

# Mirror Lakes Elementary School



2014-15 School Improvement Plan

## Mirror Lakes Elementary School

525 CHARWOOD AVE S, Lehigh Acres, FL 33974

<http://mle.leeschools.net>

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

90%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

77%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	B	A

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>17</b>
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
<b>Appendix 1: Implementation Timeline</b>	<b>30</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>31</b>
Professional Development Opportunities	32
Technical Assistance Items	34
<b>Appendix 3: Budget to Support Goals</b>	<b>35</b>

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

To Promote and motivate lifelong learning in a nurturing environment.

##### Provide the school's vision statement

To inspire and educate all students for success

#### School Environment

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

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

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

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

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

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

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

The school has a full time security specialist and an educational para who is trained to work with deescalation strategies with our special needs population.

##### Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

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



Our teachers have a PBS inservice at the beginning of every year. Behavior clip charts are incorporated into the culture of every classroom. Progress is communicated daily to parents, they review and return the next day with initials and any comments.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

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

**Family and Community Involvement**

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

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

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

**Description**

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

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

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

**Effective Leadership**

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

**School Leadership Team**

**Membership**

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

Name	Title
Zellers, Susan	Principal
Shonak, Jennifer	Assistant Principal
Knight, Tonya	Assistant Principal

**Duties**

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

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

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

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

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

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

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

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

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

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

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

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the needs of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III, and ESE departments are all part of the

collaborative effort. For example: social workers from students services have the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnerships with businesses so students will have an opportunity to continue to develop their vocational skills.

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

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

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

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

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

Blended Head Start/Title I/VPK/Migrant early childhood classrooms will be located on the school's campus. High-risk students will attend year-long, high-quality early childhood programs that serve four year old children. The goal of the program is to prepare children for kindergarten by meeting the

federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for Kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

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

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

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

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Larry Hammond	Education Support Employee
Grace Howell	Parent
Allison Searcy	Teacher
Sue Zellers	Principal
Rose Marrero	Parent
Yolando Bonilla-Santoni	Education Support Employee
Diana Castillo	Parent
Cindy North	Teacher
Lourdes Ruiz	Parent
Brian Shonak	Business/Community
Leslie Torres	Business/Community

#### Duties

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

##### *Evaluation of last year's school improvement plan*

The 2013-2014 School Improvement Plan was reviewed at the School Advisory Council (SAC) meeting held on August 28, 2014. They then looked at current data and compared the previous 2 years data to the current school years AMO goals.

##### *Development of this school improvement plan*

SAC committee reviews the current School Improvement Plan in light of the goals and data from the prior year. The current plan is reviewed throughout the year and all constituents are asked for input, updated information and revisions as needed. Assessment data, progress monitoring milestones are shared monthly, and concerns are addressed as they are articulated from the group.

After reviewing the previous years data, the SAC was presented with the 2014-2015 SIP plan. They

were given the ability to recommend additions, deletions or changes. SAC voted on the acceptance of the SIP plan.

*Preparation of the school's annual budget and plan*

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

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

N/A

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Zellers, Susan	Principal
Shonak, Jennifer	Assistant Principal
Knight, Tonya	Assistant Principal
Nunez-torres, Crystal	Instructional Coach
Walker, Paige	Instructional Coach
Pusey, Iona	Instructional Coach
Collins, Kelly	Instructional Coach
Grunberg, Tausha	Instructional Coach
Morris, Lindsay	Instructional Coach
Hocker, Derek	Teacher, K-12
Reyes-Cuevas, Sheryl	Teacher, K-12
Ventura, Allison	Teacher, K-12
Conestrano, Michael	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

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

**Public and Collaborative Teaching**

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



### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

There is strong teacher participation in PLC structures for grade level planning, school-wide planning, data disaggregation used to drive planning for learning and responses to progress or lack of it. All teacher groups: grade levels, specials (electives), ESE, Resources/coaches and Pre-K groups have common planning time in the master schedule, PLC meetings occur monthly for common formative assessment data review, summative data review and response planning.

Grade level teams have created unique structures from developing expert responses to content, grouping students for differentiation and intensive interventions, and addressing issues such as homework and grading practices as teams.

