student group needs. Within each school's Title I, SAI, and UniSIG plans as appropriate there is a requirement to address ESSA student groups through high quality instruction and monitoring systems. School funding needs are addressed weekly throughout the school year in collaboration with principal supervisors and the budget department. Ongoing monitoring of student data and underperforming subgroups is provided through monthly visits and data chats by principal supervisors.

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

Mirror Lakes Elementary will target phonemic awareness, phonics instruction, fluency, vocabulary, and comprehension as measured by the DIBELS Assessment. This will in turn connect to the State FAST PM assessments.

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

Mirror Lakes Elementary will target Comprehension instruction as measured by the FAST Assessment Progress Monitoring tool for Grades 3-5.

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

In the 2023-2024 School Year, Mirror Lakes Elementary will have 62% of Grades K-2 students proficient, as measured by the State PM3 FAST Progress Monitoring Assessment.

Grades 3-5 Measurable Outcomes

In the 2023-2024 School Year, Mirror Lakes Elementary will have 58% of Grades 3-5 students proficient, as measured by the State PM3 FAST Progress Monitoring Assessment.

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.

Progress monitoring will be conducted three times during the 23-24 School Year per state testing windows. Exemplars will be given in between to assess mastery of benchmarks. Quarterly comprehensives will also be given to assess mastery of benchmarks. Teachers will use data from exemplars and quarterly comprehensives to plan intervention and spiral reviews to target skills needed. Students will be participating in Breakfast Clubs, Walk to Read Intervention, and Lunch Bunches to further assist in meeting our goal.

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

Bobak, Amy, amycb@leeschools.net

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?

In Grades K-2, teachers will use Really Great Reading phonics instruction throughout the day. This instruction will be provided daily.
In Grades 3-5, teachers will use the Magnetic Reading program for comprehension that is directly aligned to the B.E.S.T. ELA Standards.
In K-5, all students will work on the I-Ready program that targets specific skills needed based on initial Diagnostic testing,

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?

These programs specifically target the BEST Standards for the given grade levels. Further, they are the District approved supplemental programs selected for implementation.

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
Professional Development will be provided to teachers to ensure they are able to successfully implement Really Great Reading.	Delude, David, davidcd@leeschools.net
Professional Development will be provided in Magnetic Reading to ensure proper implementation.	Petrekin, Teri-Ann, teriannrp@leeschools.net
Quarterly Comprehensive Assessments will be given to students to assess progress on the BEST Standards.	Bobak, Amy, amycb@leeschools.net
Breakfast Clubs will be implemented in K-2 and 3-5 for an extra 30 minutes daily of intervention instruction.	Bobak, Amy, amycb@leeschools.net
Coaching Cycle will be implemented with teachers to increase capacity with teachers.	Petrekin, Teri-Ann, teriannrp@leeschools.net

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.

Mirror Lakes publishes our School Improvement Plan on our School Website. mle.leeschools.net. Additionally, a copy is kept in the Florida CIMS website. This will allow for our completed SIP to be made available publicly and parents can request a copy from the school's front office in their preferred language after publication approval. Further, our SIP is reviewed by Academic Services and Title I Departments.
○ On or before Oct 6, 2023, School Advisory Council (SAC) must present, review, and request feedback on the SIP and budget. The meeting minutes will be uploaded into the school's Title I Crate (web-based site) and FY24 School document folder in the google team drive.
○ On Oct 17, 2023, The Lee County School Board will approve publication and dissemination.
○ Schools must review Annual School Improvement Assurances, complete & submit School Advisory Council Membership List 2023-2024, complete & submit School Advisory Council 2022-2023 Nomination and Election Process Verification on or before Nov 1, 2023, in the google drive FY24 School Document Folder.

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 Lakes Elementary will involve all parents in an organized and timely manner with regards to the planning, review, an improvement of the Title I programs. All parents will be invited through the school newsletter, School Messenger, School Website, and Twitter posts to attend the SAC/Title I Meetings face to face or virtual. Parent Surveys will be completed annually to encourage open communication with parents to address their needs and requests for parent involvement activities effectively. The school website and the two school marquees will be updated frequently for reminder dates of school events. Parents will be encouraged to join SAC during our virtual Annual Title I meeting, through school messenger, school website, and Twitter. Parent input will be elicited at our SAC meeting and monthly Parent and Family events (event surveys) Parents will be encouraged to attend meeting either face to face or virtual and participate in the meetings even if they are not on SAC committee. This will ensure that all parents have the opportunity to participate in the decision-making process.

Meeting minutes will be maintained for all parent meetings. Parent support workshops will also be held throughout the year on an ongoing basis either face to face or virtual. Parent surveys, agendas, sign-in sheets, and minutes will be kept to document SAC meetings in our TITLE 1 toolkit.

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))

Mirror Lakes Elementary has used Title I funds to higher Peer Collaborative Teachers, Resource Teachers, A Parent Involvement Specialist, and a full time School Social Worker.

Funds will also be allocated to fund an after school tutoring program for students to in grades 3-5.

