

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Gerard Robinson, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: MIRROR LAKES ELEMENTARY SCHOOL

District Name: Lee

Principal: Sue Zellers

SAC Chair: Bo Turbeville

Superintendent: Dr. Joseph P. Burke

Date of School Board Approval: Pending

Last Modified on: 10/1/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Sue Zellers	B.S.-Education, Manchester College; M.S. - Education, Valparaiso University		32	2011-2012: Grade B 2010-2011: Grade B •Assisted Riverdale HS in strengthening the reading program which resulted in decrease in Level 1 and 2 readers over five years and an increase the number of lowest 25% of readers attaining proficiency in reading. •Increased the level of above proficient students in Writing at the 10th grade •Assisted in increasing the number and percentage of students successfully completing high school, and, reducing the percent of students in the at-risk of not graduating. • Implemented successful block scheduling approach to AP courses to increase success of students on exam, enabling them to earn college credits. • Implemented successful AVID program increasing access to Honors and AP courses for students.
					2011-2012: Grade B

Assis Principal	Jennifer Shonak	BS - Elementary Ed, K-6, Pennsylvania State University; MA - Ed Leadership, Nova Southeastern University; Administrative ESOL	12	6	<p>54% of students met high standards in Reading, 48% met high standards in Math, 86% met high standards in Writing and 35% of 5th grade students met high standards in Science.</p> <p>2010-2011: Grade A The Total, White, Black, Hispanic, and Economically Disadvantaged subgroups did not make AYP in Reading. The SWD subgroup met their Safe Harbor Target in Reading for AYP. The White, Hispanic, and SWD subgroups did not make AYP in Math. The Total, Black, and Economically Disadvantaged subgroups met their Safe Harbor Target in Math.</p> <p>2009-2010: Grade B Black, Hispanic, SWD and Economically Disadvantaged subgroups did not make AYP in reading and math</p> <p>2008-2009: Grade B Black, Hispanic, SWD and Economically Disadvantaged subgroups did not make AYP in reading and math</p> <p>2007-2008: Grade C Did not meet AYP, Hispanic and SWD did not meet AYP in reading; Black, Economically Disadvantaged and SWD did not meet AYP in math</p> <p>2006-2007: Grade B AYP met 100%</p> <p>2005-2006: Grade A AYP met 100%</p>
Assis Principal	Tonya Knight	BA - Elementary Education 1-6, University of South Florida; MA in Educational Leadership, Florida Gulf Coast University; ESOL endorsed	1		<p>2011-2012: Grade B 54% of students met high standards in Reading, 48% met high standards in Math, 86% met high standards in Writing and 35% of 5th grade students met high standards in Science.</p>

## INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Michael Canestrano	Professional Educator's: BA Elementary Ed K-6; MA Curriculum, certified in administration and grades K-6; certificate of advanced studies (CAS) in administration	6	6	<p>2011-2012: Grade B 54% of students met high standards in Reading, 48% met high standards in Math, 86% met high standards in Writing and 35% of 5th grade students met high standards in Science.</p> <p>2010-2011: Grade A The Total, White, Black, Hispanic, and Economically Disadvantaged subgroups did not make AYP in Reading. The SWD subgroup met their Safe Harbor Target in Reading for AYP. The White, Hispanic, and SWD subgroups did not make AYP in Math. The Total, Black, and Economically Disadvantaged subgroups met their Safe Harbor Target in Math.</p> <p>2009-2010: Grade B Black, Hispanic, SWD and Economically Disadvantaged subgroups did not make AYP in reading and math</p> <p>2008-2009: Grade B Black, Hispanic, SWD and Economically Disadvantaged subgroups did not make AYP in reading and math</p>

					<p>2007-2008: Grade C Did not meet AYP, Hispanic and SWD did not meet AYP in reading; Black, Economically Disadvantaged and SWD did not meet AYP in math</p> <p>2006-2007: Grade B AYP met 100%</p> <p>2005-2006 Grade: A AYP met 100%</p>
Reading	Melissa Turbeville	Professional Educator's: BA Elementary Ed 1-6; MA in Ed. Leadership; ESOL endorsed	12	4	<p>2011-2012: Grade B 54% of students met high standards in Reading, 48% met high standards in Math, 86% met high standards in Writing and 35% of 5th grade students met high standards in Science.</p> <p>2010-2011: Grade A The Total, White, Black, Hispanic, and Economically Disadvantaged subgroups did not make AYP in Reading. The SWD subgroup met their Safe Harbor Target in Reading for AYP. The White, Hispanic, and SWD subgroups did not make AYP in Math. The Total, Black, and Economically Disadvantaged subgroups met their Safe Harbor Target in Math.</p> <p>2009-2010: Grade B Black, Hispanic, SWD and Economically Disadvantaged subgroups did not make AYP in reading and math</p> <p>2008-2009: Grade B Black, Hispanic, SWD and Economically Disadvantaged subgroups did not make AYP in reading and math</p>
Reading	Angela Davis	Professional Educator's: BA - Elementary PreK-3; MA - Educational Leadership; Reading endorsement, ESOL endorsed	6	1	<p>2011-2012: Grade B 54% of students met high standards in Reading, 48% met high standards in Math, 86% met high standards in Writing and 35% of 5th grade students met high standards in Science.</p> <p>2010-2011: Grade A The Total, White, Black, Hispanic, and Economically Disadvantaged subgroups did not make AYP in Reading. The SWD subgroup met their Safe Harbor Target in Reading for AYP. The White, Hispanic, and SWD subgroups did not make AYP in Math. The Total, Black, and Economically Disadvantaged subgroups met their Safe Harbor Target in Math.</p> <p>2009-2010: Grade B Black, Hispanic, SWD and Economically Disadvantaged subgroups did not make AYP in reading and</p> <p>2007-2008: Grade C did not meet AYP, Hispanic and SWD did not meet AYP in reading; Black, Economically Disadvantaged and SWD did not meet AYP in math</p> <p>2006-2007: Grade B AYP met 100%</p>
Reading	Jessica Carney	Professional Educator's: BA - Elementary Ed; ESOL endorsed	6		<p>2011-2012: Grade B 54% of students met high standards in Reading, 48% met high standards in Math, 86% met high standards in Writing and 35% of 5th grade students met high standards in Science.</p> <p>2010-2011: Grade A The Total, White, Black, Hispanic, and Economically Disadvantaged subgroups did not make AYP in Reading. The SWD subgroup met their Safe Harbor Target in Reading for AYP. The White, Hispanic, and SWD subgroups did not make AYP in Math. The Total, Black, and Economically Disadvantaged subgroups met their Safe Harbor Target in Math.</p> <p>2009-2010: Grade B Black, Hispanic, SWD and Economically Disadvantaged subgroups did not make AYP in reading and math</p> <p>2008-2009: Grade B</p>

