

Collier County Public Schools

Lake Park Elementary School



2015-16 School Improvement Plan

Lake Park Elementary School

1295 14TH AVE N, Naples, FL 34102

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	42%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	39%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Collier County School Board on 11/10/2015.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To create a collaborative learning community that inspires success through high quality data driven instruction, purposeful learning, and amazingly positive experiences for all stakeholders.

Provide the school's vision statement

Success for every student...every day!

School Environment

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

At Lake Park Elementary we strive in making every student and family feel welcome and a member of our school community. For students who come from other cultures we invite parents to share traditions and cultural aspects with their child's teacher or classroom. Often times, we share things about other countries or cultures on the morning news program. There is also diversity in activities across the school including cultural events such as the Thanksgiving Feast, and students can share aspects of their culture in the classroom.

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

Creating a safe, secure, and welcoming school environment is a top priority. Our teachers and staff ensure that students are monitored during all aspects of the school day in order to ensure that they are safe. Our building is equipped with secured gates, security cameras, as well as a single point of entry. Students are monitored during all arrival and dismissal times. Students are greeted every morning by friendly staff members and know that they are able to speak to any adult regarding any concerns that they have. Creating a safe environment where students are respected is a priority of Lake Park Elementary so that students are able to come to school every day in an environment that that they are comfortable in. The School Counselor will also include guidance groups that address conflict resolution and bullying. Fifth grade students also participate in the DARE program.

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

Lake Park Elementary follows the Positive Behavioral Interventions and Supports (PBIS) philosophy of using positive reinforcement when students are engaged, learning, and following the school-wide expectations. At LPE we expect our students to be kind, respectful, responsible, and ready to learn. One of the things that we use to positively reward our students when they are following these expectations, is give them a school-wide pawsome token. These tokens are collected by the students, and then used in grade level/classroom stores to purchase extrinsic rewards. Students are also motivated throughout the day, as most of our classrooms implement class Dojo's to reinforce positive behaviors. During times a student does not follow the school wide expectations and is interrupting the learning time of themselves and others, the school wide discipline plan is used. Students are given minor infractions for behaviors that need to be retaught. However, when a child is

disruptive or requires immediate interventions from the leadership team, the student is removed from the classroom and a major referral is written. The school staff is trained yearly on the PBIS behavior system and the school expectations in order to ensure there are consistent behavior systems in all classrooms. We monitor the referral data in order to provide support to students who may need individual or group counseling interventions as a Tier 2 or Tier 3, as well as behavior plans.

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

Our school counselor is available to meet with students' social emotional needs through individual counseling, group counseling and/or classroom guidance visits. She teaches social skills, anger management skills, and study skills. The following group counseling topics are offered; Be Cool/ Anger management, Friendship Group, Grief Group, and Family Changes on an as needed basis. If a teacher has a student with social-emotional needs, the teacher can fill out our School Counselor referral form or email or call the school counselor directly if there is more immediate need to see the school counselor. If a student's social-emotional needs are met, then the student can be more engaged academically.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Our school utilizes our District Data Warehouse system and the Student Pass system in order to monitor students with early warning signs so that the correct action can be taken in order to make the student improve or become successful in their area of concern.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	2	6	3	3	2	3	19
One or more suspensions	0	1	0	2	1	2	6
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	1	1	1	2	7	12

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students in the EWS are regularly monitored by the school leadership team in order to track their progress and ensure progress in the area/areas we are concerned about. Regarding students identified with attendance below 90%, attendance is tracked weekly by the assistant principal and

parents are notified at 5, 7, and 10 day absences. Parents are communicated with and meetings are held in order to improve the student's attendance. Student Pass is used to help monitor the students attendance rates. For students who scored a level 1 on a state assessment, interventions are automatically put into place in order to support the students areas of need. Students work in a small group setting with a resource teacher targeting specific skills the student needs.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

At Lake Park Elementary keeping parents involved and informed about our school is very important to it's overall success. Our vision and mission is a part of our school culture and informed to all parents in monthly newsletters, SAC/PTO meetings, and grade level curriculum nights. We value parents opinions and suggestions regarding our school and provide opportunities for parents to address their concerns or questions they might have by having meetings with their teachers, or any member of the leadership team. We also strive to keep parents informed of their child's progress by requiring parent communication, which is then documented in Data Warehouse. Building positive relationships with our families in order to increase parent involvement is also crucial. We utilize our PTO on a daily basis, and have a very active volunteer program for classroom support and school wide events. We will also be having a Family Literacy Night during Celebrate Literacy Week in order to provide strategies for how parents can help their child at home.