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

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

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

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

Planned mentoring activities included a Day 1 Kagan workshop for all first year teachers, Day 2 for second year teachers. Support from District PDLT's will include additional support in Math strategies for grade 3, 4, 5; a specific set of workshops addressing writing development K-5 and a regular opportunity to collaborate in a PLC structure at grade levels. Mentor teachers are paired with first year teachers based on the grade level, experience, accessibility and personality of the mentor and the new teacher. New teachers are also encouraged to attend training as offered either at the school site or District as available on topics such as Whole Brain Teaching, 6 Traits of Writing, and Classroom Management.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

#### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

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

#### **Instructional Strategies**

**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

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

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** After School Program

**Minutes added to school year:** 30

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Zellers, Susan, susankz@leeschools.net

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

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

**Student Transition and Readiness**

**PreK-12 Transition**

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

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Mirror Lakes Elementary has a Pre-K Headstart/VPK classroom as well as two Pre-K ESE units. All of the teachers of our Pre-K classrooms are Highly Qualified and experienced in ensuring that the students acquire the appropriate skills for transitioning into the Kindergarten units when ready. Meetings are held regularly with parents and student progress is tracked to ensure that students are well supported and ready to transition at the appropriate time with the prerequisite skills. For entering KG students, an Open House (Kindergarten Round-up) is held in May to meet and greet the parents and students, expectations are provided and a packet is given for summer practice of basic numeracy and literacy skills. Subsequent KG screening are held in July to assess incoming

students and place them in classes.

In 14-15, a "Newcomers" welcome strategy will be developed to address a 20% mobility rate and create a way to effectively transition students into our school culture.

### **College and Career Readiness**

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

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

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

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***



## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

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

## Strategic Goals Detail

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

**G1. Student achievement gains will increase school-wide by focusing on teaching and learning.** 1a

G039266

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	67.0
AMO Reading - All Students	63.0
FCAT 2.0 Science Proficiency	50.0
Math Gains	89.0
Math Lowest 25% Gains	89.0
ELA/Reading Gains	89.0
ELA/Reading Lowest 25% Gains	89.0

**Resources Available to Support the Goal** 2

- 3 Resource Teachers
- 3 TIF Teachers
- APPLES/ new teacher mentor program
- Professional Development (best practices through book studies - "Common Formative Assessments" and "From Standards to Success") (Kagan and PBS training) (Differentiated Instruction workshops)
- PLCs and common planning time
- Math and Literacy curriculums with materials to support Florida Standards and Differentiated Instruction
- 1 Math Coach
- 1 Reading Coach
- 1 Science Coach
- (WIN time) intervention time for 30 minutes daily

**Targeted Barriers to Achieving the Goal** 3

- Lack of consistent Kagan Cooperative Learning structures used in the classroom to ensure student engagement
- Teachers are struggling with the paradigm shift from TE driven instruction to increased emphasis on standards based instruction with formative assessment.

**Plan to Monitor Progress Toward G1. 8**

Use of data reports from Performance Matter showing student progress. PLC data reviews to determine movement through interventions and progress monitoring,

**Person Responsible**

Susan Zellers

**Schedule**

Weekly, from 9/8/2014 to 5/27/2015

**Evidence of Completion**

Data reports from Performance Matters, District Assessments, and STAR. Agendas and notes from PLC meetings, and walk-through information.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Student achievement gains will increase school-wide by focusing on teaching and learning. **1**

 G039266

**G1.B7** Lack of consistent Kagan Cooperative Learning structures used in the classroom to ensure student engagement **2**

 B097943

**G1.B7.S1** Teachers will have opportunities to attend Kagan Cooperative Learning trainings. A national Kagan Coach will visit us to give teachers real time coaching in the classroom setting. MLE also has Kagan Coaches who will continue to coach and model Kagan structures for teachers. **4**

 S110222

### Strategy Rationale

Teachers will be able to incorporate Kagan structures into lessons by having a chance to practice with a Kagan Coach in the classroom and have real time coaching and feedback, therefore increasing student engagement.

### Action Step 1 **5**

A Kagan structure a month will be focused on during a monthly staff PLC and modeled in classrooms.