					Black, Hispanic, SWD and Economically Disadvantaged subgroups did not make AYP in reading and math
Reading	Paige Walker	Professional Educator's: BA - Elementary Ed K-6; MA - Educational Leadership; ESOL endorsed,			<p>2011-12 Villas Elementary Grade: A Reading Met: 61% Math Met: 70% Writing Met: 83% Science Met: 43% Reading Lowest 25% Making Gains: 67% Math Lowest 25% Making Gains: 88% F/R Lunch Rate: 89% Minority Rate: 73%</p> <p>2010-11 Villas Elementary AYP: No % Meeting Criteria: 79% School Grade: A Reading Met: 71% Math Met: 76% Writing Met: 88% Science Met: 57% Reading Lowest 25% Making Gains: 56% Math Lowest 25% Making Gains: 62% F/R Lunch Rate: 84% Minority Rate: 70%</p> <p>2009-10 Villas Elementary AYP: No % Meeting Criteria: 97% School Grade: A Reading Met: 81% Math Met: 79% Writing Met: 82% Science Met: 71% Reading Lowest 25% Making Gains: 63% Math Lowest 25% Making Gains: 63% F/R Lunch Rate: 79% Minority Rate: 66%</p>
Reading	Stephanie Bumm	Professional Educator's: BS - Elementary Ed K-6; MA - Educational Leadership; ESOL endorsed	5		<p>2011-2012: Grade B 54% of students met high standards in Reading, 48% met high standards in Math, 86% met high standards in Writing and 35% of 5th grade students met high standards in Science.</p> <p>2010-2011: Grade A The Total, White, Black, Hispanic, and Economically Disadvantaged subgroups did not make AYP in Reading. The SWD subgroup met their Safe Harbor Target in Reading for AYP. The White, Hispanic, and SWD subgroups did not make AYP in Math. The Total, Black, and Economically Disadvantaged subgroups met their Safe Harbor Target in Math.</p> <p>2009-2010: Grade B Black, Hispanic, SWD and Economically Disadvantaged subgroups did not make AYP in reading and math</p> <p>2008-2009: Grade B Black, Hispanic, SWD and Economically Disadvantaged subgroups did not make AYP in reading and math</p>

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Administrators will meet with new teachers on a quarterly basis or more often if deemed necessary to track and ensure that the beginning teachers are participating in trainings, coursework, and certification exams to meet district, state, and federal requirement as well as gain valuable insight from professional development opportunities.	Assistant Principals	June 2013	
2	New teachers will be assigned a veteran mentor teacher to assist with school procedures, management, and curriculum within the first 30 days of the school year.	Assistant Principal/ Mentor teacher	June 2013	
3	New teachers will participate in a book study group. The focus of the sessions will be to assist new teachers in the application of research-based best practices and procedures, along with classroom management.	Assistant Principals	November 2013	

4	ESOL Administrator will meet annually and monitor progress quarterly with "out of field" teachers who are adding English Speakers of Other Languages endorsements to their certificates. The ESOL Administrator will track and ensure that the "out of field" teachers are completing the trainings/coursework within the required time frame in order to meet district, state, and federal requirements.	Assistant Principal/ESOL Administrator/ESOL Contact	June 2013	
---	---	---	-----------	--

### Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1. 18% (14) of Instructional Staff are out of field in ESOL	1. ESOL Administrator will meet annually and monitor progress quarterly with "out of field" teachers who are adding English Speakers of Other Languages endorsements to their certificates. The ESOL Administrator will track and ensure that the "out of field" teachers are completing the trainings/coursework within the required time frame in order to meet district, state, and federal requirements.

### Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
76	19.7%(15)	26.3%(20)	42.1%(32)	11.8%(9)	31.6%(24)	78.9%(60)	10.5%(8)	0.0%(0)	65.8%(50)

### Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Melissa Turbeville	Brittany Rasmussen	Ms. Rasmussen is a first year, 4th grade teacher. She will be going through the new teacher program (APPLES) and has a mentor teacher to help with observations, lesson planning and instructional strategies.	Three formative observations with pre and post conferences, weekly meetings with peer teacher, assistance with Professional Development Plan, assistance with curriculum, discipline and planning as needed as well as ongoing observations and meetings with school administration. In addition, mentees will participate in a Wong book study on how to become a more effective teacher through classroom management.
			Three formative

Colette Baxter	Lisa Darling	Ms. Darling is a second grade teacher. She will be continuing the new teacher program (APPLES) and has a mentor teacher to help with observations, lesson planning and instructional strategies.	observations with pre and post conferences, weekly meetings with peer teacher, assistance with Professional Development Plan, assistance with curriculum, discipline and planning as needed as well as ongoing observations and meetings with school administration. In addition, mentees will participate in a book study on how to become a more effective teacher through classroom management.
Karen Babor	Jennette Ruskowski	Ms. Ruskowski is a first year music teacher. She will be going through the new teacher program (APPLES) and has a mentor teacher to help with observations, lesson planning and instructional strategies.	Three formative observations with pre and post conferences, weekly meetings with peer teacher, assistance with Professional Development Plan, assistance with curriculum, discipline and planning as needed as well as ongoing observations and meetings with school administration. In addition, mentees will participate in a book study on how to become a more effective teacher through classroom management.
Karen Babor	Kyle Miller	Mr. Miller is a first year teacher. He will be going through the new teacher program (APPLES) and has a mentor teacher to help with observations, lesson planning and instructional strategies.	Three formative observations with pre and post conferences, weekly meetings with peer teacher, assistance with Professional Development Plan, assistance with curriculum, discipline and planning as needed as well as ongoing observations and meetings with school administration. In addition, mentees will participate in a book study on how to become a more effective teacher through classroom management.
Danielle Griesbach	Athena LaBrosse	Ms. LaBrosse is a first year, kindergarten teacher. She will be going through the new teacher program (APPLES) and has a mentor, who is a kindergarten teacher to help with observations, lesson planning and instructional strategies.	Three formative observations with pre and post conferences, weekly meetings with peer teacher, assistance with Professional Development Plan, assistance with curriculum, discipline and planning as needed as well as ongoing observations and meetings with school administration. In addition, mentees will participate in a book study on how to become a more effective teacher through classroom management.
Karen Boardman	Chelsie Burlew	Ms. Burlew is a second year kindergarten teacher. She will be continuing the new teacher program (APPLES) and has a mentor teacher, who is a veteran kindergarten teacher, to help with observations, lesson	Three formative observations with pre and post conferences, weekly meetings with peer teacher, assistance with Professional Development Plan, assistance with curriculum, discipline and planning as needed as well as ongoing observations and meetings with school administration. In addition, mentees will participate in a book study on how to become a more effective teacher