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

Lake Park Elementary School is a school rich in history and culture and community support. Due to this, building school partnerships continues to be a positive aspect to our school culture. We utilize our PTO board to reach out to parents and community businesses in order to serve a variety of purposes such as: volunteering, donations of classroom supplies and materials, career day, in house field trips, etc. Administration also reaches out to various local businesses in order to become business partners with them to provide support to our school.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Marker, Christopher	Principal
Krembs, Christen	Assistant Principal
Arcand, Aimee	Instructional Coach
Feins, Lynda	Other
Saba, Janice	Guidance Counselor

Duties

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

Principal, Assistant Principal, School Counselor, Reading Coach, and the Intervention Support Specialist (INSS), are members of the leadership team. The leadership team meets weekly to review the school based decision making processes, planning of professional development, and to review student data as needed.

Principal and/or Assistant Principal- attend all PLC and MTSS meetings to review school, teacher, and individual student data. During PLC meetings school based data (teacher and students) are analyzed and reviewed to determine areas of need for students and teachers. The data is brought back and reviewed with the MTSS team to determine strategies/interventions needed for targeted students as well as teachers.

Reading Coach sets up interventions as needed for students as well as supports teachers with Tier 1 support if the Principal and Assistant Principal feel the teacher needs support for the entire classrooms. The Reading Coach also serves as a coach to identified teachers, attends grade level team planning meetings, models lessons, and helps develop and implement professional development.

The INSS sets up interventions as needed based on student data. The INSS, supported by the Assistant Principal, works with the MTSS team, training teachers on writing effective PMPs, monitoring PMPs, collecting data, and determining when to change or increase the intervention strategy or assessment tool. The INSS is also in charge of the ESE IEP process, and working with the ESE to monitor IEP goals, as well as the Gifted process/EP process.

The School Counselor is involved in all school based behavior plans throughout the MTSS process and records the data from the behavior plans. She also meets with teachers to develop appropriate behavior plans.

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

1. During grade level PLCs and data analysis meetings, student data is reviewed to determine student strengths/weaknesses, as well as teachers whose data shows possibility of ineffective Tier 1 instruction. Based on the data reviewed, students appearing to need additional support are brought to the grade level MTSS meetings. Problem areas are determined and additional support is identified.
2. On-going professional development is established based on review of data and CTEM observations/reports through the use of targeted professional development including but not limited to: grade level, content specific, small group, individual, coaching cycles, etc.
3. Weekly leadership meetings occur to discuss teacher/student concerns and to develop a plan of action/support as needed for these students/teachers.

The Collier County School district provides a systematic and strategic approach to providing services through the District Strategic Plan, 3 Year Academic Plan, and the K-12 Comprehensive Reading

Plan. Goals and objectives of each program and department are aligned with these overarching district plans. Additionally:

Title I Parts A, C, D, and School Improvements (1003a and 1003g) Title II, Part A and Title III are managed out of the same Federal and State Grants Office in Collier County. They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently and effectively coordinated. In addition to informal communications, monthly formal administrative meetings are held to discuss program needs, issues and coordinate efforts.

Support staff of the Title I Part A, Title I Part C, Title I Part D, and Title X programs meets regularly to coordinate efforts and receive joint staff development for improving their services.

Regularly scheduled Curriculum and Instruction department meetings are scheduled that include district level program coordinators, including IDEA, Perkins, Head Start, Supplemental Academic Instruction, Advanced Placement Initiative, Career and Technical education.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Christopher Marker	Principal
Michelle Carr	Parent
Deborah Martin	Teacher
Zak Sinberg	Parent
Varnell Layton	Education Support Employee
Frances Flores	Teacher
Kim Black	Parent
Lonnie Mills	Parent
Claudia Quintero	Parent
Carol Roberts	Teacher
Joann Vukobratovich	Teacher
Carla Joza	Parent
Luis Soto	Business/Community

Duties

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

Evaluation of last year's school improvement plan

An analysis of the 2014-2015 SIP was shared at the May 2015 meeting with the SAC members, and strategies were reviewed to determine their effectiveness.