#### Person Responsible

Lindsay Morris

#### Schedule

Monthly, from 9/8/2014 to 5/27/2015

#### Evidence of Completion

PLC agendas and notes, classroom observations and lesson plans

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

Monitor for fidelity of using Kagan structures

**Person Responsible**

Lindsay Morris

**Schedule**

Biweekly, from 9/8/2014 to 5/27/2015

***Evidence of Completion***

Observations, lesson plans, walk throughs, coaching logs

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

Monitor effectiveness of Kagan structures and student engagement

**Person Responsible**

Lindsay Morris

**Schedule**

Monthly, from 9/8/2014 to 5/27/2015

***Evidence of Completion***

walk throughs, observations, lesson plans, coaching logs, assessments

**G1.B11** Teachers are struggling with the paradigm shift from TE driven instruction to increased emphasis on standards based instruction with formative assessment. **2**

 B097975

**G1.B11.S1** Teachers will work collaboratively through the PLC process and book studies to connect standards based instruction and assessment. **4**

 S110124

### **Strategy Rationale**

As teachers work collaboratively, best practices will be used to ensure all students master curriculum standards.

### **Action Step 1** **5**

Teachers will examine best practices, resources and strategies in PLCs (Professional Learning Communities). Throughout the year they will successfully complete two 'Round Robin' book studies in the area of common formative assessments.

#### **Person Responsible**

Susan Zellers

#### **Schedule**

Quarterly, from 10/1/2014 to 4/29/2015

#### **Evidence of Completion**

PLC/Book study agendas, discussions notes, walk throughs, compiled formative assessment data

### **Plan to Monitor Fidelity of Implementation of G1.B11.S1** **6**

Monitor for fidelity of book study strategies.

#### **Person Responsible**

Susan Zellers

#### **Schedule**

Quarterly, from 10/1/2014 to 4/29/2015

#### **Evidence of Completion**

PLC/Book study agendas and discussions notes, walk throughs, formative assessments

**Plan to Monitor Effectiveness of Implementation of G1.B11.S1** 7

Monitor for effectiveness of book study strategies.

**Person Responsible**

Susan Zellers

**Schedule**

Quarterly, from 9/15/2014 to 4/29/2015

**Evidence of Completion**

PLC/Book study agendas and discussions notes, walk throughs and formative assessments

**G1.B11.S2** Teachers will review Performance Matters and STAR to monitor student progress and identify student intervention needs/skills. 4

 S123888

**Strategy Rationale**

Teachers need to be self sufficient when accessing and disaggregating data in order to take ownership of the information it provides relative to instructional efficacy.

**Action Step 1** 5

Twice a month focus PLC data meetings lead by TIF teachers with guided data driven lesson planning, progress monitoring and common planning focused on grade level standards and common formative assessments.

**Person Responsible**

Paige Walker

**Schedule**

Biweekly, from 9/3/2014 to 5/27/2015

**Evidence of Completion**

Minutes/agendas from meetings, teacher intervention logs, compiled data from formative assessments, literacy concept and math chapter tests

**Plan to Monitor Fidelity of Implementation of G1.B11.S2 6**

Administration will monitor progress of WIN ("What I Need") intervention groups, use of data driven protocols, walk-throughs, TIF/Administration review of intervention logs, and progress monitoring.

**Person Responsible**

Paige Walker

**Schedule**

Biweekly, from 9/3/2014 to 5/27/2015

***Evidence of Completion***

Agendas and meeting minutes from grade level PLCs, comparison of Early STAR/STAR, common formative assessments, Literacy Concept and Math Chapter assessments, progress monitoring data charts and completed intervention logs.

**Plan to Monitor Effectiveness of Implementation of G1.B11.S2 7**

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

**Person Responsible**

Paige Walker

**Schedule**


Biweekly, from 9/3/2014 to 5/27/2015

***Evidence of Completion***

Agendas and meeting minutes, comparison of Early STAR/STAR, progress monitoring data charts through Performance Matters and completed intervention logs.



**G1.B11.S3** More training and practice is needed in Webb's Depth of Knowledge (DOK) and how to integrate into formative assessments. 4

 S123898

### Strategy Rationale

Students need to be familiar with responding to higher level questions using Webb's DOK vocabulary.

### Action Step 1 5

TIF teachers and Academic Coaches will model and train teachers on Webb's DOK using the coaching cycle.

#### Person Responsible

Lindsay Morris

#### Schedule

Every 6 Weeks, from 9/8/2014 to 5/27/2015

#### Evidence of Completion

Inclusion of Webb's DOK in lesson plans, observations during weekly walk-throughs, coaching logs, and data collection from formative assessments.