		planning and instructional strategies.	through classroom management.
Angela Davis	Kristen Bloch	Ms. Bloch is a first year, first grade teacher. She will be going through the new teacher program (APPLES) and has a mentor, who is a Reading Resource teacher and has also taught first grade, to help with observations, lesson planning and instructional strategies.	Three formative observations with pre and post conferences, weekly meetings with peer teacher, assistance with Professional Development Plan, assistance with curriculum, discipline and planning as needed as well as ongoing observations and meetings with school administration. In addition, mentees will participate in a book study on how to become a more effective teacher through classroom management.
Jessica Carney	Debra Gaskin	Ms. Gaskin is a first year, first grade teacher. She will be going through the new teacher program (APPLES) and has a mentor, who is a Reading Resource teacher and has also taught first grade, to help with observations, lesson planning and instructional strategies.	Three formative observations with pre and post conferences, weekly meetings with peer teacher, assistance with Professional Development Plan, assistance with curriculum, discipline and planning as needed as well as ongoing observations and meetings with school administration. In addition, mentees will participate in a book study on how to become a more effective teacher through classroom management.
Ada Bromley	Latonya Starks	Ms. Starks is a first year, first grade teacher. She will be going through the new teacher program (APPLES) and has a mentor teacher to help with observations, lesson planning and instructional strategies.	Three formative observations with pre and post conferences, weekly meetings with peer teacher, assistance with Professional Development Plan, assistance with curriculum, discipline and planning as needed as well as ongoing observations and meetings with school administration. In addition, mentees will participate in a book study on how to become a more effective teacher through classroom management.
Jessica Goldstein	Kristina Meyer	Ms. Meyer is a first year, first grade teacher. She will be going through the new teacher program (APPLES) and has a mentor teacher to help with observations, lesson planning and instructional strategies.	Three formative observations with pre and post conferences, weekly meetings with peer teacher, assistance with Professional Development Plan, assistance with curriculum, discipline and planning as needed as well as ongoing observations and meetings with school administration. In addition, mentees will participate in a book study on how to become a more effective teacher through classroom management.
		Ms. Cox is a first year, third grade teacher. She will be going	Three formative observations with pre and post conferences, weekly meetings with peer teacher, assistance with Professional Development

Lindsay Morris	Lindsay Cox	through the new teacher program (APPLES) and has a mentor teacher to help with observations, lesson planning and instructional strategies.	Plan, assistance with curriculum, discipline and planning as needed as well as ongoing observations and meetings with school administration. In addition, mentees will participate in a book study on how to become a more effective teacher through classroom management.
Sue Dunn	Chelsea Jansen	Ms. Jansen is a first year, third grade teacher. She will be going through the new teacher program (APPLES) and has a mentor teacher to help with observations, lesson planning and instructional strategies.	Three formative observations with pre and post conferences, weekly meetings with peer teacher, assistance with Professional Development Plan, assistance with curriculum, discipline and planning as needed as well as ongoing observations and meetings with school administration. In addition, mentees will participate in a book study on how to become a more effective teacher through classroom management.
Allison Searcy	Elena Ganosellis	Ms. Ganosellis is a first year, third grade teacher. She will be going through the new teacher program (APPLES) and has a mentor teacher to help with observations, lesson planning and instructional strategies.	Three formative observations with pre and post conferences, weekly meetings with peer teacher, assistance with Professional Development Plan, assistance with curriculum, discipline and planning as needed as well as ongoing observations and meetings with school administration. In addition, mentees will participate in a book study on how to become a more effective teacher through classroom management.
Stephanie Bumm	Meredith Bauer	Ms. Bauer is a first year, fifth grade teacher. She will be going through the new teacher program (APPLES) and has a mentor, who is a Reading Resource teacher and has also taught fifth grade, to help with observations, lesson planning and instructional strategies.	Three formative observations with pre and post conferences, weekly meetings with peer teacher, assistance with Professional Development Plan, assistance with curriculum, discipline and planning as needed as well as ongoing observations and meetings with school administration. In addition, mentees will participate in a book study on how to become a more effective teacher through classroom management.
		Ms. VanHouten is	



Stephanie Bumm	London VanHouten	a first year, fifth grade teacher. She will be going through the new teacher program (APPLES) and has a mentor, who is a Reading Resource teacher and has also taught fifth grade, to help with observations, lesson planning and instructional strategies.	Three formative observations with pre and post conferences, weekly meetings with peer teacher, assistance with Professional Development Plan, assistance with curriculum, discipline and planning as needed as well as ongoing observations and meetings with school administration. In addition, mentees will participate in a book study on how to become a more effective teacher through classroom management.
Laurie Kemp	Lindsey Pryslak	Ms. Pryslak is a first year, fifth grade teacher. She will be going through the new teacher program (APPLES) and has a mentor teacher to help with observations, lesson planning and instructional strategies.	Three formative observations with pre and post conferences, weekly meetings with peer teacher, assistance with Professional Development Plan, assistance with curriculum, discipline and planning as needed as well as ongoing observations and meetings with school administration. In addition, mentees will participate in a book study on how to become a more effective teacher through classroom management.
Paige Walker	Brenna Clarke	Ms. Clarke is a first year, fifth grade teacher. She will be going through the new teacher program (APPLES) and has a mentor, who is a Reading Resource teacher to help with observations, lesson planning and instructional strategies.	Three formative observations with pre and post conferences, weekly meetings with peer teacher, assistance with Professional Development Plan, assistance with curriculum, discipline and planning as needed as well as ongoing observations and meetings with school administration. In addition, mentees will participate in a book study on how to become a more effective teacher through classroom management.
Paige Walker	Morgan Gardner	Ms. Gardner is a first year, fifth grade teacher. She will be going through the new teacher program (APPLES) and has a mentor, who is a Reading Resource teacher to help with observations, lesson planning and instructional strategies.	Three formative observations with pre and post conferences, weekly meetings with peer teacher, assistance with Professional Development Plan, assistance with curriculum, discipline and planning as needed as well as ongoing observations and meetings with school administration. In addition, mentees will participate in a book study on how to become a more effective teacher through classroom management.
Mary McCool	Amy Mahrle	Ms. Mahrle is a first year, Pre-K speech teacher. She will be going through the new teacher program (APPLES) and has a mentor teacher to	Three formative observations with pre and post conferences, weekly meetings with peer teacher, assistance with Professional Development Plan, assistance with curriculum, discipline and planning as needed as well as ongoing observations and meetings with school

help with observations, lesson planning and instructional strategies.

administration. In addition, mentees will participate in a book study on how to become a more effective teacher through classroom management.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

#### Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

#### Title I, Part A

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. This 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 C- Migrant

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

#### Title I, Part D

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student 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 partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

#### Title II

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) 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 this 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. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

#### Title III

Title I, Part A coordinates 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. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

#### Title X- Homeless

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 (SAI)

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

#### Violence Prevention Programs

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

#### Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the 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. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

#### Housing Programs

#### Head Start

Blended Head Start/Title I/VPK/Migrant early childhood classrooms will be located on the school's campus. High-risk students will attend a year long, high quality early childhood program that serves 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 (FKRS).

#### Adult Education

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 parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

#### Career and Technical Education

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

#### Job Training

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

#### Other

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

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

Identify the school-based MTSS leadership team.