Development of this school improvement plan

An analysis of student achievement and school performance data was shared by the principal and assistant principal at the September SAC meeting. The SAC review various aspects of the school as suggested by the priorities related to the data and gave input into the written plan for school improvement including priorities and strategies. SAC will meet monthly to discuss SAC fund expenditures. Student achievement data will be monitored and the associated strategies and priorities within the SIP.

The SAC discusses and approves the School Improvement Plan, including FCAT/FSA results, school

grade, school recognition dollars and SAC budget expenditures. Additionally, quarterly updates of the SIP strategies are discussed.

The final draft SIP was shared at the October 13th, 2015 SAC meeting, and was voted and approved by the SAC.

Preparation of the school's annual budget and plan

The annual budget was reviewed at the September 2015 SAC meeting and members discussed how they would like to use these funds to benefit the teachers and students in all grade levels. The leadership team will share with teachers that they may complete a SAC request for funds form and present this to the members at a SAC meeting for approval.

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

SAC funds funded books for the guided reading resource room at a cost of 1,912.50. All other funds will carry over to the 2015-2016 school year in order to support SIP goals and initiatives.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Marker, Christopher	Principal
Krembs, Christen	Assistant Principal
Arcand, Aimee	Instructional Coach
Roberts, Carol	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

1. Support instructional staff with developing Rigor, differentiated instruction, and CALL into their lesson plans by planning and providing professional development
2. Continue to support the instructional staff with the adopted district reading series, Reading Street.
3. Monitor progress with the school wide reading incentive program, Reading Counts.
4. Support the instructional staff with LAFS through the use of our LAFS trainer Aimee Arcand.
5. Support the instructional staff with the District's K-12 Reading Plan.
6. Develop agendas for the Love of Reading Committee in order to support the love of reading on campus.
7. Organizing and providing an annual Family Literacy Event

Public and Collaborative Teaching

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

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

At Lake Park we ask that teams meet weekly for a team business meeting as well as a team planning meeting. Teachers are asked to work together to review the curriculum guides and student data to create plans to meet the needs of the students in the grade level. Teams also work with their ELL or ESE teacher in order to plan effective lessons and utilize effective teaching strategies. We also have a school wide staff member recognition program called "Pawsome Staff", where any faculty member can nominate another staff member by writing a quick recognition note. Twice a month, the principal and assistant principal draw a name out of those that were nominated in order to provide recognition on the news, the staff members gets to park in the pawsome staff member spot, and also get a gift certificate, and their picture goes up on the Pawsome staff bulletin board. We strive to have our teachers feel valued, trusted and respected and provide a climate where teachers feel supported. We also utilize our grade level Point of Contacts (POCs) in order to share out information to teams, help with the development of their plans, and to support with collaborative planning.

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

The Principal and Assistant Principal in working with the district Human Resources department ensure quality application, references, and behavior based interviewing are done on all candidates. The Principal and Assistant Principal ensure collaborative leadership, quality professional development, and a strengths based approach to staff feedback in order to maximize a professional school culture retaining quality staff. In order to retain our teachers we also develop on going professional development and learning opportunities for our teachers through PLCs, early release days, and collaborative planning sessions. New teachers are assigned a qualified mentor who can support them in their grade level.

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

At this point, we do not have any new teachers to the building requiring a mentor. We do have teachers new to grade levels or new to our school, who are being supported by our Reading Coach- Joe Merrill, Kristin Merrill, Dawn Jones, Jaimee Sidisky.

If the need for a mentor arrives, the pairing will be based on the mentors' strengths as instructional leaders. Planned mentoring activities include modeling/observing, staff development/support in evidence based teaching strategies, PBS, MTSS, Data Warehouse, class management, interventions, PMPs, 504s, CTEM, etc.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The district curriculum coordinators create curriculum maps and pacing guides to ensure the Florida Standards are aligned with the Collier County curriculum. The leadership team regularly monitors all grade level lesson plans in order to ensure the pacing guides are being followed, as well as SIP initiatives being embedded in their lesson plans. The school leadership team also provides guidance and support to staff regarding effective lesson plans.