### Plan to Monitor Fidelity of Implementation of G1.B11.S3 6

Modeling and coaching opportunities for teachers every 6 weeks.

#### Person Responsible

Lindsay Morris

#### Schedule

Every 6 Weeks, from 9/8/2014 to 5/20/2015

#### Evidence of Completion

Inclusion in lesson plans, observations of strategies during weekly walk-throughs, TIF teacher/Academic Coaches coaching logs, and data from assessments/Performance Matters.

**Plan to Monitor Effectiveness of Implementation of G1.B11.S3 7**

Modeling and coaching opportunities and follow through for teachers every 6 weeks.

**Person Responsible**

Lindsay Morris

**Schedule**

Every 6 Weeks, from 9/8/2014 to 5/20/2015

**Evidence of Completion**

Inclusion in lesson plans, observations of strategies during weekly walk-throughs, TIF teacher/Academic Coaches coaching logs, and data from assessments/Performance Matters.

**G1.B11.S4** Increased use of math manipulatives, application of skills in problem solving, and number sense fluency. 4

 S123904

**Strategy Rationale**

In order to develop understanding of math concepts, the students need to move through the learning process of (CAR) concrete, abstract and reality.

**Action Step 1 5**

Math Academic Coach will model, support and train teachers on effective math using the coaching cycle.

**Person Responsible**

Tausha Grunberg

**Schedule**

Every 6 Weeks, from 10/1/2014 to 5/27/2015

**Evidence of Completion**

math journals, inclusion in lesson plans, observations during walk-throughs, coaching logs, formative assessment data

**Plan to Monitor Fidelity of Implementation of G1.B11.S4** 6

Modeling and coaching opportunities for teachers every 6 weeks.

**Person Responsible**

Tausha Grunberg

**Schedule**

Monthly, from 9/30/2014 to 5/20/2015

**Evidence of Completion**

Inclusion in lesson plans, observations of strategies during weekly walk-throughs, Academic Math Coach's coaching logs, district/formative assessment data.

**Plan to Monitor Effectiveness of Implementation of G1.B11.S4** 7

Modeling and coaching opportunities and follow through for teachers every 6 weeks.

**Person Responsible**

Tausha Grunberg

**Schedule**

Every 6 Weeks, from 9/30/2014 to 5/20/2015

**Evidence of Completion**

Inclusion in lesson plans, observations of strategies during weekly walk-throughs, Academic Math Coach's coaching logs, district/formative assessment data.

**G1.B11.S5** Teachers will receive training and coaching on implementing the writing process. 4

S123906

### **Strategy Rationale**

To foster a comprehensive approach to writing instruction in grades K-5.

### **Action Step 1** 5

TIF teachers and Academic Writing Coach will use a Backward Design strategy to familiarize teachers with writing expectations and standards in their grade level along with adjacent grade levels.

#### **Person Responsible**

Iona Pusey

#### **Schedule**

On 10/1/2014

#### **Evidence of Completion**

PLC agenda/notes, grade level strategy and plan of skill progression

### **Action Step 2** 5

Teachers will develop and use grade level checklists/rubrics in student friendly language to support high expectations through the writing process.

#### **Person Responsible**

Iona Pusey

#### **Schedule**

Weekly, from 11/3/2014 to 5/27/2015

#### **Evidence of Completion**

checklists and rubrics, writing samples

**Action Step 3** 5

Academic Writing Coach and TIF teachers will use the coaching cycle model and support pre-writing skills in the writing process.

**Person Responsible**

Iona Pusey

**Schedule**

Weekly, from 10/20/2014 to 11/17/2014

**Evidence of Completion**

coaching logs, student writing samples

**Plan to Monitor Fidelity of Implementation of G1.B11.S5** 6

Modeling and coaching opportunities for teachers on a weekly basis, Backward Design strategies implemented to familiarize teachers with writing expectations and standards and the development of rubrics and checklists.

**Person Responsible**

Iona Pusey

**Schedule**

Monthly, from 10/1/2014 to 5/27/2015

**Evidence of Completion**

student writing samples, lesson plans, Backward Design strategy and plan for each grade level, student friendly checklists and rubrics, and coaching logs

**Plan to Monitor Effectiveness of Implementation of G1.B11.S5** 7

Effectiveness will be monitored by coaching cycles, the Backward Design strategies planned and implemented to along with the development and implementation of rubrics and checklists in student friendly language.