The MTSS Problem-Solving Team for Mirror Lakes Elementary consists of the following members:

Sue Zellers, Principal  
Jennifer Shonak, Assistant Principal  
Tonya Knight, Assistant Principal  
Stephanie Bumm, Reading Teacher/Science Contact  
Mike Canestrano, Reading Specialist  
Missy Turbeville, Reading Teacher/ESOL Contact  
Angela Davis, Reading Teacher/Reading Contact  
Jessica Carney, Reading Teacher  
Jill Honeywell, Staffing Specialist  
Nancy Sierra, Behavior Specialist  
Paige Walker, Reading Specialist/Math Contact/MTSS Contact  
Kim Conrad, Guidance Counselor  
Linda Masie, School Psychologist

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

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 district's MTSS Manual. The roles of each member are as follows:

Classroom Teacher

- Keep ongoing progress monitoring notes in a MTSS folder (FAIR, STAR/Early Star Literacy, curriculum assessments, SAT 10 or FCAT scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students supplemental and intensive supports
- Deliver instructional interventions with fidelity

Reading or Math Coach/Specialist

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes & anecdotes of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Principal/Assistant Principal

- Facilitate implementation of MTSS in your building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor/Curriculum Specialist

- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Complete necessary MTSS forms and send parent invites
- Conduct social-developmental history interviews when requested

ESE Teacher/Staffing Specialist

- Consult with MTSS Team regarding intensive interventions
- Incorporate MTSS data when making eligibility decisions

Specialist (Behavior, OT, PT, ASD)

- Consult with MTSS Team
- Provide staff trainings

Social Worker

- Attend MTSS Team meetings when requested
- Conduct social-developmental history interviews and share with MTSS Team

#### ESOL/ELL Representative

- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
  - Conduct language screenings and assessments
- Provide ELL interventions at all tiers

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RTI Problem-solving process is used in developing and implementing the SIP?

The MTSS Leadership Team assists with the analysis of school, classroom and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school system.

#### MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Mirror Lakes Elementary utilizes the district adopted data management system, Pinnacle Analytics. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

Describe the plan to train staff on MTSS.

The Lee County School District has developed a comprehensive training and support plan for schools. District level support personnel have been hired to sustain the implementation of the MTSS problem-solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports.

Personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, behavior management techniques, and ESOL strategies, and are provided on-going staff development training regarding the MTSS problem-solving process and research based practices to support the academic and behavioral needs of students within a multi-tiered student support system.

Describe the plan to support MTSS.

Mirror Lakes Elementary has a Reading Resource Teacher at every grade level to facilitate MTSS meetings, provide supplemental supports, assist with implementation of intensive instruction, monitor progress, and management of data collection/analysis.

### Literacy Leadership Team (LLT)

#### School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Sue Zellers, Jennifer Shonak, Tonya Knight, Mike Canestrano, Melissa Turbeville, Angela Davis, Stephanie Bumm, Paige Walker, Jessica Carney, Tami Messier, Jessica Goldstein, Kelly Nabel, Lindsay Morris, Laurie Kemp and Heidi Larison

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

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

What will be the major initiatives of the LLT this year?

The major initiatives of the LLT will be to raise student achievement through progress monitoring, implementing explicit research based interventions and modeling these strategies for the teachers.

## Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 9/11/2012)

### \*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Mirror Lakes Elementary has two Exceptional Student Education Pre-K classes and one Pre-K Speech and Language class. We also have a Headstart Pre-K class. Headstart uses Creative Curriculum and 2nd Step along with the Galileo Assessment. Pre-K ESE uses DLM curriculum. These pre-school classes assist our students in building the necessary skills to achieve success in Kindergarten. The five targeted skill areas are:

- 1) Fine motor skills
- 2) Gross motor skills
- 3) Socialization
- 4) Communication
- 5) Readiness skills

Upon completion of Pre-K/Headstart, a Kindergarten orientation is held for parents at which time they are given a copy of Kindergarten expectations to review over the summer.

All students are assessed prior to or upon entering within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing.

Screening data will be collected and aggregated prior to September 30th, 2011. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

### \*Grades 6-12 Only

**Sec. 1003.413(b) F.S.**

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

### \*High Schools Only

**Note: Required for High School - Sec. 1003.413(g)(j) F.S.**

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

## Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In 2011-2012, the percent proficient for the Total subgroups (FCAT Level 3 or higher) will increase from 65% to 69% to meet the Safe Harbor requirement for AYP (Adequately Yearly Progress).
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% at Level 3 and above	69% at Level 3 and above

#### Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	No FAA goal is necessary, as there are too few students taking FAA and enrolled at our site.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

#### Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	
---	--



2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:		In 2011-2012, 60%(185)of our students made learning gains in reading. In 2012-2013, we will improve to 64%(209)as measured by the School Grade Report.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
60%(185)		64%(209)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Low phonemic awareness, phonics, lack of background knowledge	1. Students will be administered FAIR and then diagnostics to	Principal, Assistant Principals, Instructional	Monthly Data discussions - review FAIR data reports, lesson plans will	Acheivement Series, STAR, Compass Learning,

1	and vocabulary.	identify the specific skill deficits. Instructional plans will be developed to provide instruction differentiated for each student. 2. Implement interventions using researched based instructional intervention kits (Step by Step) and Triumphs in the classroom and during intervention time. 3. Higher order questions in lesson plans and classroom instruction to develop critical thinking skills. 4. Reading strategies used: Mark the Text, CUCC (count, underline, circle and check), Word Sorts, Scan for Vocabulary, Word Talk, Read Alouds, and Comprehension Instructional Sequence (CIS) Strategies.	Coaches, and Classroom Teachers	be reviewed during classroom walk throughs and will be submitted weekly to administration, intervention logs to differentiate skills to student areas of need.	FAIR, FCAT Reading, Classroom walk-throughs to determine frequency of higher level questions, fluency checks, effectiveness will be determined through grade level data meetings and intervention logs of student progress
---	-----------------	--	---------------------------------	--	--

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal #				
		5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	In 2010-2011 the percent proficient for the White, Black, and Hispanic subgroups in reading for grades 3-5 was White 74% (79), Black 50%(41)and Hispanic 64%(143). In 2011-2012, the percent proficient for the White subgroup will increase from White 74%(79) to 77%(82), Black 50%(41) to 55%(46) and Hispanic 64%(143)to 68% (151) to meet the 2012 Safe Harbor Target for AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 74%(79) Black: 50%(41) Hispanic: 64%(143)	White: 77%(82) Black: 55%(46) Hispanic: 68%(151)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low phonemic awareness, phonics, background knowledge and vocabulary	1. Implement interventions using researched based instructional intervention kits (Step By Step)  2. Include Higher order questions in lesson plans.	1. Principal, Assistant Principal, Instructional Coaches and classroom teachers.  2. Principal, Assistant Principal and Instructional Coaches	1. Review FAIR data reports to ensure teachers are assessing students according to the created schedule.  2. Lesson plans will be reviewed during classroom walk throughs and will be submitted weekly to administration.  3. Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs and lesson plans.  4. Intervention logs	1. FAIR assessments  2. Classroom walk throughs to determine frequency of higher order questions.  3. Effectiveness will be determined through grade level data meetings  4. Fluency checks

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	No AMO data at this time
2012 Current Level of Performance:	2013 Expected Level of Performance:
x	x

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Low phonemic awareness, phonics, background knowledge and vocabulary	1. ESE Students will be administered FAIR and then diagnostics to identify the specific skill deficits. Instructional plans will be developed to provide instruction differentiated for each ESE student based on their IEP and results of the assessments.  2. Implement interventions using researched based instructional intervention kits (Step by Step)and Triumphs for the ESE Students to build in repetition and support to achieveing intervention time .	ESE Resource Teacher, Administration	1. Review FAIR data reports to ensure teachers are assessing students according to the created schedule.  2. Lesson plans will be reviewed during classroom walk throughs and will be submitted weekly to administration.  3. Administration will be aware of the Academic Plans and the upcoming focus and monitor implementation through classroom walkthroughs and lesson plans.  4. Intervention logs	1. FAIR assessments and Diagnostic Tools  2. Classroom walk throughs to determine frequency of higher order questions.  3. Effectiveness will be determined through grade level data meetings and intervention logs.  4. Fluency checks

