



## Lake Trafford Elementary School

3500 LAKE TRAFFORD RD, Immokalee, FL 34142

[ no web address on file ]

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

98%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

98%

### School Grades History

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

### School Board Approval

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

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

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





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Our mission is to support Pre-K-5 students in developing knowledge, ownership and pride of oneself and their academic potential. Within such an environment, students will obtain the skills necessary to become future global leaders by being immersed in rigorous, real-world lessons within a supportive environment which will prepare students to be career and college ready.

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

Our vision is to create a Pre-K-5 school which provides all students with an actively engaging environment where they acquire the skills and knowledge necessary to become responsible, contributing citizens in a world community.

#### School Environment

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

Lake Trafford Elementary hosts events such as Teacher Meet and Greet, Student Led-Conferences, Parent-Teacher Conferences, Fall Festival, and Literacy at the Lake. These events allow for all stakeholders to connect with each other beyond the classroom walls and for teachers to learn about the cultures of the community from parents and community members. Teachers also develop relationships with students, parents and community members on a daily basis by communicating on various levels to include the School Advisory Council, PTO, and the Title I Parent Academies.

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

Lake Trafford Elementary implements a system of procedures and routines which provide a safe learning environment for all. District and school personnel ensure the physical safety of the campus by maintaining a secure perimeter fencing with a single point of entry, all locked classroom doors, and continuous student supervision. The presence and use of the Youth Relations Bureau Deputy provides support for students and faculty as well as support to administration in maintaining a safe and secure campus. Safety patrols are stationed at strategic points during arrival and dismissal times, throughout the campus, and are supervised by the school counselor. The school counselor provides guidance lessons on topics such as anti-bullying as well as school-wide recognition of students that demonstrate positive behavior.

##### **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 Trafford implements Positive Behavior Support (PBS). All teachers are trained on PBS and there is a committee that meets monthly. There are three main expectations at Lake Trafford: Be Responsible, Be Respectful, and Be Resourceful. These are posted in every classroom and throughout the campus. Students can earn PBS "tokens" for following the expectations. Students can spend their tokens on various classroom menu items, dress down days, and raffle prizes. Students are also rewarded each quarter. Students who have earned 90% or more of their PBS points in that

quarter earn a celebration such as a dance or kickball game. Teachers are also trained in Student Pass, which is Lake Trafford’s discipline management system. Teachers follow the discipline flowchart and fill out either a minor or major referral, depending on the situation. Teachers must conference with students and notify parents when referrals are written. Major referrals are sent to the administration team.

**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**

Students at Lake Trafford have access to a school counselor to help meet their social-emotional needs. The counselor works with students in personal, social, and academic domains. Students can be met with individually or in small groups. Classroom guidance is also provided to include grief counseling, divorce, bullying, conflict resolution, anger management, and personal hygiene. The school nurse, school psychologist, and Youth Relations Bureau Deputy are also present on campus to assist students with social-emotional needs. Students may also be mentored by a staff member on an as-needed basis. This year, Gentlemen Against Domestic Violence from the Naples Women Shelter will be providing lessons to 5th grade male students. These lessons will focus on appropriate ways to deal with anger and proper conflict resolution skills.

**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**

**Attendance**

Lake Trafford Elementary follows Collier County Public School's attendance expectations. Communication between home, and school occurs after the 5th, 7th and 10th absence. Beyond the 10th absence, an individualized intensive plan is created and monitored by the school. Parents are provided recommendations of support opportunities in order to improve student attendance.

**Suspensions**

Students are supported by the School-wide Positive Behavior Support. Additional support is provided to individual students who require more intensive supports which is indicated in their Progress Monitoring Plan.

**Level 1/Course Failure FCAT ELA and Math**

Students striving to meet grade level standards are provided tiered levels of support through both acceleration and remediation strategies. Through the Multi-Tiered System of Support, individual Progress Monitoring Plans (PMP) are implemented with the student's area of concern as an academic focus. Data pertaining to the PMP is monitored by multiple stakeholders within the school to ensure appropriate action is taken.

**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	6	
Attendance below 90 percent	9	8	5	6	8	12	9	57
One or more suspensions	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	39	27	37	40	143

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

Indicator	Grade Level				Total
	3	4	5	6	
Students exhibiting two or more indicators	25	28	38	25	116

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

Monthly, grade level teachers, academic coaches, Intervention Support Specialist (InSS), administrators, and support personnel meet to discuss team, classroom and individual student data. During these collaborative sessions, data is analyzed and discussions are focused on best practices and resources to close any identified gaps in student achievement. Students are also identified at this time for intervention services and grouped accordingly. Students struggling in academics have a detailed Progress Monitoring Plan (PMP) and receive instruction, remediation and acceleration that best fits their individual level. Students with a Progress Monitoring Plan, who are demonstrating academic success, are also discussed. Options for further academic growth are reviewed and revised plans for individual students are initiated.

Students with behaviors that negatively impact their academics are also discussed at our monthly data chat meetings and weekly team collaborative planning meetings. Teachers who have students with concerning behaviors work with the InSS, school counselor, academic coaches and administration to develop behavior focused PMPs. Monitoring plans are put into place which best support behavioral needs of the student. Students with IEP's and 504 plans can have alternate support put in place determined by the Multi-Tiered System of Support.

Those struggling with attendance follow Collier County's attendance procedures and are offered avenues of support. Students who have missed 5 days receive a phone call home while those with 7 or 10 day absences receive a formal letter with an attached absence history report which are mailed home. Once a student is absent 10 days, a meeting is held with the Assistant Principal, Student Relations Specialist, parent of the student, teacher, and any other valuable stakeholder who supports that student.

**Family and Community Involvement**

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

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

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

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

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/177305>.

**Description**

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

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

At Lake Trafford Elementary we believe that by building relationships both on and off campus, we will build a community of support for our students. We welcome parents to events such as Books and Bagels, Math and Muffins, and to our annual Family Literacy at the Lake. At these workshops, parents are taught skills and provided resources which will support a continuation of learning from school into the home.

Local donors are invited at the end of each semester to our Educational Investors Breakfast. During this time we provide our partners with information pertaining to our students and their learning as well as highlight how their donation, or investment, has positively influenced their learning experience. Administrators attend the Immokalee Chamber bi-monthly morning meetings in an effort to create and sustain relationships within the community.

## Effective Leadership

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

### School Leadership Team

#### Membership

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

Name	Title
Alvarez, Elizabeth	Principal
Mendicino, Laura	Assistant Principal
Bryant, Paula	Assistant Principal

#### Duties

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

Principal's Responsibilities:

- Attend and participate in grade level Collaborative Planning Sessions and Data Chats
- Responsible to oversee all building operations
- Supervises all building personnel
- Coordinates/oversees all staffing (hiring procedures for instructional and non-instructional staff)
- Oversees duties of Building Leadership Team
- Oversees Building Leadership Team, Team Leaders, and School Wide Committees
- Coordinates All Staff Development
- Responsible for all teacher evaluations through CTEM
- Oversees SAC and FAC
- Oversees all operations/communications with District office
- Oversees all operations/communications with State DA
- Coordinates Master Calendar electronically/Daily Bulletin with General Secretary
- Works with Office Manager to Supervise and Evaluate Office Staff
- Responsible to implement School Board policies and State Statutes

Assistant Principal's Responsibilities:

- Attend and participate in grade level Collaborative Planning Sessions and Data Chats
- Oversees Discipline Program
- Utilizing Positive Behavioral Support (PBS)
- Monitoring of a progressive discipline program school wide
- Facilitates parent/student conferences
- Contacts parents on all office referrals
- ISS implementation
- Assists principal in the evaluation of instructional personnel through CTEM

- Facilitates School Improvement process
- Assists teachers with their instructional program
- Supervises all non-instructional personnel
- Substitute Coverage Assignments and AESOP with Maria V.
- Coordinate substitute coverage
- Community Involvement Contact /Business Partners
- Implements district attendance policy
- Oversees Cafeteria Supervision for Breakfast and Lunch Programs
- Coordinates Beginning Teacher Program
- Oversees Related Arts Scheduling and Related Arts issues
- Coordinates Interns
- Develops schedules for duties for arrival, dismissal, cafeteria, playground
- Oversees Attendance
- Inventory and Textbooks
- State and District Testing Coordinator
- Coordinates district lease agreements with Office Manager
- Coordinates bus evacuation drills and emergency evacuation procedures
- Creates and oversees breakfast and lunch schedule
- Coordinates Communication (TV and Newspaper) efforts through DCIO
- Oversees Facility needs with Plant Manager
- First line communication with Cafeteria Manager on School Food Service Program
- Oversees 504 Plans
- Health Screening

***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***

Our MTSS team meets monthly to discuss implementation of tiered instruction and challenges to be addressed. Grade level teams meet with Team Facilitator, Academic Coaches and the Intervention Support Specialist a minimum of once monthly to monitor tiered success and to address areas of weakness. Students who are not making adequate progress in core instruction are provided additional tiered levels of support. Prior to creating a Tier II plan, individual student data are analyzed and the primary problem area is identified. The grade level MTSS team then works with the classroom teacher to create a plan for providing Tier II levels of support. Bi-weekly data are collected and analyzed monthly to ascertain student success. Students deemed not making adequate progress with Tier II levels of support are then provided a more intensive level of support by a resource teacher.

Teachers will also be given support by the building leadership team to strengthen core instruction for all students. Students identified as needing additional intervention will be provided with targeted interventions (Tier II) instruction in addition to core instruction. Students receiving targeted interventions (Tier II) will be monitored at each team's monthly data meetings. Data collected during Tier II interventions will be monitored to assess the effectiveness of the intervention. When data indicates continued academic struggles, despite targeted interventions, students will be considered for further intensive support (Tier III). Teachers providing tiered interventions will meet monthly with the Intervention Support Specialist and academic coaches to monitor the progress of students receiving Tier III support and make adjustments to instruction as needed.

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.

Supplemental Staffing and Services:

Title X, LEA, Title I Basic, Title I Migrant coordinate services to assist homeless children, to resolve problems concerning registration and provide support services at all schools. Title I and District jointly fund the Homeless Liaison staff position to support homeless students in all public schools. The LEA provides services in coordination with the McKinney-Vento Homeless Assistance Act.

Title I Migrant, Title I Basic, Title III funds are coordinated to provide at risk students with supplemental instructional support and resources, such as SuccessMaker licenses, Tutors, Resource Teachers. Title I Basic, Title I Migrant and Head Start/VPK collaborate to provide PreK classes and ensure school readiness for Collier students.

Title I Migrant and school collaboration occurs with local eye doctor to provide eye exams and glasses at no cost to migrant students in need or at a discounted price to our program.

Coordination occurs with Homeless Liaison staff and Title I Migrant staff in identifying eligible students and families that can be served as homeless.

Title I Basic and Title III collaborate in providing workshops and trainings to build the capacity of parents and foster strong connection and engagement between home and school. In addition both grants provide translation services to ensure that non-English speaking parents are able to participate fully in the education of their children.

Supplemental Staff Development:

Title I Migrant, Title I Basic and Title II Part A funds are coordinated to provide customized staff development that ensures students receive high quality, differentiated instruction.

Title I Part A funds are used in collaboration with Title I SIG 1003g and 1003a, Title II Part A and Reading to fund Reading Coaches at all Elementary schools. Title I Part A and Title I SIG 1003g/1003a funds are used to provide additional Academic Coaches at Title I Elementary, Middle and High Schools. Supplemental coaches are provided to support lowest performing schools and those in differentiated Accountability Priority and Focus status.

Title I Part A, Title II Part A and IDEA fund exam reimbursements to ensure staff meet HQT Requirements.

Title I Part A, Excel Learning Program

This after school program will target approximately 100 students, grades 2-5, who are nearing or at grade level proficiency in Reading. Three teachers and one academic coach will lead students through project-based learning units targeting specific standards according to assessment data.

Title X Homeless

The Collier County School District provides support services and resources for homeless students and their families. A homeless liaison works with school staff, Title I Migrant staff, and community agencies, and local shelters to identify eligible students, expedite school registration and bus transportation, as well as provide school supplies, shoes and uniforms. The homeless liaison aids in securing before and after school care for students when appropriate. The liaison also monitors enrollment data, attendance records, and grades for all homeless students through the district database and school contacts. Coordination services are provided by the LEA as they relate to the McKinney-Vento Homeless Assistance Act.

The support staff from the Title I Part A, Title I Part C, Title I Part D, and Title X programs regularly meets to coordinate services as well as participate in staff development. Homeless students and their parents are served by LEA, Title I Basic, Title I Migrant personnel and shelters to address issues

concerning the registration and educational services at Title I schools. Title I and district funding provides for after school tutorials for homeless students in non-title I schools.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Elizabeth Joy Alvarez	Principal
Kenisha Miller	Parent
Sylvia Rodriguez	Teacher
Francisca Herrera	Parent
Patricia Perez	Parent
Sandra Cano	Parent
Josh Rincon	Business/Community
Evita Rodriguez	Parent
Monica Hernandez	Parent

**Duties**

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

*Evaluation of last year's school improvement plan*

The School Board shall establish a School Advisory Council (SAC) in each District school to serve in an advisory capacity to the school principal and to assist in the preparation, implementation, monitoring, and evaluation of the school improvement plan that addresses budget, training, instructional materials, technology, staffing, student support services, and other matters of resource allocation pursuant to statute. The SAC also assists in the preparation of the school's annual budget. The council also provides input on the Title I Use of Funds and Parent Involvement Policy. The SAC does not assume any of the powers or duties now reserved by Florida statutes for the Board, the principal, or other administrative or instructional staff. The SAC also reviews the previous year's School Improvement Plan (SIP) in the 14-15 school year for the purposes of evaluation and guidance for the new plan.

*Development of this school improvement plan*

An analysis of student achievement and school performance data occurred at the August SAC meeting. The SAC reviewed 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.

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

Locational Budget \$44,640.84

Grade level budgets, field trips, supplies, media books, clinic supplies, transportation, and SCHRIMP account.

Title I Basic \$347,050.00

LTEs Basic Use of Funds includes field trips and transportation to expose students to real-world experiences as well as academic coaches, resource teachers, tutors, benefits, and supplies. Title I

Basic Use of Funds also supports after-school programs, supplies, and professional development sessions.

Migrant \$212,420.00

Funds migrant resource teachers and tutors as well as supplies.

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

For the 2014-2015 school year, LTE was allocated \$5 per unweighted student FTE. These funds were allocated toward the end of the school year and used to purchase classroom supplies for students. The SAC voted to approve this spending.

LTE's SAC will be using the 2014-2015 funds to support a 1/2 day Writer's Workshop Professional Development training for teachers. The monies will fund 6 Guest Teachers over a 3-day period.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

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

Name	Title
Mendicino, Laura	Assistant Principal
Bryant, Paula	Assistant Principal
Alvarez, Elizabeth	Principal
Boggs, Sandra	Other
Rincon, Genette	Instructional Coach

**Duties**

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

The Literacy Leadership Team meets throughout the year and assures that the school is in compliance with the District's K-12 Research-Based Reading Plan. LLT provides suggestions regarding professional learning opportunities for teachers in the area of literacy and the inclusion of science and social studies text within the reading block.

The LTE Literacy Day event promotes and encourages students to read over the summer by engaging the students in a variety of literacy activities throughout the day, providing multiple texts for each student, and prizes for students reading the most minutes as evidenced by the students' summer reading logs.

Literacy at the Lake encourages family reading by providing a relaxing atmosphere for students and families to read. Staff members will be conducting read alouds, modeling fluency and voice for parents and students while engaging them in the reading process. Book centers are also available for families to choose a book of choice to read with their child(ren). Grade level teams will display and highlight student literacy work samples.

**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**

Grade level teams meet twice weekly, at a minimum, with academic coach support in collaborative planning. District Teacher-On-Special Assignment (TSA) support is provided two times a month to provide support in collaborative planning as well as support through modeled lessons aligned with collaborative planning lessons.

Teachers are an essential member of the Multi-Tiered System of Support (MTSS) team and provide valuable input in the problem solving process.

Teachers are celebrated through monthly recognition in the Pride Jar. Any staff member can nominate another for demonstrating effective teaching strategies and team building ethics.

Students are celebrated bi-weekly using the PBS system during our Gator of the Week celebration. Awards are received for demonstrating character conducive of model students. Quarterly academic/behavior awards are also presented for students who go above and beyond and those who represent LTE in a positive manner.

The administration team celebrates instructional achievement in multiple ways.

Teachers are provided feedback both formally (CTEM) and informally to increase instructional capacity and build teacher confidence.

Teachers are recognized for various reasons on Gator Network News. Highlights within the classroom are also sent out to the LTEGroup as inspiration to others and a celebration of a job well done.

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

Through strategic staff development and community building at Lake Trafford we hope to provide teachers the skills and strategies necessary to meet the needs of our socio-economically needy population. Through our leadership we hope to build a sense of commitment, dedication, and passion for our students and their community.

We will implement and monitor:

Coaching Cycles of support

Kagan Strategies and follow-up

Teacher-Mentor Program

Monthly New Teacher Support Meetings

Additional paid Professional Development sessions based on instructional needs

Elizabeth Joy Alvarez, Paula Bryant and Laura Mendicino will work together to recruit, develop and retain highly effective staff.

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

For the 2014-2015 school year we have twelve teachers who are new to Collier County.

New Teacher: Mentor

Jessica Sidney: Rebecca Rabe

Carol Wormke: Joy Bonnaig

Nicole Busbee: Genette Rincon

Jamie Jacques: Genette Rincon

Merideth Prosser: Genette Rincon

Jamie Denny: Jack West

Sarah Wallace: Marilyn Mitchell

Michelle Valentine: Debora Mosby

Venesia Samuels: Keneshia Miller

Matthew Sibert: Charles Krause

Isabel Castro: Silvia Rodriguez

Charles Cuccia: Ruben Reyna

Monthly, New Teacher/Mentor Meetings will be held to support our new staff members in relevant topics such as: Data Warehouse, eSembler, Data Chats, Standards Based Progress Reporting, 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 Leadership team monitors the fidelity of the school's instructional programs, MTSS and SIP through collection of data based on the district's Strategic Plan and quarterly data dialogues between the Superintendent, key instructional leaders and school-based administrators. Preparatory to data dialogues, data are analyzed based on the Goals, Key Performance Indicators, and Strategies. The District Leadership team reviews, discusses, and monitors student academic and/or behavioral procedures and data while working in conjunction with schools to support identified needs. The team focuses on implementation, data collection, interventions, and supports needed by the instructional staff. Members of the district based MTSS leadership team meet regularly to provide data and support to the schools' problem-solving teams and review school wide MTSS issues. School administrators and teachers from the school-based MTSS team participate in grade level PLCs to facilitate the MTSS process at each grade level. Universal screening and progress monitoring data will be analyzed. The effectiveness of the core instruction, as well as targeted and more intensive interventions, is monitored, and the team collaborates to evaluate effectiveness, problem-solve, and make instructional decisions.

Alignment with Florida Standards is key to improving academic performance as measured by state assessments. CCPS addresses this alignment in multiple ways. First, the Collier Teacher Evaluation Model, based on Marzano's methodologies, requires that lessons feature a learning goal with scales. Learning goals are developed from the standards and typically match the wording of benchmarks. Scales are used to identify students' individual progress toward attaining the goal, i.e., the standard. During observations, a key data element is derived from the teachers' use of learning goals and scales. Ongoing progress-monitoring assessments are also designed to demonstrate students' progress toward attaining the goal or standard. Consequently, data chats are standards-driven and serve to maintain a focus on instruction, assessment and achievement built around Florida Standards.

#### 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***

The Leadership team monitors the fidelity of the school's instructional programs, MTSS and SIP through the analysis of data during monthly grade level Data Chats attended by teachers, administrators, coaches, resource teachers and InSS. Preparatory to data chats, teachers collect students data weekly/daily and input the data into Data Warehouse. The data team reviews, discusses, and monitors student academic and/or behavioral procedures and data while working in conjunction with grade level teams to support identified needs. The team focuses on implementation, data collection, interventions, and supports needed by the instructional staff. Members of the MTSS leadership team meet regularly to provide and analyze data and support students and teachers. School administrators and teachers from the school-based MTSS team participate in grade level PLCs to facilitate the MTSS process at each grade level. The effectiveness of the core instruction, as well as targeted and more intensive interventions, is monitored, and the team collaborates to evaluate effectiveness, problem-solve, and make instructional decisions.

**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:** 5,400

Lake Trafford has included an Extended Reading block focusing on strategic instruction, including both enrichment and acceleration, based on the needs of the students. Teachers utilize the additional daily thirty minutes to extend the reading block to include additional guided reading groups, intervention groups, and enrichment groups. Teachers focus on engaging students within collaborative structures through effective instructional strategies that ensure achievement in learning and then monitor student success. Teachers provide multiple, differentiated level of instruction based on informal assessment data. The teach-reteach model is utilized to maximize student learning during the Extended Reading block as well. Integration of Science, Social Studies, Reading and Writing is planned for throughout the Content Area Literacy Learning (CALL) block. This allows maximum exposure to multiple content standards throughout the day/ week/unit. Vocabulary development is a focus in order to support background knowledge and connect to grade level content.

### **Strategy Rationale**

Collier County Public Schools has an additional thirty minutes of reading instruction built into each elementary school's schedule above the state average. In addition, the Low 300 schools extended day of thirty minutes daily will meet the Florida House Bill 5101.

Data Analysis- collect and disaggregate student data to use to guide implementation of standards.

Vocabulary Analysis- used to increase understanding and connection to grade level content

Collaborative Structures- student accountable talk will be used to increase authentic student engagement

Content Area Literacy Learning Block- provide multiple exposure of informational/non-fiction text

### **Strategy Purpose(s)**

- Core Academic Instruction

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

Alvarez, Elizabeth, [alvaree1@collierschools.com](mailto:alvaree1@collierschools.com)

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

The below mentioned data will be reviewed with grade level teams and individual teachers to review areas of strength and need. Based on the analysis, instructional adjustments will be made and additional supports will be assigned.

Monthly Team Data Chats to include:

Grade level core assessment data

Tier II and Tier III Data

Classroom Data to include:

iReady

Running Records

Fluency

District Assessments to include:

Quarterly Benchmarks

FAIR

## 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***

At Lake Trafford we welcome all students, including our entering Pre-Kindergarten and Kindergarten students, prior to school with a "Meet the Teacher" event. During this time students meet all members of the Building Leadership Team, their classroom teacher, and related arts teachers.

Prekindergarten Transition to Kindergarten

During the last quarter of the Prekindergarten school year, teachers should begin to discuss kindergarten with children daily.

Teachers can co-plan activities with Kindergarten teachers, such as a visit to a kindergarten classroom, possibly involving the children in a fun activity together.

During the fourth quarter, parents should be asked if they have any concerns regarding kindergarten. Teachers should offer information about kindergarten registration, and give suggestions about how parents can help to get their child ready for kindergarten during the summer months.

Curriculum Support:

1. Children's books about Kindergarten (See Parent Handbook and Calendar)
2. The Kindergarten Survival Handbook - Offers appropriate activities to distribute to families, such as Teacher activities, tips or suggestions for parents to do with their child on specific skills to help get them get ready for Kindergarten (available in Spanish).

Starting in May, Pre K Student Transition Cards need to be completed for every child and submitted to the school's administrative team.

TRANSITION FROM EARLY CHILDHOOD PROGRAMS TO ELEMENTARY SCHOOL

- Inform parents of readiness skills during Kindergarten Round-Up. (Required)
- Offer preschool programs and collaborate with kindergarten teachers regarding grade level expectations.

Families are provided information for 5th to 6th Grade transition. 5th grade students receive a presentation from the middle school and offered a question and answer session to address any concerns. 5th grade students are provided assistance with the 6th Grade course selection process, PBS/behavioral expectations, and general procedures of middle school.

Building Administrators and the Guidance Counselor are available for students struggling with transitioning from one school/level to another.

### 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***

Lake Trafford will host a Career and College Day in February. This event will promote an awareness of possible career routes and the action steps students must take to achieve their chosen career. Local professionals will be on site to present and encourage students to establish and pursue career and college goals.

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

NA

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

NA

**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**

NA

## 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.** Teacher questions and teacher/student and/or student/student discourse will demonstrate a level of rigor, i.e., cognitive complexity, deep understanding and knowledge consistent with the demands of content standards. If we increase student engagement through rigorous and meaningful discourse during instructional delivery, then students will increase proficiency on the annual statewide assessments in all content areas.

## 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.** Teacher questions and teacher/student and/or student/student discourse will demonstrate a level of rigor, i.e., cognitive complexity, deep understanding and knowledge consistent with the demands of content standards. If we increase student engagement through rigorous and meaningful discourse during instructional delivery, then students will increase proficiency on the annual statewide assessments in all content areas. **1a**

 G038535

**Targets Supported** **1b**

Indicator	Annual Target
AMO Reading - All Students	59.0

**Resources Available to Support the Goal** **2**

- District Curriculum Maps Textbook/Techbook Gifted Department Kagan Structures Academic Coaches iReady Florida Standards and Item Specs documents State writing rubrics District developed student friendly rubrics District Coordinators Administrators State DA Team

**Targeted Barriers to Achieving the Goal** **3**

- Limited opportunity for authentic collaborative engagement using cognitively complex discourse and questioning.

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

Monitor lesson plans  
Observe execution of lesson plans through classroom observations  
Student work samples and discussions with students

**Person Responsible**

Elizabeth Alvarez

**Schedule**

Daily, from 9/8/2014 to 6/3/2015

**Evidence of Completion**

Structured, rigorous questions scripted within lesson plans Questions embedded in delivery of instruction Students are held accountable for extended response to questions Teacher probes for additional information as appropriate

## 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.** Teacher questions and teacher/student and/or student/student discourse will demonstrate a level of rigor, i.e., cognitive complexity, deep understanding and knowledge consistent with the demands of content standards. If we increase student engagement through rigorous and meaningful discourse during instructional delivery, then students will increase proficiency on the annual statewide assessments in all content areas. **1**

 G038535

**G1.B1** Limited opportunity for authentic collaborative engagement using cognitively complex discourse and questioning. **2**

 B092534

**G1.B1.S1** Teachers will design questions and provide opportunities for students to develop a deeper understanding of content. **4**

 S103451

### Strategy Rationale

By engaging students in cognitively complex activities and providing opportunities for student discourse, comprehension of grade level standards will increase.

### Action Step 1 **5**

Teams will collaborate to design student questions which require a deeper student understanding of content and include the questions in lesson plans and instructional practices.

### Person Responsible

Elizabeth Alvarez

### Schedule

Daily, from 9/8/2014 to 6/3/2015

### Evidence of Completion

Lesson Plans Classroom Observations Student Work Samples/Academic Journals  
Observed Student Discourse and Collaboration Student Portfolio Pieces Exemplars with  
Teacher Feedback Formal and Informal Assessment Data Student and Teacher use of  
Interactive Word Walls Student Discourse/Accountable Talk

### Action Step 2 5

Offer teacher the opportunities to conduct instructional rounds

**Person Responsible**

Paula Bryant

**Schedule**

Semiannually, from 10/1/2014 to 6/5/2015

**Evidence of Completion**

Classroom observations, specific data look fors, calendar of participants

### Action Step 3 5

Professional development on the new Florida standards

**Person Responsible**

Genette Rincon

**Schedule**

Quarterly, from 8/7/2014 to 6/5/2015

**Evidence of Completion**

Sign in sheets and agendas

### Action Step 4 5

Unpack the standards to ensure alignment in lesson plans

**Person Responsible**

Genette Rincon

**Schedule**

Weekly, from 8/25/2014 to 6/5/2015

**Evidence of Completion**

Lesson plans

**Action Step 5** 5

Writing integrated through all subjects

**Person Responsible**

Genette Rincon

**Schedule**

Weekly, from 10/7/2014 to 6/5/2015

***Evidence of Completion***

Writing exemplars, science notebooks, reading response journals, informal writing such as exit tickets

**Action Step 6** 5

Teachers will support students with core instruction and deeper understanding of the standards

**Person Responsible**

Genette Rincon

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Resource teacher schedule and lesson plans

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

CTEM observations  
 Administrator and Academic Coach in attendance during Weekly Collaborative Planning  
 Review and feedback of lesson plans  
 Student Data Chats  
 Teacher Data Chats  
 Student Journals and Work Samples  
 Assessment Data

**Person Responsible**

Elizabeth Alvarez

**Schedule**

Daily, from 9/8/2014 to 6/3/2015

**Evidence of Completion**

Student performance and work samples Observation of increased discourse (teacher-student, student-student, student-teacher)

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

CTEM Observations  
 Teacher's Focused Feedback  
 Increased Accountable Talk and Engagement as observed  
 Student Portfolio Artifacts

**Person Responsible**

Elizabeth Alvarez

**Schedule**

Daily, from 9/8/2014 to 6/3/2015

**Evidence of Completion**

CTEM Look Fors Report Analysis Student Work

**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	Teams will collaborate to design student questions which require a deeper student understanding of content and include the questions in lesson plans and instructional practices.	Alvarez, Elizabeth	9/8/2014	Lesson Plans Classroom Observations Student Work Samples/Academic Journals Observed Student Discourse and Collaboration Student Portfolio Pieces Exemplars with Teacher	6/3/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Feedback Formal and Informal Assessment Data Student and Teacher use of Interactive Word Walls Student Discourse/Accountable Talk	
G1.B1.S1.A2	Offer teacher the opportunities to conduct instructional rounds	Bryant, Paula	10/1/2014	Classroom observations, specific data look fors, calendar of participants	6/5/2015 semiannually
G1.B1.S1.A3	Professional development on the new Florida standards	Rincon, Genette	8/7/2014	Sign in sheets and agendas	6/5/2015 quarterly
G1.B1.S1.A4	Unpack the standards to ensure alignment in lesson plans	Rincon, Genette	8/25/2014	Lesson plans	6/5/2015 weekly
G1.B1.S1.A5	Writing integrated through all subjects	Rincon, Genette	10/7/2014	Writing exemplars, science notebooks, reading response journals, informal writing such as exit tickets	6/5/2015 weekly
G1.B1.S1.A6	Teachers will support students with core instruction and deeper understanding of the standards	Rincon, Genette	8/18/2014	Resource teacher schedule and lesson plans	6/5/2015 daily
G1.MA1	Monitor lesson plans Observe execution of lesson plans through classroom observations Student work samples and discussions with students	Alvarez, Elizabeth	9/8/2014	Structured, rigorous questions scripted within lesson plans Questions embedded in delivery of instruction Students are held accountable for extended response to questions Teacher probes for additional information as appropriate	6/3/2015 daily
G1.B1.S1.MA1	CTEM Observations Teacher's Focused Feedback Increased Accountable Talk and Engagement as observed Student Portfolio Artifacts	Alvarez, Elizabeth	9/8/2014	CTEM Look Fors Report Analysis Student Work	6/3/2015 daily
G1.B1.S1.MA1	CTEM observations Administrator and Academic Coach in attendance during Weekly Collaborative Planning Review and feedback of lesson plans Student Data Chats Teacher Data Chats Student Journals and Work Samples Assessment Data	Alvarez, Elizabeth	9/8/2014	Student performance and work samples Observation of increased discourse (teacher-student, student-student, student-teacher)	6/3/2015 daily

## 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.** Teacher questions and teacher/student and/or student/student discourse will demonstrate a level of rigor, i.e., cognitive complexity, deep understanding and knowledge consistent with the demands of content standards. If we increase student engagement through rigorous and meaningful discourse during instructional delivery, then students will increase proficiency on the annual statewide assessments in all content areas.

**G1.B1** Limited opportunity for authentic collaborative engagement using cognitively complex discourse and questioning.

**G1.B1.S1** Teachers will design questions and provide opportunities for students to develop a deeper understanding of content.

### **PD Opportunity 1**

Teams will collaborate to design student questions which require a deeper student understanding of content and include the questions in lesson plans and instructional practices.

#### **Facilitator**

Academic Coaches District Gifted Department

#### **Participants**

Instructional Staff Academic Coaches Administrators

#### **Schedule**

Daily, from 9/8/2014 to 6/3/2015

### **PD Opportunity 2**

Offer teacher the opportunities to conduct instructional rounds

#### **Facilitator**

School-based Administration

#### **Participants**

Instructional staff

#### **Schedule**

Semiannually, from 10/1/2014 to 6/5/2015

### **PD Opportunity 3**

Unpack the standards to ensure alignment in lesson plans

#### **Facilitator**

Genette Rincon, Arlinda Rodriguez, Jenna Jones, and Chuck Krause

#### **Participants**

Instructional staff

#### **Schedule**

Weekly, from 8/25/2014 to 6/5/2015

### **PD Opportunity 4**

Writing integrated through all subjects

#### **Facilitator**

Kathy Christianson

#### **Participants**

Instructional staff

#### **Schedule**

Weekly, from 10/7/2014 to 6/5/2015

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Teacher questions and teacher/student and/or student/student discourse will demonstrate a level of rigor, i.e., cognitive complexity, deep understanding and knowledge consistent with the demands of content standards. If we increase student engagement through rigorous and meaningful discourse during instructional delivery, then students will increase proficiency on the annual statewide assessments in all content areas.	89,974
<b>Grand Total</b>	<b>89,974</b>

**Goal 1: Teacher questions and teacher/student and/or student/student discourse will demonstrate a level of rigor, i.e., cognitive complexity, deep understanding and knowledge consistent with the demands of content standards. If we increase student engagement through rigorous and meaningful discourse during instructional delivery, then students will increase proficiency on the annual statewide assessments in all content areas.**

Description	Source	Total
<b>B1.S1.A1</b> - LTE's Title I Budget would allow for \$1789.59 to be used to pay for 6 Guest Teachers, over a 3 day period, in support of a half day Writer's Workshop Training for all K-5 instructional staff.	Title I Part A	0
<b>B1.S1.A1</b> - Funding will be utilized to support the after school Excel Learning Program. Excel Learning Program will support approximately 100, grades 2-5 students. This program will be taught by 3 teachers and 1 academic coach.	Title I Part A	0
<b>B1.S1.A3</b> - Voluntary professional development opportunities targeting specific instructional practices and resources. to increase teacher capacity to provide rigorous and differentiated instruction. Five 2 hour sessions. Maximum ten teachers	Title I Part A	531
<b>B1.S1.A5</b> - Writer's Workshop training. Funds required for guest teachers.	School Improvement Funds	1,790
<b>B1.S1.A6</b> - 1.0 Reading Resource Teacher	SIG 1003(a)	87,653
<b>Total Goal 1</b>		<b>89,974</b>