Instructional Strategies

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

At Lake Park Elementary, analyzing data in order to differentiate instruction is a critical aspect of our teacher's planning. Individual teachers and team members review their students current levels of performance in order to plan lessons and student tasks that are differentiated to provide scaffolding/ enrichment extensions as needed. For example, guided reading centers are differentiated to meet the various reading levels and student abilities by providing leveled texts and/or different student tasks to meet the needs of where students are. The school also analyzes student data and meets regularly with the MTSS team to determine students who need additional interventions with Tier 2 and Tier 3 support.

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

Strategy: Extended School Day

Minutes added to school year: 680

Morning Math Club

Students in grades 4th and 5th who scored a level 1 or 2 on the 2014 FSA Math test will be selected to attend a Morning Math Club 3 days a week for 20 minutes. During this time, students work in the technology lab on FASTT math, , Pearson Successnet, Logopaths, and other various math activities. Quarterly benchmark tests are analyzed to determine additional areas to focus on with these students, or any students who need to be added to the program.

Strategy Rationale

Students involved in the morning math club have an increased time for practicing math facts, as well as additional instructional time with overall math concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Krembs, Christen, krembsch@collierschools.com

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

FASTT Math progress reports are discussed with grade level teachers
Quarterly Math Benchmark Tests

Strategy: Extended School Day

Minutes added to school year: 960

Reading and Math Panther Pack Program

Students identified as bubble students for 4th and 5th grade Math and Reading will participate in a 2 day a week, 60 minutes each session, after school reading and math program. During this time, students will receive extra support in reading and math skills.

Strategy Rationale

Students involved in the reading and/or math panther pack programs will be provided with additional support in order to increase their understanding of the grade level standards. Students are given additional instruction in a small group setting based on the needs of the students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Krembs, Christen, krembsch@collierschools.com

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

Pre and Post tests using the Florida Ready Assessments
Quarterly Benchmark results

Student Transition and Readiness

PreK-12 Transition

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

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

All schools implement a minimum of two transition activities for incoming kindergarten students and their families each year. The spring event includes an orientation for parents and students with registration available at that time. At this event, parents and students meet the teachers, visit classrooms, learn about the expectations and the curriculum, and tour the school.

At the spring Orientation and also upon registration, a booklet (available in multiple languages) is provided to all parents. This booklet is designed to help parents look at their child's physical, social, emotional, and cognitive development. It provides checklists and tips to help guide them as they work and play with their child. The checklists contain items that are important to the child's success in kindergarten and are specifically designed for four-year-olds. It also contains school enrollment information and suggestions for the first day of school.

Before school begins in mid-August, the schools hold an Open House for all students and parents to attend. The students and parents are given the opportunity to visit their classrooms, tour the school, visit the cafeteria and media center. This helps with the transition to the start of school.

The School District of Collier County is also a VPK provider, both during the school year and during the summer session. The school year program includes the Head Start/ESE Inclusion/Title I/Migrant prekindergarten classes and a few full-day and half-day VPK/child care classes. These prekindergarten programs are provided in various school sites across the county. Both programs provide opportunities for students to learn the basics for success in school and also provide an easy transition to kindergarten for the students. In addition, during the spring semester, all pre k teachers will submit to the Kindergarten site a pre k transition placement card for every student.

Preschool students with disabilities: An Individual Educational Plan (IEP) meeting will be held for each student in the Preschool Disability Program in order to develop specific goals and objectives which focus on the academic, social/emotional and independent functioning skills necessary for successful transition to Kindergarten. Screening data will be collected, aggregated, and used to plan daily academic and social/emotional instruction for all students who may need intervention beyond core instruction. Core academic and behavioral instruction will include daily explicit instruction, modeling, and guided and independent practice of all academic and/or social emotional skills. Daily social skills lessons will be reinforced throughout the school day by utilizing common language, re-teaching, and positive reinforcement of pro-social behavior.

Our 5th Grade students also participate in the annual Middle School Transition day in order to visit the feeder middle school to learn about class schedules, electives, and how the middle school works. They tour the school and visit classrooms in order to gain a better understanding of what middle school is all about.