1	<p>3.Higher order questions in lesson plans and classroom instruction will be designed to develop ESE student's critical thinking skills.</p> <p>4. Three ESE Resource teachers with the classroom teachers provide support to our ESE classroom teachers and students. They work with ESE students in small groups or on an individual basis based on their IEP.</p> <p>5.Direct vocabulary instruction as a small group interventions using Triumphs. In comprehension the ESE students will work with the ESE/Classroom teachers to use strategies for circling,underlining count, and check.</p>		
---	--	--	--

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	No AMO data at this time
2012 Current Level of Performance:	2013 Expected Level of Performance:
x	x

**Problem-Solving Process to Increase Student Achievement**

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low phonemic awareness, phonics, background knowledge and vocabulary	<p>1. Implement interventions using researched based instructional intervention kits (Step By Step)</p> <p>2. Include Higher order questions in lesson plans.</p>	<p>1. Principal, Assistant Principal, Instructional Coaches and classroom teachers.</p> <p>2. Principal, Assistant Principal and Instructional Coaches</p>	<p>1. Review FAIR data reports to ensure teachers are assessing students according to the created schedule.</p> <p>2. Lesson plans will be reviewed during classroom walk throughs and will be submitted weekly to administration.</p> <p>3. Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs and lesson plans.</p> <p>4. Intervention logs</p>	<p>1. FAIR assessments</p> <p>2.Classroom walk throughs to determine frequency of higher order questions.</p> <p>3. Effectiveness will be determined through grade level data meetings</p> <p>4. Fluency checks</p>

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Kagan Coaching	K-5	Kagan Coaches	All classroom teachers	Sept. 2012 - May 2013 (ongoing through out year)	Coaches will provide feedback in classroom setting to improve instructional strategies.	Kagan Coaches and Administration
"Teach Like a Champion" - PLC book study for best practices	K-5	Administration and Grade Level Resource Teachers	All classroom teachers	January 2013	Strategies will be monitored through lesson plans and classroom walk throughs	Administration and Grade Level Resource Teachers
Kagan Cooperative Learning - Day 1	K-5	Kagan National Trainer	Teachers new to our school	October 6, 2012	Strategies will be monitored through lesson plans and classroom walk throughs	Administration
Accelerated Reader	K-5	Accelerated Reader Consultant	All classroom teachers	July 30-31, 2012	classroom observations, lesson plans, walk throughs, data meetings	Administration and Grade Level Resource Teachers
MTSS training	K-5	Resource Teachers - Andrea Gunns, Missy Turbeville and Mike Canestrano	Grade level teams- K-2, 3-5	July 30-31, 2012	Participants will use ongoing progress monitoring, interventions, and data analysis	Grade Level Resource Teachers
Kagan Cooperatvie Learning - Day 2	K-5	Kagan National Trainer	Teachers new to our school	January 2013	Strategies will be monitored through lesson plans and classroom walk throughs	Administration
STAR/Early STAR	K-2	District Trainer-Rob Stratton	K-2 Teachers	August 21, 2012	Teachers will use the information gained from training to access reports and to group students to students for interventions, data analysis and lesson planning.	Administration and K-2 Grade Level Resource Teachers
Countdown to Common Core	K-5	District Trainer/Teacher - Lisa VanHounten, Allison Searcy (3-5), Colette Baxter, Jessica Goldstein (K-2)	All Instructional Staff	July 25, 26, 27, 2012	Participants will collaborate with grade level teams to lesson plan and implement Common Core Standards into their daily instruction.	Administration
Compass Learning	K-5	District Trainer/Teacher - Karen Babor, Stephanie Bumm & Paige Walker	All Instructional Staff	September 11, 18, 25th & October 2, 2012	Participants will create classes, lessons and implement computer based program into their classrooms.	Administration and Compass Trainers

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To increase students' reading comprehension and fluency by fine-tuning the student expectations and criteria of the Accelerated	Accelerated Reader Trainer	Title I	\$4,500.00

Reader Program.			
PLC Book Study - To equip instructional staff with research-based strategies and best practices for student achievement.	"Teach Like a Champion" books	Title II	\$1,760.00
			Subtotal: \$6,260.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
To increase student achievement and engagement through research-based Kagan Cooperative Learning Structures.	Kagan Cooperatvie Learning for new teachers to our school (Day 1)	Title I	\$6,343.00
To increase student achievement and engagement through research-based Kagan Cooperative Learning Structures.	Kagan Cooperatvie Learning for new teachers to our school (Day 2)	Title I	\$6,343.00
			Subtotal: \$12,686.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$18,946.00</b>

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		In 2011-2012, 53%(54)scored proficient in listening and speaking on the CELLA assessment. In 2012-2013, we will improve to 57%(52)as measured by the CELLA report.			
2012 Current Percent of Students Proficient in listening/speaking:					
53% (54)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Non-proficient in the English Language, low phonemic awareness, phonics, lack of background knowledge and vocabulary	Computer based program, Simplified Directions, Cooperative Learning, Illustrations, Lesson Mapping, Activate Prior Knowledge, Identify and Teach Essential Vocabulary, Use visuals, demonstrations, manipulatives, and gestures, use	Classroom Teachers, Administration, ESOL Contact	Monthly Data discussions - review FAIR data reports, lesson plans will be reviewed during classroom walk throughs and will be submitted weekly to administration, intervention logs to differentiate skills to student areas of need.	Acheivement Series, STAR, Compass Learning, FAIR, FCAT Reading, Classroom walk-throughs to determine frequency of higher level questions, fluency checks,

	repetition, clarify and rephrase instructions frequently Writing: opportunities to use diagrams, charts, and graphic organizers		effectiveness will be determined through grade level data meetings and intervention logs of student progress
--	--	--	--

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	In 2011-2012, 28%(29)of our students scored proficient in reading on the CELLA assessment. In 2012-2013, we will improve to 34%(31)as measured by the CELLA report.
--	---

2012 Current Percent of Students Proficient in reading:

28%(29)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Non-proficient in the English Language, low phonemic awareness, phonics, lack of background knowledge and vocabulary	Computer based program, Simplified Directions, Cooperative Learning, Illustrations, Lesson Mapping, Activate Prior Knowledge, Identify and Teach Essential Vocabulary, Use visuals, demonstrations, manipulatives, and gestures, use repetition, clarify and rephrase instructions frequently Writing: opportunities to use diagrams, charts, and graphic organizers	Classroom Teachers, Administration, ESOL Contact	Monthly Data discussions - review FAIR data reports, lesson plans will be reviewed during classroom walk throughs and will be submitted weekly to administration, intervention logs to differentiate skills to student areas of need.	Acheivement Series, STAR, Compass Learning, FAIR, FCAT Reading, Classroom walk-throughs to determine frequency of higher level questions, fluency checks, effectiveness will be determined through grade level data meetings and intervention logs of student progress