**Person Responsible**

**Schedule**

Weekly, from 10/1/2014 to 5/20/2015

**Evidence of Completion**

student writing samples, lesson plans, Backward Design strategy and plan for each grade level, student friendly checklists and rubrics, and coaching logs

## Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B7.S1.A1	A Kagan structure a month will be focused on during a monthly staff PLC and modeled in classrooms.	Morris, Lindsay	9/8/2014	PLC agendas and notes, classroom observations and lesson plans	5/27/2015 monthly
G1.B11.S1.A1	Teachers will examine best practices, resources and strategies in PLCs (Professional Learning Communities). Throughout the year they will successfully complete two 'Round Robin' book studies in the area of common formative assessments.	Zellers, Susan	10/1/2014	PLC/Book study agendas, discussions notes, walk throughs, compiled formative assessment data	4/29/2015 quarterly
G1.B11.S2.A1	Twice a month focus PLC data meetings lead by TIF teachers with guided data driven lesson planning, progress monitoring and common planning focused on grade level standards and common formative assessments.	Walker, Paige	9/3/2014	Minutes/agendas from meetings, teacher intervention logs, compiled data from formative assessments, literacy concept and math chapter tests	5/27/2015 biweekly
G1.B11.S3.A1	TIF teachers and Academic Coaches will model and train teachers on Webb's DOK using the coaching cycle.	Morris, Lindsay	9/8/2014	Inclusion of Webb's DOK in lesson plans, observations during weekly walk-throughs, coaching logs, and data collection from formative assessments.	5/27/2015 every-6-weeks
G1.B11.S4.A1	Math Academic Coach will model, support and train teachers on effective math using the coaching cycle.	Grunberg, Tausha	10/1/2014	math journals, inclusion in lesson plans, observations during walk-throughs, coaching logs, formative assessment data	5/27/2015 every-6-weeks
G1.B11.S5.A1	TIF teachers and Academic Writing Coach will use a Backward Design strategy to familiarize teachers with writing expectations and standards in their grade level along with adjacent grade levels.	Pusey, Iona	10/1/2014	PLC agenda/notes, grade level strategy and plan of skill progression	10/1/2014 one-time
G1.B11.S5.A2	Teachers will develop and use grade level checklists/rubrics in student friendly language to support high expectations through the writing process.	Pusey, Iona	11/3/2014	checklists and rubrics, writing samples	5/27/2015 weekly
G1.B11.S5.A3	Academic Writing Coach and TIF teachers will use the coaching cycle model and support pre-writing skills in the writing process.	Pusey, Iona	10/20/2014	coaching logs, student writing samples	11/17/2014 weekly
G1.MA1	Use of data reports from Performance Matter showing student progress. PLC data reviews to determine movement through interventions and progress monitoring,	Zellers, Susan	9/8/2014	Data reports from Performance Matters, District Assessments, and STAR. Agendas and notes from PLC meetings, and walk-through information.	5/27/2015 weekly
G1.B11.S1.MA1	Monitor for effectiveness of book study strategies.	Zellers, Susan	9/15/2014	PLC/Book study agendas and discussions notes, walk throughs and formative assessments	4/29/2015 quarterly
G1.B11.S1.MA1	Monitor for fidelity of book study strategies.	Zellers, Susan	10/1/2014	PLC/Book study agendas and discussions notes, walk throughs, formative assessments	4/29/2015 quarterly
G1.B7.S1.MA1	Monitor effectiveness of Kagan structures and student engagement	Morris, Lindsay	9/8/2014	walk throughs, observations, lesson plans, coaching logs, assessments	5/27/2015 monthly
G1.B7.S1.MA1	Monitor for fidelity of using Kagan structures	Morris, Lindsay	9/8/2014	Observations, lesson plans, walk throughs, coaching logs	5/27/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B11.S2.MA1	Data charts showing student growth/movement through interventions and progress monitoring.	Walker, Paige	9/3/2014	Agendas and meeting minutes, comparison of Early STAR/STAR, progress monitoring data charts through Performance Matters and completed intervention logs.	5/27/2015 biweekly
G1.B11.S2.MA1	Administration will monitor progress of WIN ("What I Need") intervention groups, use of data driven protocols, walk-throughs, TIF/Administration review of intervention logs, and progress monitoring.	Walker, Paige	9/3/2014	Agendas and meeting minutes from grade level PLCs, comparison of Early STAR/STAR, common formative assessments, Literacy Concept and Math Chapter assessments, progress monitoring data charts and completed intervention logs.	5/27/2015 biweekly
G1.B11.S3.MA1	Modeling and coaching opportunities and follow through for teachers every 6 weeks.	Morris, Lindsay	9/8/2014	Inclusion in lesson plans, observations of strategies during weekly walk-throughs, TIF teacher/Academic Coaches coaching logs, and data from assessments/Performance Matters.	5/20/2015 every-6-weeks
G1.B11.S3.MA1	Modeling and coaching opportunities for teachers every 6 weeks.	Morris, Lindsay	9/8/2014	Inclusion in lesson plans, observations of strategies during weekly walk-throughs, TIF teacher/Academic Coaches coaching logs, and data from assessments/Performance Matters.	5/20/2015 every-6-weeks
G1.B11.S4.MA1	Modeling and coaching opportunities and follow through for teachers every 6 weeks.	Grunberg, Tausha	9/30/2014	Inclusion in lesson plans, observations of strategies during weekly walk-throughs, Academic Math Coach's coaching logs, district/formative assessment data.	5/20/2015 every-6-weeks
G1.B11.S4.MA1	Modeling and coaching opportunities for teachers every 6 weeks.	Grunberg, Tausha	9/30/2014	Inclusion in lesson plans, observations of strategies during weekly walk-throughs, Academic Math Coach's coaching logs, district/formative assessment data.	5/20/2015 monthly
G1.B11.S5.MA1	Effectiveness will be monitored by coaching cycles, the Backward Design strategies planned and implemented to along with the development and implementation of rubrics and checklists in student friendly language.		10/1/2014	student writing samples, lesson plans, Backward Design strategy and plan for each grade level, student friendly checklists and rubrics, and coaching logs	5/20/2015 weekly
G1.B11.S5.MA1	Modeling and coaching opportunities for teachers on a weekly basis, Backward Design strategies implemented to familiarize teachers with writing expectations and standards and the development of rubrics and checklists.	Pusey, Iona	10/1/2014	student writing samples, lesson plans, Backward Design strategy and plan for each grade level, student friendly checklists and rubrics, and coaching logs	5/27/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