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))

District general funds provide the foundation for all programs. Title I A funds will be the primary supplemental source for the activities listed in this need. Title I, Part A coordinates with other federal grants, such as Titles 1C, 1D, II, III and IV, IDEA, and Homeless to expand academic enrichment opportunities for subgroups of students and Professional Development for teachers. These services include extended learning opportunities, professional development, supplemental evidence-based resources, and materials.
Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include; tutorials in reading and math, health services, and literacy workshops for parents because of the coordination of these funds.
Periodic district level meetings with managers of all programs funded under ESEA also open lines of communication and encourage cooperation between programs to align towards student academic success.

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))

The Lee County School District follows the mental health guidelines set forth by the State of Florida Department of Education. This includes providing universal positive and behavioral support. The district also, with parental permission, assesses and screens students to determine what level of mental health support would best meet their mental health needs. These supports range from school check-ins, school-based mental health counseling as well as a referral pathway to outside mental health services. The Lee County School District employs evidence-based practices in the foundational instruction of students with a focus on building resiliency, promoting physical and emotional wellness, overall health, social development, overcoming adversity, critical thinking and problem solving, prevention of substance use, and other topics.
The Lee County School District employs school-based mental health professionals, school counselors, school social workers, school psychologists, and licensed mental health professionals to ensure that school-based mental health services are provided to students.

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))

Extended Learning Opportunities - Implement extended learning opportunities (tutorial programs in reading and/or math) to address the academic needs of specific subgroups of Title I students who have been identified as lowest achievers. Schools will use Title I and other funding such as SAI to develop tutorial programs using only research-based strategies and resources. Schools will determine before/ after/Saturday or summer school program models. Materials and supplies will be provided to students to assist with achievement of goals and to remove barriers.

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).

The district ensures that every school implements a tiered model of evidence-based behavior supports within a Multi-tiered System of Supports (MTSS). District level personnel are designated to assist schools with their site-based implementation by providing training, modeling, program monitoring, technical assistance, and data collection/analysis. They work with site-based personnel to implement the tiered approach that includes:
Positive Behavior Intervention Supports (PBIS)/Positive Behavior System (PBS) - All schools are required to implement the elements of PBIS including a school-based team that facilitates systems that support positive behavior: school-wide expectations, classroom expectations and rules, positive recognition/rewards, data collection and analysis, and ongoing professional development. Most schools participate in the Florida PBIS Project. Some schools implement the elements within other approaches including the Building Assets Reducing Risks (BARR) program. PBIS/PBS integrates with the Multi-Tiered System of Supports (MTSS) utilized in Florida school districts for behavior support.
All schools in the School District of Lee County are required to maintain MTSS for all students (tier 1), students needing supplemental support (tier 2), and students needing intensive support (tier 3). Each school has a team that utilizes the Response to Intervention (RtI) process in examining individual student data to identify those that may need additional behavior support beyond the universal PBIS/PBS approach, and to monitor the effectiveness of these interventions. Data analyzed include office discipline referrals, in-school suspension, out-of-school suspension, bus referrals/suspension, as well as positive behavior data. Interventions may include supplemental positive behavior interventions and/or interventions to address inappropriate behavior.

Each school has a designated Intervention Specialist that facilitates team processes and ensures that identified interventions are implemented and monitored for effectiveness. Currently, the district utilizes "Insights to Behavior" to assist with the ongoing teamwork for behavior support in the tiered model using RtI. This includes the use of additional tools such as the Functional Behavior Assessment (FBA), data collection tools, reporting tools, and behavior intervention plan tools. Intervention Specialists assist classroom teachers and school-based personnel in the implementation of behavioral interventions and data collection, as well as serve as the primary contact for families with students receiving interventions. In the School District of Lee County, the Multi-tiered System of Supports school-based teams may, when needed, refer students to other district/school supports including the school-based mental health team, Section 504 eligibility consideration, and/or evaluation for consideration of eligibility under IDEA. Likewise, when students respond to interventions, the team may recommend maintaining current levels of interventions, reducing interventions, or exiting interventions as appropriate.

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))

The district`s Curriculum and Staff Development department will offer training opportunities for paraprofessionals in the core subject areas and technology. In addition, new ESOL paraprofessionals will receive 12 hours of training regarding strategies to assist English Language Learners (ELL) to improve student performance. When appropriate, Instructional Support (Para) will participate in the same training as teachers at Title I schools.
Curriculum and Staff Development will offer teachers a multitude of opportunities to improve effectiveness. They will include (but are not limited to) the following: Florida Standards, Differentiated Instructional Strategies, Analytics (Data Analysis) and Instructional Change, Classroom Walkthrough, Kagan Cooperative Learning, Instruction within the Block, SIOP, and subject area training for adopted texts.
Teacher leaders at schools will support classroom instructional staff daily by coaching, modeling, and/or providing resources to improve instructional activities. Professional development and Peer Collaborative Teachers (PCTs) will further support the initiative by collaborating closely with the teacher leaders. These individuals are chosen through a selective process that ensures highly effective instructional practices are shared with classroom teachers.

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))

The district has Early 5, Pre-K and Special Education programs in place to prepare students socially, emotionally and academically for Kindergarten. Many of our schools have their upcoming Kindergarten students come to school to meet the teachers and take assessments, so that they can better place them for the school year. Another transitional strategy used is to offer Kindergarten camp for a few days to acclimate students to their school and teachers instruct them on basic processes.