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	In 2011-2012, 32%(33)of our students scored proficient in writing on the CELLA assessment. In 2012-2013, we will improve to 38%(35)as measured by the CELLA report.
--	---

2012 Current Percent of Students Proficient in writing:

32%(33)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
--	---------------------	----------	---	---	-----------------



1	Non-proficient in the English Language, low phonemic awareness, phonics, lack of background knowledge and vocabulary	Computer based program, Simplified Directions, Cooperative Learning, Illustrations, Lesson Mapping, Activate Prior Knowledge, Identify and Teach Essential Vocabulary, Use visuals, demonstrations, manipulatives, and gestures, use repetition, clarify and rephrase instructions frequently  Writing: opportunities to use diagrams, charts, and graphic organizers; Continue to implement "Just Write" (Kathy Robinson) program, "celebrate writing" wall in general hallway, 4th grade FL Writes tutoring	Classroom Teachers, Administration, ESOL Contact	Monthly Data discussions - review FAIR data reports, lesson plans will be reviewed during classroom walk throughs and will be submitted weekly to administration, intervention logs to differentiate skills to student areas of need.	Achievement Series, STAR, Compass Learning, FAIR, FCAT Reading, Classroom walk-throughs to determine frequency of higher level questions, fluency checks, effectiveness will be determined through grade level data meetings and intervention logs of student progress
---	--	---	--	---	--

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

# Elementary School Mathematics Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	In 2011-2012, 24%(118)of our students, in grades 3-5, scored a Level 3 on FCAT Math. In 2012-2013, we will improve to 32%(151)as measured by the School Grade Report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24%(118)	32%(151)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not being proficient with basic math facts, multi-step problems, lack of reading skills, and higher level questions	Continue to implement a supplemental program called Rhymes n' Times to master addition, subtraction, multiplication and division facts; higher level questioning, school based smart board training, math specialist support and interventions; math journals, computer-assisted instruction, cooperative learning, Compass Learning, Collaboration and sharing of best practices by grade level teams	Classroom teachers, Administration, Math Specialist, Resource Teachers	Analyze data from program (FASTT Math) to see mastery level, Lesson plans will be reviewed during classroom walk throughs and will be submitted weekly to administration, Monthly grade level data meetings.	Level of mastery on FASTT Math, FCAT Math scores, intervention logs and common assessments developed by grade levels, Baseline and Mid-Year Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal # 1b:	No FAA goal is necessary, as there are too few students taking FAA and enrolled at our site.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

### Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
---------------------	----------	---	---	-----------------

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:		In 2011-2012, 51%(251)of our students, in grades 3-5, made learning gains in math. In 2012-2013, we will improve to 56% (264)as measured by the School Grade Report.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		

51%(251)			56%(264)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not being proficient with basic math facts, multi-step problems, lack of reading skills, and higher level questions	Continue to implement a supplemental program called Rhymes n' Times to master addition, subtraction, multiplication and division facts; higher level questioning, school based smart board training, math specialist support and interventions; math journals, computer-assisted instruction, cooperative learning, Compass Learning, Collaboration and sharing of best practices by grade level teams	Classroom teachers, Administration, Math Specialist, Resource Teachers	Analyze data from program (FASTT Math) to see mastery level, Lesson plans will be reviewed during classroom walk throughs and will be submitted weekly to administration, Monthly grade level data meetings.	Level of mastery on FASTT Math, FCAT Math scores, intervention logs and common assessments developed by grade levels, Baseline and Mid-Year Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal # 3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal #				
		5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	No AMO data at this time
Mathematics Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
x)	x

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Students not being proficient with basic math facts 2. Students not being proficient with multi-step math word problems.	1. Implement a supplemental program called Rhymes n' Times to master addition, subtraction, multiplication and division facts 2. District Trainings, school based smart board training, math specialist support and interventions 3. Teachers who attended Kagan "Math that Counts" will share best practices with colleagues. 3.Math Tutoring and interventions throughout the day. 4. Ruby Payne in-service/best practices for students affected by poverty.	1. Classroom teachers, Administration, Math Specialist 2. Administration, Math Specialist, and Grade Level Chairpersons	1. Analyze data from program to see mastery level 2. Lesson plans will be reviewed during classroom walk throughs and will be submitted weekly to administration. 3. Monthly grade level data meetings.	1. District Math Assessments and level of mastery on FASTT Math. 2. District Assessments and FCAT Math scores, intervention logs and common assessments developed by grade levels. 3. Baseline and Mid-Year Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	No AMO data at this time
2012 Current Level of Performance:	2013 Expected Level of Performance:
x	x

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Students not being proficient with basic math facts  2. Students not being proficient with multi-step math word problems.	1. Implement a supplemental program called Rhymes n' Times to master addition, subtraction, multiplication and division facts 2. District Trainings, school based smart board training, math specialist support and interventions  3. Teachers who attended Kagan "Math that Counts" will share best practices with colleagues. 3.Math Tutoring and interventions throughout the day. 4. Ruby Payne in-service/best practices for students affected by poverty.	1. Classroom teachers, Administration, Math Specialist  2. Administration, Math Specialist, and Grade Level Chairpersons	1. Analyze data from program to see mastery level  2. Lesson plans will be reviewed during classroom walk throughs and will be submitted weekly to administration.  3. Monthly grade level data meetings.	1. District Math Assessments and level of mastery on FASTT Math. 2. District Assessments and FCAT Math scores, intervention logs and common assessments developed by grade levels. 3. Baseline and Mid-Year Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	No AMO data at this time
2012 Current Level of Performance:	2013 Expected Level of Performance:
x	x

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<ol style="list-style-type: none"> <li>Students not being proficient with basic math facts</li> <li>Students not being proficient with multi-step math word problems.</li> </ol>	<ol style="list-style-type: none"> <li>Implement a supplemental program called Rhymes n' Times to master addition, subtraction, multiplication and division facts</li> <li>District Trainings, school based smart board training, math specialist support and interventions</li> <li>Teachers who attended Kagan "Math that Counts" will share best practices with colleagues.</li> <li>Math Tutoring and interventions throughout the day.</li> <li>Ruby Payne in-service/best practices for students affected by poverty.</li> </ol>	<ol style="list-style-type: none"> <li>Classroom teachers, Administration, Math Specialist</li> <li>Administration, Math Specialist, and Grade Level Chairpersons</li> </ol>	<ol style="list-style-type: none"> <li>Analyze data from program to see mastery level</li> <li>Lesson plans will be reviewed during classroom walk throughs and will be submitted weekly to administration.</li> <li>Monthly grade level data meetings.</li> </ol>	<ol style="list-style-type: none"> <li>District Math Assessments and level of mastery on FASTT Math.</li> <li>District Assessments and FCAT Math scores, intervention logs and common assessments developed by grade levels.</li> <li>Baseline and Mid-Year Assessments</li> </ol>

End of Elementary School Mathematics Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Kagan Coaching	K-5	Kagan Coaches	All classroom teachers	Sept. 2012 - May 2013 (ongoing through out year)	Coaches will provide feedback in classroom setting to improve instructional strategies.	Kagan Coaches and Administration
"Teach Like a						