College and Career Readiness

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

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

Problem Solving Key

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

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

Strategic Goals Summary

- G1.** If teachers incorporate instructional technology into content areas, then student achievement will increase by 2% as measured by the 2016 FSA assessments.
- G2.** If student work demonstrates a level of rigor, i.e., cognitive complexity, deep understanding and knowledge, consistent with the demands of Florida Standards, then student achievement will increase by 2% as measured by the 2016 FSA assessments.
- G3.** If teachers analyze student data in order to effectively differentiate instruction and student tasks in order to meet the needs of the students in the classroom, then student achievement will increase by 2% as measured by the 2016 FSA assessments.

Strategic Goals Detail

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

G1. If teachers incorporate instructional technology into content areas, then student achievement will increase by 2% as measured by the 2016 FSA assessments. 1a

G069579

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	75.0

Resources Available to Support the Goal 2

- instructional technology district training, after school tech talks
- media specialist meetings,
- iPad district support
- school-wide tech talks

Targeted Barriers to Achieving the Goal 3

- Teachers need professional development on the various programs that are appropriate for grade level content.

Plan to Monitor Progress Toward G1. 8

Instructional technology usage reports will be monitored monthly in order to determine who needs additional support in how to implement programs effectively into their classrooms

Person Responsible

Christen Krembs

Schedule

Monthly, from 9/1/2015 to 6/10/2016

Evidence of Completion

instructional technology usage reports will be monitored monthly

G2. If student work demonstrates a level of rigor, i.e., cognitive complexity, deep understanding and knowledge, consistent with the demands of Florida Standards, then student achievement will increase by 2% as measured by the 2016 FSA assessments. 1a

G069580

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	85.0

Resources Available to Support the Goal 2

- Reading Coach
- Textbooks
- Techbooks
- Curriculum Maps
- CTEM
- Gifted district support
- content area point of contacts (POCs)

Targeted Barriers to Achieving the Goal 3

- Teachers need support in developing rigorous tasks that are appropriate for grade level content.

Plan to Monitor Progress Toward G2. 8

CTEM reports will be reviewed to determine instructional level of teachers for elements 10, 11, 12, and 23 so that the majority (80%) of teachers are applying or innovating for these elements.

When reviewing reports, teachers who are not-applying, developing, or beginning will be monitored more frequently as well as provided with additional support from the Reading Coach.

Person Responsible

Christopher Marker

Schedule

Monthly, from 9/30/2015 to 6/10/2016

Evidence of Completion

Coaching Logs as needed for identified teachers CTEM reports

G3. If teachers analyze student data in order to effectively differentiate instruction and student tasks in order to meet the needs of the students in the classroom, then student achievement will increase by 2% as measured by the 2016 FSA assessments. 1a

G069581

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	85.0

Resources Available to Support the Goal 2

- Professional Development
- coaching cycles,
- CTEM
- Kagan structures
- content area POCs

Targeted Barriers to Achieving the Goal 3

- Teachers need additional professional development regarding methods of differentiation for all content areas including strategies to use for differentiation.

Plan to Monitor Progress Toward G3. 8

CTEM reports will be reviewed to determine instructional level of teachers for elements 1, 2, 7,19 so that the majority (80%) of teachers are applying or innovating for these elements.

When reviewing reports, teachers who are not-using, developing, or beginning will be monitored more frequently as well as provided with additional support from the Reading Coach with individualized support.

Person Responsible

Christopher Marker

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Lesson Plans CTEM reports

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If teachers incorporate instructional technology into content areas, then student achievement will increase by 2% as measured by the 2016 FSA assessments. **1**

 G069579

G1.B1 Teachers need professional development on the various programs that are appropriate for grade level content. **2**

 B181033

G1.B1.S1 Develop an instructional technology school committee to provide professional development **4**

 S192426

Strategy Rationale

Having monthly meetings will allow for professional development on the various tools and programs available for teachers to use, as well as allow teachers to vertically share how they are using instructional technology in their classrooms to gain ideas from other teachers.

Action Step 1 **5**

Develop the Instructional Technology school committee membership

Person Responsible

Christen Krembs

Schedule

On 8/28/2015

Evidence of Completion

instructional technology committee membership roster

Action Step 2 5

develop monthly agendas for the instructional technology meetings

Person Responsible

Christen Krembs

Schedule

Monthly, from 9/7/2015 to 6/10/2016

Evidence of Completion

monthly meeting agendas will be submitted to data warehouse

Action Step 3 5

include professional development opportunities on instructional technology applications and classroom methods in various ways such as ERDs, instructional technology meetings, PLCs

Person Responsible

Christen Krembs

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Evidence of Completion

agendas will be uploaded into data warehouse

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

lesson plans will be monitored, instructional technology usage reports, team leader and grade level feedback,

Person Responsible

Christen Krembs

Schedule

Biweekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

leadership meeting agendas, usage reports, team leader and PLC meeting minutes will be uploaded into data warehouse

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Feedback from staff regarding usage of technology and their comfort level with how to implement it into content areas

Person Responsible

Christen Krembs

Schedule

Biweekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

PLC meeting minutes as well as team leader meeting and instructional technology committee meeting agendas and minutes

G2. If student work demonstrates a level of rigor, i.e., cognitive complexity, deep understanding and knowledge, consistent with the demands of Florida Standards, then student achievement will increase by 2% as measured by the 2016 FSA assessments. **1**

 G069580

G2.B1 Teachers need support in developing rigorous tasks that are appropriate for grade level content. **2**

 B181034

G2.B1.S1 Teachers will be provided with professional development as well as vertical articulation meetings and content specific PLCs in order to continue to develop their understanding of rigorous tasks across all content areas. **4**

 S192427

Strategy Rationale

Teachers need a chance to learn from one another, and to see the standards and levels of rigor occurring in other grade levels. We will also continue to provide professional development for teachers on various strategies, activities, and student tasks that teachers can use in their classrooms.

Action Step 1 **5**

Teachers will be supported through on-going professional development (whole faculty, team, and individually) in developing rigorous work and Webb's Depth of Knowledge in order to produce student work that demonstrates cognitively complex tasks.

Person Responsible

Christen Krembs

Schedule

Monthly, from 8/10/2015 to 6/10/2016

Evidence of Completion

Collier Teacher Evaluation Model (CTEM) classroom observations in Elements 10, 11, 12, 23 Lesson Plans incorporating Rigor Professional Learning Community documentation/ feedback sheet Professional Development Agenda/Schedules

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Conduct walkthroughs/observations and provide feedback regarding complexity of student work.

Analyze CTEM feedback/reports to determine teachers needing additional support in Rigor.

Utilize reading coach to provide on-going professional development in rigor and Webb's Depth of Knowledge.

Person Responsible

Christen Krembs

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Evidence of Completion

CTEM walkthroughs/observations focusing on elements 10, 11, 12, 23 CTEM feedback/reports

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

CTEM reports will be reviewed to determine instructional level of teachers for elements 10, 11, 12, and 23 so that the majority (80%) of teachers are applying or innovating these elements.

When reviewing reports, teachers who are not-using, developing, or beginning will be monitored more frequently as well as provided with additional support from the Reading Coach through individualized support.

Person Responsible

Christen Krembs

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Evidence of Completion

CTEM reports of elements 10, 11, 12, and 23

G3. If teachers analyze student data in order to effectively differentiate instruction and student tasks in order to meet the needs of the students in the classroom, then student achievement will increase by 2% as measured by the 2016 FSA assessments. 1

G069581

G3.B1 Teachers need additional professional development regarding methods of differentiation for all content areas including strategies to use for differentiation. 2

B181035

G3.B1.S1 To provide ongoing professional development in differentiation strategies. 4

S192428

Strategy Rationale

By improving our teachers knowledge base on effective differentiation strategies, teachers will collaboratively plan effective lessons that are differentiated to meet the needs of the various students in the classroom.

Action Step 1 5

Professional Development in effective ways to differentiate content, process, product or the learning environment will occur on an on-going basis either whole staff, small groups, or individually as needed based on instructional needs of teacher.

Person Responsible

Christen Krembs

Schedule

Monthly, from 8/10/2015 to 6/10/2016

Evidence of Completion

Professional Development Agendas/Schedules Lesson Plans CTEM Walkthroughs/
Observations specifically targeting elements (1, 2, 7, 19)

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Weekly lesson plans submitted by the teacher will be reviewed for fidelity of differentiated instruction.

CTEM walkthroughs/observations, and non-evaluative walkthroughs will take place to determine levels of differentiation that are occurring throughout instruction.

Person Responsible

Christopher Marker

Schedule

Weekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

All lesson plans include differentiation strategies CTEM reports reviewed to determine level of understanding of elements 1, 2, 39, 40, 41.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Lesson plans will be monitored weekly for use of differentiation strategies to ensure that all grade levels are including differentiation into their lesson plans for all content areas of instruction.

CTEM reports will be monitored monthly to review results of elements (1, 2, 7, 19) to determine level of teachers application of differentiated instruction (not-using, beginning, developing, applying, innovating).

Person Responsible

Christen Krembs

Schedule

Weekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Lesson Plans CTEM reports CTEM walkthrough/observations

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Develop the Instructional Technology school committee membership	Krembs, Christen	8/17/2015	instructional technology committee membership roster	8/28/2015 one-time
G2.B1.S1.A1	Teachers will be supported through on-going professional development (whole	Krembs, Christen	8/10/2015	Collier Teacher Evaluation Model (CTEM) classroom observations in	6/10/2016 monthly

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Lake Park Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	faculty, team, and individually) in developing rigorous work and Webb's Depth of Knowledge in order to produce student work that demonstrates cognitively complex tasks.			Elements 10, 11, 12, 23 Lesson Plans incorporating Rigor Professional Learning Community documentation/ feedback sheet Professional Development Agenda/Schedules	
G3.B1.S1.A1	Professional Development in effective ways to differentiate content, process, product or the learning environment will occur on an on-going basis either whole staff, small groups, or individually as needed based on instructional needs of teacher.	Krembs, Christen	8/10/2015	Professional Development Agendas/ Schedules Lesson Plans CTEM Walkthroughs/Observations specifically targeting elements (1, 2, 7,19)	6/10/2016 monthly
G1.B1.S1.A2	develop monthly agendas for the instructional technology meetings	Krembs, Christen	9/7/2015	monthly meeting agendas will be submitted to data warehouse	6/10/2016 monthly
G1.B1.S1.A3	include professional development opportunities on instructional technology applications and classroom methods in various ways such as ERDs, instructional technology meetings, PLCs	Krembs, Christen	8/17/2015	agendas will be uploaded into data warehouse	6/10/2016 monthly
G1.MA1	Instructional technology usage reports will be monitored monthly in order to determine who needs additional support in how to implement programs effectively into their classrooms	Krembs, Christen	9/1/2015	instructional technology usage reports will be monitored monthly	6/10/2016 monthly
G1.B1.S1.MA1	Feedback from staff regarding usage of technology and their comfort level with how to implement it into content areas	Krembs, Christen	8/17/2015	PLC meeting minutes as well as team leader meeting and instructional technology committee meeting agendas and minutes	6/10/2016 biweekly
G1.B1.S1.MA1	lesson plans will be monitored, instructional technology usage reports, team leader and grade level feedback,	Krembs, Christen	8/17/2015	leadership meeting agendas, usage reports, team leader and PLC meeting minutes will be uploaded into data warehouse	6/10/2016 biweekly
G2.MA1	CTEM reports will be reviewed to determine instructional level of teachers for elements 10, 11, 12, and 23 so that the majority (80%) of teachers are applying or innovating for these elements. When reviewing reports, teachers who are not-applying, developing, or beginning will be monitored more frequently as well as provided with additional support from the Reading Coach.	Marker, Christopher	9/30/2015	Coaching Logs as needed for identified teachers CTEM reports	6/10/2016 monthly
G2.B1.S1.MA1	CTEM reports will be reviewed to determine instructional level of teachers for elements 10, 11, 12, and 23 so that the majority (80%) of teachers are applying or innovating these elements. When reviewing reports, teachers who are not-using, developing, or beginning will be monitored more frequently as well as provided with additional support from the Reading Coach through individualized support.	Krembs, Christen	8/17/2015	CTEM reports of elements 10, 11, 12, and 23	6/10/2016 monthly
G2.B1.S1.MA1	Conduct walkthroughs/observations and provide feedback regarding complexity of student work. Analyze CTEM feedback/reports to determine teachers needing additional support in Rigor. Utilize reading coach to provide on-going professional development in rigor and Webb's Depth of Knowledge.	Krembs, Christen	8/17/2015	CTEM walkthroughs/observations focusing on elements 10, 11, 12, 23 CTEM feedback/reports	6/10/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA1	CTEM reports will be reviewed to determine instructional level of teachers for elements 1, 2, 7,19 so that the majority (80%) of teachers are applying or innovating for these elements. When reviewing reports, teachers who are not-using, developing, or beginning will be monitored more frequently as well as provided with additional support from the Reading Coach with individualized support.	Marker, Christopher	8/17/2015	Lesson Plans CTEM reports	6/10/2016 monthly
G3.B1.S1.MA1	Lesson plans will be monitored weekly for use of differentiation strategies to ensure that all grade levels are including differentiation into their lesson plans for all content areas of instruction. CTEM reports will be monitored monthly to review results of elements (1, 2, 7,19) to determine level of teachers application of differentiated instruction (not-using, beginning, developing, applying, innovating).	Krembs, Christen	8/17/2015	Lesson Plans CTEM reports CTEM walkthrough/observations	6/10/2016 weekly
G3.B1.S1.MA1	Weekly lesson plans submitted by the teacher will be reviewed for fidelity of differentiated instruction. CTEM walkthroughs/observations, and non-evaluative walkthroughs will take place to determine levels of differentiation that are occurring throughout instruction.	Marker, Christopher	8/17/2015	All lesson plans include differentiation strategies CTEM reports reviewed to determine level of understanding of elements 1, 2, 39, 40, 41.	6/10/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If teachers incorporate instructional technology into content areas, then student achievement will increase by 2% as measured by the 2016 FSA assessments.

G1.B1 Teachers need professional development on the various programs that are appropriate for grade level content.

G1.B1.S1 Develop an instructional technology school committee to provide professional development

PD Opportunity 1

include professional development opportunities on instructional technology applications and classroom methods in various ways such as ERDs, instructional technology meetings, PLCs

Facilitator

Christen Krembs, district instructional technology support, various LPE teachers

Participants

all LPE teachers

Schedule

Monthly, from 8/17/2015 to 6/10/2016

G2. If student work demonstrates a level of rigor, i.e., cognitive complexity, deep understanding and knowledge, consistent with the demands of Florida Standards, then student achievement will increase by 2% as measured by the 2016 FSA assessments.

G2.B1 Teachers need support in developing rigorous tasks that are appropriate for grade level content.

G2.B1.S1 Teachers will be provided with professional development as well as vertical articulation meetings and content specific PLCs in order to continue to develop their understanding of rigorous tasks across all content areas.

PD Opportunity 1

Teachers will be supported through on-going professional development (whole faculty, team, and individually) in developing rigorous work and Webb's Depth of Knowledge in order to produce student work that demonstrates cognitively complex tasks.

Facilitator

Reading Coach Assistant Principal Principal

Participants

Principal Assistant Principal Reading Coach Instructional Staff

Schedule

Monthly, from 8/10/2015 to 6/10/2016

G3. If teachers analyze student data in order to effectively differentiate instruction and student tasks in order to meet the needs of the students in the classroom, then student achievement will increase by 2% as measured by the 2016 FSA assessments.

G3.B1 Teachers need additional professional development regarding methods of differentiation for all content areas including strategies to use for differentiation.

G3.B1.S1 To provide ongoing professional development in differentiation strategies.

PD Opportunity 1

Professional Development in effective ways to differentiate content, process, product or the learning environment will occur on an on-going basis either whole staff, small groups, or individually as needed based on instructional needs of teacher.

Facilitator

Assistant Principal Reading Coach LLT Instructional Leaders

Participants

Principal Assistant Principal Reading Coach Instructional Staff

Schedule

Monthly, from 8/10/2015 to 6/10/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Develop the Instructional Technology school committee membership	\$0.00
2	G1.B1.S1.A2	develop monthly agendas for the instructional technology meetings	\$0.00
3	G1.B1.S1.A3	include professional development opportunities on instructional technology applications and classroom methods in various ways such as ERDs, instructional technology meetings, PLCs	\$0.00
4	G2.B1.S1.A1	Teachers will be supported through on-going professional development (whole faculty, team, and individually) in developing rigorous work and Webb's Depth of Knowledge in order to produce student work that demonstrates cognitively complex tasks.	\$0.00
5	G3.B1.S1.A1	Professional Development in effective ways to differentiate content, process, product or the learning environment will occur on an on-going basis either whole staff, small groups, or individually as needed based on instructional needs of teacher.	\$0.00
Total:			\$0.00