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

**G1.B7** Lack of consistent Kagan Cooperative Learning structures used in the classroom to ensure student engagement

**G1.B7.S1** Teachers will have opportunities to attend Kagan Cooperative Learning trainings. A national Kagan Coach will visit us to give teachers real time coaching in the classroom setting. MLE also has Kagan Coaches who will continue to coach and model Kagan structures for teachers.

### PD Opportunity 1

A Kagan structure a month will be focused on during a monthly staff PLC and modeled in classrooms.

#### Facilitator

National Kagan Coach, Staff Kagan Coaches, Kagan trainings

#### Participants

All teachers

#### Schedule

Monthly, from 9/8/2014 to 5/27/2015

**G1.B11** Teachers are struggling with the paradigm shift from TE driven instruction to increased emphasis on standards based instruction with formative assessment.

**G1.B11.S1** Teachers will work collaboratively through the PLC process and book studies to connect standards based instruction and assessment.

### PD Opportunity 1

Teachers will examine best practices, resources and strategies in PLCs (Professional Learning Communities). Throughout the year they will successfully complete two 'Round Robin' book studies in the area of common formative assessments.

#### Facilitator

Administrative Staff, TIF Teachers and Coaches

#### Participants

All Teachers

#### Schedule

Quarterly, from 10/1/2014 to 4/29/2015



**G1.B11.S3** More training and practice is needed in Webb's Depth of Knowledge (DOK) and how to integrate into formative assessments.

**PD Opportunity 1**

TIF teachers and Academic Coaches will model and train teachers on Webb's DOK using the coaching cycle.

**Facilitator**

TIF teachers and Academic Coaches

**Participants**

All teachers

**Schedule**

Every 6 Weeks, from 9/8/2014 to 5/27/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
Grand Total	0