Champion" - PLC book study for best practices	K-5	Administration and Grade Level Resource Teachers	All classroom teachers	January 2013	Strategies will be monitored through lesson plans and classroom walk throughs	Administration and Grade Level Resource Teachers
Kagan Cooperative Learning - Day 1	K-5	Kagan National Trainer	Teachers new to our school	October 6, 2012	Strategies will be monitored through lesson plans and classroom walk throughs	Administration
Compass Learning	K-5	District Trainer/Teacher - Karen Babor, Stephanie Bumm & Paige Walker	All Instructional Staff	September 11, 18, 25 & October 2, 2012	Participants will create classes, lessons, and implement computer based program into their classroom.	Administration and Compass Trainers
Countdown to Common Core - Math	K-5	District Trainer/Teacher - Deborah Henry (3-5) & Kelly Nabel (K-2)	All Instructional Staff	July 27, 2012	Participants will collaborate with grade level teams to lesson plan and implement Common Core Standards into their daily instruction.	Administration
Kagan Cooperative Learning - Day 2	K-5	Kagan National Trainer	Teachers new to our school	January 2013	Strategies will be monitored through lesson plans and classroom walk throughs	Administration
Envision to Fidelity	3-5	District Trainer, Candice Allevato	Teachers 3-5	February 2013	Participants will collaborate with grade level teams to analyze data and target areas of focus prior to FCAT.	Administration and Grade Level Resource Teachers
SMART Board Training "Get Smart 1 & 2"	K-5	Technology Teacher/Trainer, Karen Babor	All Instructional Staff	Winter 2012	Participants will develop and implement lessons they created in the Notebook Software to align with Common Core Standards and use during daily math instruction.	Administration and Technology Teacher

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
PLC Book Study - To equip instructional staff with research-based strategies and best practices for student achievement.	"Teach Like a Champion" books	Title II	\$1,760.00
			Subtotal: \$1,760.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
"Get Smart 1&2" SMART Board Trainings	Participant will plan/integrate lessons created for the SMART Board to align with the Common Core Standards.	Title II	\$1,348.00



			Subtotal: \$1,348.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
To increase student achievement and engagement through research-based Kagan Cooperative Learning Structures.	Kagan Cooperatvie Learning for new teachers to our school (Day 1)	Title I	\$6,343.00
To increase student achievement and engagement through research-based Kagan Cooperative Learning Structures.	Kagan Cooperatvie Learning for new teachers to our school (Day 2)	Title I	\$6,343.00
			Subtotal: \$12,686.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$15,794.00</b>

*End of Mathematics Goals*

## Elementary and Middle School Science Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal # 1a:		In 2011-2012, 35%(46) of our 5th grade students scored a Level 3 or above on FCAT 2.0 Science. In 2012-2013, we will improve to 41%(63) as measured by the School Grade Report.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
35%(46)		41%(63)			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of comprehensive science program K-2, lack of background knowledge and higher order thinking	Science Fair, Instant Science training, Journal Writing to increase motivation and retention of difficult concepts, school based training for specific science standards and data analysis	Grade level chairpersons, Principal, Assistant Principal, Science contact person	Administration will be aware of the District Academic Plan and monitor implementation through classroom walk-throughs and lesson plans, common assessments developed by grade level teachers	FCAT science scores, Baseline and Mid-year assessments, data analysis of baseline, evaluation for FCAT, and teacher made tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal # 1b:		No FAA goal is necessary, as there are too few students taking FAA and enrolled at our site.
---	--	--

2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
"Instant Science" - Literacy based program that uses technology to cover essential science topics.	K-5	Teacher/Trainer - Stephanie Bumm	Teachers K-5	November 2012	Teachers will use the information gained from the training to individualize science instruction based student understanding and implement science literacy into lessons and activities.	Administration & Science Contact
Science Data Analysis and Review	K-5	District Trainer - Lee Hughes	Teacher K-5	Fall 2012	Teachers will collaborate with grade level teams to review and analyze data. Science instruction will be based on data and student needs.	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

Writing Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	In 2011-2012, 25%(44)of our 4th grade students scored a Level 4 or above on the FL Writes FCAT assessment. In 2012-2013, we will improve to 33%(57)as reported by the School Grade Report.
---	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(44)	33%(57)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High Mobility rate (Students from other schools may not have a K-5 spiral writing program), High population of English Language Learners, Lack of background knowledge	Mirror Lakes will continue to implement the Just Write (Kathy Robinson) writing program K-5.  Continue to implement the use of "Just Write with Details & Elaboration" (Kathy Robinson)  Writing across curriculum  Give students appropriate writing situations: Kagan groups balanced with independent writing times  "Celebrate Writing" by posting in general hallway	Fourth Grade Teachers, Administration and Reading Resource Teacher	Analyze FCAT Data/anchor papers, monthly writing prompts, lesson plans, and observations	FCAT Writes Weekly quizzes, Monthly school wide writing prompts/grade level rubrics

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	No FAA goal is necessary, as there are too few students taking FAA and enrolled at our site.
--	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective use of anchor papers to improve student writing.	K-5	District Trainer	Teachers K-5	Winter 2012-2013	Developing student activities around FCAT 2.0 anchor papers.	Grade Level Resource Teachers and Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

Attendance Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance	
Attendance Goal # 1:	
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)			
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

## Suspension Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:				
1. Suspension				
Suspension Goal # 1:				
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions		
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School		
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions		
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*End of Suspension Goal(s)*

## Parent Involvement Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>In 2011-2012 Mirror Lakes Elementary implemented nine "Parent Involvement/Curriculum Training Sessions" to train parents to actively participate in their child's education. In the year 2011-2012, 95%(210) of parents attending the Parent Involvement Training Sessions rated the training an average score of 3 or above on a 5 point scale. In the year 2012-2013, the percentage of parents rating the "Parent Curriculum/Involvement Sessions" at a 3 or higher on the survey will increase to 98%(217)or higher. The scale is a rating from one to five with five being the most desirable rating. Each parent survey will have five questions relating to the effectiveness of the training session.</p>
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
95%(210)	98%(217)or higher
Problem-Solving Process to Increase Student Achievement	



	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents not having transportation, work hours, extracurricular conflicts, time of day, language barriers	<p>Parent language acquisition classes will be offered on a variety of dates and times.</p> <p>Parent training on the internet to enable them to use Parent Link, LCSD Web Site and Mirror Lakes Elementary Web Site and Accelerated Reader. These sites will provide parents with information on how to view grades, homework, monitor lunch accounts, communicate with teachers, and view the district and school goals.</p> <p>Each grade, including ESE classes, will offer a grade level specific curriculum night for parents to explain Next Generation Sunshine State Standards &amp; Common Core, curriculum content, pacing, assessments, proficiency, and how they can support their child's learning.</p> <p>Science Fair Night and STEM Science Family Night to help support Science curriculum.</p> <p>In addition, Mirror Lakes will offer Parenting Partner Workshops for parents on seven topics including: Positive Parenting, Creating Confident Kids, Communication that Works, Deflecting Arguments and Setting Boundries, The Discipline Difference, What Children and Teens Need to Succeed, and Parents Involved for Academic Success.</p>	<p>Grade level teachers</p> <p>Resource Teachers Administration</p> <p>Parent Involvement Specialist</p> <p>Technology Teacher</p> <p>Administration</p>	<p>Attendance at "Parent Information Sessions" (parent sign-in sheets)</p> <p>Parent surveys</p> <p>Agendas and flyers</p>	<p>FCAT Writing, Reading, Math, Science</p> <p>Parent Participation Surveys - goal will be measured by achieving an average score of 3 or above on 98% on the surveys completed by attending parents for each session.</p> <p>FAIR assessment</p> <p>report cards</p> <p>progress reports</p>

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent Involvement teacher training through Parent Involvement Articles	All Teachers	Parent Involvement Specialist, Administration	school-wide	Quarterly	Review articles on email or during faculty meetings to provide training for staff to assist parents in knowing how they can help their children. Documented by meeting minutes	School webmaster, Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To increase parent involvement and communication through letters, flyers, postcards and parent involvement workshop materials.	copy paper, ink cartridges, postage, parent involvement workshop supplies and materials	Title I Parent Involvement Funds	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Title I - Family/Parent Involvement Curriculum Sessions and Parenting Partner Workshops for parents	Supplemental contracts for teachers, paras & Parent Involvement Specialist for facilitating trainings for Parent Curriculum Sessions and Parenting Partner Workshops for Parents	Title I	\$7,000.00
To create a template for school-wide involvement activities and conferences. She will provide verbal and written translations and offer a variety of parent workshops.	Title I Parent Involvement Specialist	Title I	\$28,984.00
Title I Specialist will attend trainings/meetings related to Parent Involvement	Title I Parent Involvement Specialist mileage allocation	Title I	\$100.00
			Subtotal: \$36,084.00
			Grand Total: \$38,084.00

End of Parent Involvement Goal(s)

## Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM

STEM Goal #1:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

## Additional Goal(s)

### Anti-Bullying Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Anti-Bullying Goal Anti-Bullying Goal #1:	In 2011-2012, Mirror Lakes Elementary had one (1) incident of Bullying. In 2012-2013, we will decrease the incidents of Bullying to zero (0). In 2011-2012, Mirror Lakes Elementary had 207 reported incidents of peer conflict. In 2012-2013, we will reduce the number of peer conflict incidents by 20%(41).
2012 Current level:	2013 Expected level:
Bullying: 1 Peer Conflict: 207	Bullying: 0 Peer Conflict: 166

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student mobility, lack of Character Education and Anti-bullying lessons	Guidance lessons on Anti-bullying and Character. Small groups focused on Social Skills. Positive Behavior Support (PBS) School-wide. Learning for Life Program Teacher/Staff Anti-bullying professional development (School House Rocks)	Administration, Guidance Counselor, PBS Team, and Teachers	Monitoring and analyzing referral data.	Pre and Post test on Bullying given to students, monthly referral tracking and data analysis

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
"School House Rocks" - Anti-Bullying Training	K-5	Guidance Counselor - Kim Conrad & Assistant Principal - Jennifer Shonak	School-wide	Fall 2012	Teachers and staff will implement Anti-bullying strategies in classrooms and throughout campus.	Guidance Counselor and Administration

Positive Behavior Support (PBS) Training	K-5	PBS Coaches - Stephanie Bumm & Angela Davis	school-wide	July 30-31, 2012	PBS structures and behavior plan will be used through-out school. Discipline data will be analyzed and monitored.	PBS Team and Administration
--	-----	---	-------------	------------------	---	-----------------------------

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

*End of Anti-Bullying Goal(s)*

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	To increase students' reading comprehension and fluency by fine-tuning the student expectations and criteria of the Accelerated Reader Program.	Accelerated Reader Trainer	Title I	\$4,500.00
Reading	PLC Book Study - To equip instructional staff with research-based strategies and best practices for student achievement.	"Teach Like a Champion" books	Title II	\$1,760.00
Mathematics	PLC Book Study - To equip instructional staff with research-based strategies and best practices for student achievement.	"Teach Like a Champion" books	Title II	\$1,760.00
Parent Involvement	To increase parent involvement and communication through letters, flyers, postcards and parent involvement workshop materials.	copy paper, ink cartridges, postage, parent involvement workshop supplies and materials	Title I Parent Involvement Funds	\$2,000.00
				Subtotal: \$10,020.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	"Get Smart 1&2" SMART Board Trainings	Participant will plan/integrate lessons created for the SMART Board to align with the Common Core Standards.	Title II	\$1,348.00
				Subtotal: \$1,348.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	To increase student achievement and engagement through research-based Kagan Cooperative Learning Structures.	Kagan Cooperatvie Learning for new teachers to our school (Day 1)	Title I	\$6,343.00
Reading	To increase student achievement and engagement through research-based Kagan Cooperative Learning Structures.	Kagan Cooperatvie Learning for new teachers to our school (Day 2)	Title I	\$6,343.00
Mathematics	To increase student achievement and engagement through research-based Kagan Cooperative Learning Structures.	Kagan Cooperatvie Learning for new teachers to our school (Day 1)	Title I	\$6,343.00
Mathematics	To increase student achievement and engagement through research-based Kagan Cooperative Learning Structures.	Kagan Cooperatvie Learning for new teachers to our school (Day 2)	Title I	\$6,343.00
				Subtotal: \$25,372.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Supplemental contracts				

Parent Involvement	Title I - Family/Parent Involvement Curriculum Sessions and Parenting Partner Workshops for parents	for teachers, paras & Parent Involvement Specialist for facilitating trainings for Parent Curriculum Sessions and Parenting Partner Workshops for Parents	Title I	\$7,000.00
Parent Involvement	To create a template for school-wide involvement activities and conferences. She will provide verbal and written translations and offer a variety of parent workshops.	Title I Parent Involvement Specialist	Title I	\$28,984.00
Parent Involvement	Title I Specialist will attend trainings/meetings related to Parent Involvement	Title I Parent Involvement Specialist milage allocation	Title I	\$100.00
				Subtotal: \$36,084.00
				Grand Total: \$72,824.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

Are you a reward school:  Yes  No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 10/1/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
School Improvement funds will be spent to directly support school improvement goals. Two proposed activities: Character Educational Supplemental Program and \$2,000 towards Math and Science materials for grades 3-5.	\$10,622.20

Describe the activities of the School Advisory Council for the upcoming year

Our School Improvement Plan was approved on September 11, 2012.

The purpose of the School Advisory Council is to perform the functions that are prescribed by the regulations of the School Board. The SAC will assist in the preparation and evaluation of the School Improvement Plan, and will give advice concerning the annual school budget. SAC meetings are publicized in our school newsletter, on our parent link automated calling system, at Open House, and are listed on our outdoor marquees.

# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012  
 Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

## SCHOOL GRADE DATA

No Data Found

Lee School District MIRROR LAKES ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	75%	94%	39%	279	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	58%	61%			119	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	66% (YES)	64% (YES)			130	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					528	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Lee School District MIRROR LAKES ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	70%	86%	43%	269	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	63%	58%			121	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	49% (NO)	63% (YES)			112	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					502	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested