

The School District of Lee County

Trafalgar Middle School



2015-16 School Improvement Plan

Trafalgar Middle School

2120 TRAFALGAR PKWY, Cape Coral, FL 33991

<http://tfm.leeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	34%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	36%

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 is pending approval by the Lee County School Board.

SIP Authority and Template

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

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

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

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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

The purpose of Trafalgar Middle School is to provide all students relevant educational opportunities that develop skills, knowledge, attitudes, and character to be a productive, responsible citizen.

Provide the school's vision statement

Trafalgar Middle School strives to be a world class school creating an environment for every learner to realize his/her highest personal potential, understand commitment to community, and compete in a global workforce.

School Environment

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

The student population at Trafalgar Middle School is approximately 900 students, reflecting a diverse population of Hispanic, Black, Asian, White and Multi-racial students. Trafalgar Middle School meets the needs of this diverse population offering bilingual, gifted, varying exceptionalities inclusion, autistic, emotional/behavioral disorders, and Life Skills classes. At the beginning of each school year, our teachers spend the first month of school getting to know students through a variety of team building activities. For example, many teachers involve students in interest inventories, cooperative learning activities, letter writing to administrators, and other activities designed to build relationships between administrators, teachers, and students. These relationship-building activities continue throughout the year as teachers meet in professional learning communities weekly to work collaboratively to help students, meet with parents for conferences, and meet individually with students as needed.

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

Faculty and staff consistently encourage students to be respectful, responsible, and resourceful members of their school community. Through our Positive Behavioral System (PBS) we regularly reward students for making good choices. Also, bully prevention lessons are taught to all students through our guidance department in order to help students learn how to address potential bullying at school. Various staff members are available to meet with students for peer counseling as needed. Additionally, school safety is paramount at Trafalgar Middle School. The first week of school students participate in a School Safety Day, where safety procedures are taught, practiced, and reviewed throughout the day. Various safety drills are practiced throughout the school year to ensure that all students know how to behave in case of an emergency before, during, and after school. Students also attend grade-level, school-wide expectation assemblies led by the administrative team at the beginning of the year to learn about PBS, rewards, and recognition.

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

Trafalgar Middle School is in its third year as a Positive Behavior Support (PBS) school. Our faculty and staff consistently encourage students to be respectful, responsible, and resourceful members of their school community. One method we utilize is a student planner which requires the student to become responsible, improve organizational skills, and monitor their own assignments and assessments. Included in the student planner is a Discipline Crew Card to monitor minor behavior infractions. An online program called Classroom Dojo provides a clear protocol for disciplinary incidents and the consequence for each incident. For more severe discipline infractions, our staff follows provisions outlined in the Lee County Code of Conduct. TMS is a Silver Model school for Positive Behavior Support (PBS). Through this program, we regularly reward students for making good choices as by providing a Positive Crew Card, Caught-Ya Slips, and Positive Student Referrals. Both staff and students are given an overview of these discipline expectations at the start of each school these and a discipline flow chart is followed by staff members to ensure that this system is fairly and consistently enforced.

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

Faculty and staff have high expectations for students and believe that all students can learn and excel. Through weekly professional learning communities, teachers collaborate on best practices to meet the needs all students. Additional time in classes, Strategies for Success (parent and student night for academic success), after school tutoring, and QUEST (learning lunches) are offered to students in need of extra academic support. Our guidance department and teachers provide many social-emotional support systems to students. Some examples of these support systems include: regular guidance meetings with students, bully awareness training for students, a mentoring program for students, Kids Night Out (Autism Spectrum Events), Family Math Night, and Multi-Tiered System of Support (MTSS) meetings. Additionally, students are recognized for their successes through: Honor Roll Breakfast, Students of the Month, Do the Right Thing Award, and Positive Discipline Referrals.

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

Trafalgar Middle School has numerous early warning systems in place in ensure student success. Attendance is monitored carefully to address students with high absentee rates. Parents are systematically contacted when students have more than two days of an unexcused absence, and the school social worker visits families when students have a very high number of absences. Additionally, students discipline records are monitored to keep track of students with numerous school suspensions and administrators or guidance counselors arrange family meetings if needed. Student progress reports are sent home regularly through weekly grade reports, interim reports (every 4.5 weeks), and report cards (every 9 weeks). Students who are failing one or more courses meet with their guidance counselor or administrator and are provided extra time to improve their coursework by attending the QUEST or are recommended for after school tutoring. Students who are not proficient in the state standards according to district checkpoints in English Language Arts or mathematics are considered for additional time (94 minutes daily) of enrichment instruction in their area of need. The Multi-Tiered System of Support (M.T.S.S.) Team meets regularly with parents to assist students who have academic or behavioral concerns.

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
	6	7	8	
Attendance below 90 percent	13	19	34	66
One or more suspensions	28	26	22	76
Course failure in ELA or Math	12	13	10	35
Level 1 on statewide assessment	0	0	0	
Not reading on grade level	110	88	82	280
	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
	6	7	8	
Students exhibiting two or more indicators	2	2	3	7

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

The Multi-Tiered System of Support (M.T.S.S.) Team meets regularly with parents to assist students who have academic or behavioral concerns. Teachers gather data on targeted areas where students need support, apply specific teaching strategies to help scaffold students, and meet regularly with the M.T.S.S. Team, parents, and student to evaluate students' progress. Additionally, students are often assigned staff mentors who meet with them on a regular basis to help support their success and offer guidance as needed. A further strategy employed by the school is that staff meets weekly in Professional Learning Communities (P.L.C.'s) to identify students exhibiting two or more early warning indicators, collaboratively work together to implement strategies to improve student performance, and monitor this student data on a regular basis. All staff members work collectively to monitor attendance, academics, and behavior progress for identified students.

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

Studies have shown the benefits of parental involvement in a child's education, Trafalgar Middle strives to provide numerous opportunities for parents to get involved at various times of the day and evening. Trafalgar Middle School uses a plethora of communication strategies to keep families updated about their students' progress, including: regular newsletters, our school website, teacher websites, teacher emails, positive phone calls, our marquee, Classroom Dojo that sends electronic

communication to parents regarding student behavior. S.A.C. (School Advisory Council), parent teacher conferences, ParentLink (grade and attendance reports), M.T.S.S., and I.E.P. meetings, Family Math Night, Strategies for Success, awards ceremonies, interim reports, reports cards, and student-led conferences. We also encourage parent volunteers to visit our campus and become involved in academic programs, sports, arts, and club activities on a regular basis, so that parents feel part of the Trafalgar family.

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

Trafalgar Middle School seeks out strong community partnerships to secure resources to support student achievement in many ways. Business leaders are invited to attend our School Advisory Council (SAC) and volunteer meetings. School-wide needs are presented and members of the community are asked to contribute financial, advertising, or other means of support. We invite community members to participate in school events and later recognize them (school newsletter, marquee, SAC meetings, etc.) for their contribution. For example, as a Positive Behavior Support (P.B.S.) school, several businesses have donated funds to help us to purchase student prizes and school-wide signs for our P. B. S. rules. Another example of a strong partnership with the local community is with the Trafalgar Middle School Garden Club. The mission of the Garden Club is to plant, grow, maintain, and harvest vegetables in order to provide for the less fortunate. Community members donated the time, resources, and financial support to get it off the ground. This popular school club encourages hands-on learning, service work, community involvement, and real world applications.

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
Galbreath, Michael	Principal
Cort-Mora, Michelle	Assistant Principal
Culleton-Burchers, Mary	Guidance Counselor
Kellams-Berger, Noel	Teacher, K-12
McKinnon, Kathy	Teacher, K-12
Cain, Leigh Ann	Instructional Coach
Mayne, Carol	Teacher, K-12
West, Karen	Teacher, K-12
Clawson, Quinton	Teacher, K-12

Duties

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

- The roles and responsibilities of the Principal Advisory Council (PAC) are as follows:
- Assists the principal in making decisions to govern the school (shared decision making)
 - Ensures a focus on learning and continuous improvement
 - Guides the work of the collaborative teams

- Supports and monitors the work of the collaborative teams
- Serves as the steward of the school's mission, vision, core values (commitments)
- Monitors achievement, climate, and satisfaction data to assure that the learning environment is producing results consistent with the school's stated goals
- Identifies gaps in performance or processes and plans for their improvement
- Aligns school's work with the district and classroom
- Provides vision for both academic and behavioral success
- Plans, implements, and monitors the progress of school improvement
- Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development, and procedures
- Charged in problem-solving and making decisions regarding student achievement, including interventions, schedules, training, support and communication.
- Attend Team meetings to collaborate on & monitor students who are struggling
- Implement interventions for students receiving supplemental and intensive supports
- Collect school-wide data for team to use in determining at-risk students
- Facilitate implementation of the MTSS problem-solving process
- Provide or coordinate valuable and continuous professional development

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

The Principal Advisory Council assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Cortney Hamilton	Parent
Shannon Cipriani	Parent
Brigid Schultz	Parent
Marjorie Altidor	Parent
Rosemary Teague	Parent
Nadine Goodman	Parent
Kim Bisbe	Parent
Sarah Simon	Parent
Angela Pfeiffer	Parent
Matt Pfeiffer	Business/Community
Maria Peiret	Parent
Jim Thomas	Parent
Maria Thomas	Parent
Sindia Perez	Parent
Krissy Simone	Parent
Tami Traiger	Parent
Lisa Holman	Parent
Dania Carrillo	Parent
Luz Arendondo	Education Support Employee
Hedy Anne Burgess	Education Support Employee
Douglas Mullins	Business/Community
Maria Callis	Teacher
Christine Austin	Teacher
Mary Culleton-Burchers	Teacher
Carol Mayne	Teacher
Leigh Ann Cain	Teacher
Heather Fraller	Teacher
Michael Galbreath	Principal
Michelle Cort-Mora	Principal
Anna Siemen	Teacher
	Student

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 SAC will assist in the evaluation of last year's school improvement plan to determine the degree to which each goal was met.

Development of this school improvement plan

The SAC will assist in the preparation of the School Improvement Plan by reviewing data to help in determining goals.

Preparation of the school's annual budget and plan

The SAC will give advice to assist in the preparation of the school's annual budget.

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

School Improvement funds will be spent to directly support school improvement goals when/if the funds are allocated to schools.

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
Cain, Leigh Ann	Teacher, K-12
Galbreath, Michael	Principal
Ayala, Cristy	Teacher, K-12
Coleman, Donna	Teacher, ESE
Reilly, Kathleen	Teacher, K-12
Mazon, Dave	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will meet monthly to determine needs based on the district's reading checkpoints. The purpose of these meetings will be to analyze the data obtained and identify resources for necessary interventions to increase student learning gains and acquisition of reading comprehension skills. The team will be working to help implement reading strategies in content area classes, increase engagement, and differentiate instruction.

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

Teachers meet once each week before school to participate in Professional Learning Communities (PLC) organized by the department and the grade level to which they belong. Additionally, teachers have common planning and lunch times by department. Teachers are encouraged to share instructional strategies and analyze student data during these times.

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

Trafalgar Middle School is always looking for highly qualified and certified teachers to teach our students. The method of recruitment is defined based on area of need. Trafalgar Middle School prides its reputation of being an "A" school within the district . One of our recruitment efforts is to partner with the local colleges and universities by hosting interns to work at our school. In addition Trafalgar Middle School believes in "Growing our own" by hiring college students to work as paraprofessionals within our school. Our goal is to provide experiences that help groom these young educators to become teachers in our schools.

The principal is responsible for partnering new teachers or teachers with less than 3 years experience with veteran staff. Assistant principals design the school schedule to insure same subject area teachers have common planning. Assistant principals strategize for teaming to occur by having mentors in neighboring classrooms.

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

Our school has a school-wide mentoring program that aligns with the district's APPLES program. Each mentor works with administration to coordinate all mentoring activities on our campus. The school's mentors attended Clinical Educator workshops where they were trained by the district staff development staff. Once the school year begins the new teacher meets weekly with the mentor to discuss processes and procedures. The APPLES program clearly establishes a process for pre-conference and post-conference sessions to debrief lessons. Quinton Clawson, who is a new teacher to our school, is paired with Leigh Ann Cain. Leigh Ann is the Reading department head and Reading Coach. She is experienced at our school. Quinton is starting his first year of teaching at our school. Both have common planning and scheduling.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The school ensures its core instructional programs and materials are aligned to Florida's standards by only adopting instructional programs and materials that are on the approved state adoption list from the Florida Department of Education once they have been thoroughly reviewed and approved by a district adoption committee.

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 school uses information from all of the following to identify specific needs of individual students: baseline data, progress monitoring, Standards Aligned District Checkpoints. Professional development will be provided during teachers' common planning time, Wednesday's professional development, whole group and small sessions will occur throughout the year during planning times. Enrichment instruction for 94 minutes in reading and 94 minutes in math is provided each day of the week. Teaching areas will focus on weaknesses demonstrated on progress monitoring and formative assessments. In addition, our school provides additional time during lunch for students to get caught up in their subject area work.

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: 47,700

Students participate in academic and social activities during the before or after school programs. The programs are run by a certified teacher who is in constant communication with instructional staff to insure the students are succeeding in their academic classes. Understanding the value that health plays in a child's achievement in school, the students are given opportunities to engage in physical activities as well.

Strategy Rationale

The rationale for using this strategy is that through additional time spent on differentiation and reteaching, with a certified teacher, to focus on areas of need identified by the regular classroom teacher will lead to improved student achievement.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Galbreath, Michael, michaelrga@leeschools.net

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

Throughout the year student performance is monitored through grades and overall emotional well being. The true measure of effectiveness will be done by student achievement on the Florida Standards Assessment test.

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

Trafalgar Middle School ensures that the guidance department provides students with their academic history and information to encourage college or career readiness. Teachers have students keep portfolios with dividers to help organizational skills. They also use Cornell note taking skills when students need to document important facts that are taught. These experiences will further encourage the students in setting higher goals for their education and career

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

Students track monthly Lexile levels using Achieve 3000 to track their College and Career Readiness. Students take interest-based elective courses. Students High school guidance counselors meet with the eighth graders to insure their educational plan allows for the student's individual goals to be met.

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

Students are placed in a variety of classes to ensure exposure to various careers that apply skills being taught in core academic classes. From courses such as Computer Applications, ChromeBook Cohort, Nutrition, Culinary Arts and Career Planning, Newspaper, Yearbook, Gardening, and Fishing and Boating, the students see first hand the value of their education in a real-life setting. Core academic and exploratory teachers work hand in hand to interweave skills through common grade professional learning communities.

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

Students have the opportunity to take high school courses such as Algebra 1 Honors and French. The school's percentage of students passing the end of course exams have been well above the district average. All of the high schools' guidance counselors meet with the eighth graders to inform them about the expectations and curriculum needed to be successful post secondary. The school's guidance counselor and teachers are well informed in regards to the AP and DE courses offered at the high school level and encourage students to participate in them.

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

Based on information from the High School Feedback report counselors work diligently with their students to help them choose course work appropriate to help them earn college ready test scores. We offer ongoing academic tutoring and test prep programs to help students achieve their post-secondary goal and to ensure that all students achieve proficiency at each grade level by the time they reach 8th grade. Research has shown that a student who is proficient in 8th grade has a greater chance of success in a college level setting.

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:

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teacher engagement will increase by .2% in the Q12 area of "Recognition last seven days" as measured by the FY16 Gallup teacher engagement survey.

- G2.** 100% of core subject area teachers will track standards and progress monitor using a standards tracking tool during the FY16 as documented by professional learning community minutes.

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 engagement will increase by .2% in the Q12 area of "Recognition last seven days" as measured by the FY16 Gallup teacher engagement survey. 1a

G074351

Targets Supported 1b

Indicator	Annual Target
5Es Score: School Commitment	0.2

Resources Available to Support the Goal 2

- Provide coverage for teachers to visit their colleagues classrooms to allow for recognition.
- Utilize staff meetings, department meeting and whole group PLC to allow time for recognition.
- Draw on the department heads to also model desirable recognition behaviors.

Targeted Barriers to Achieving the Goal 3

- Due to the limited planning periods that teachers have, it is sometimes difficult to visit classrooms of colleagues to provide them with positive feedback.

Plan to Monitor Progress Toward G1. 8

Administration will send out weekly survey with voting buttons to solicit feedback whether or not staff gave or received recognition within past week.

Person Responsible

Michael Galbreath

Schedule

Weekly, from 10/1/2015 to 6/6/2016

Evidence of Completion

Staff responses will be collected on a Google Sheets document.

G2. 100% of core subject area teachers will track standards and progress monitor using a standards tracking tool during the FY16 as documented by professional learning community minutes. 1a

G074352

Targets Supported 1b

Indicator	Annual Target
Effective Teachers (Performance Rating)	100.0

Resources Available to Support the Goal 2

- Utilize the expertise of Small Focus Groups to develop a standards tracking document for content areas by grade level.
- Train the trainer workshops to ensure consistency.
- Incorporate standards based training into monthly Whole Staff PLCs and allow for question and answer sessions.
- Track teacher utilization in weekly Small Focus Group PLCs.

Targeted Barriers to Achieving the Goal 3

- Teachers do not have a consistent system for tracking systems data school wide.
- Apprehension of using technology for tracking standards due to lack of professional development.

Plan to Monitor Progress Toward G2. 8

Administration will be monitoring Small Focus Group PLC minutes to track progress toward goal

Person Responsible

Michael Galbreath

Schedule

Weekly, from 10/1/2015 to 6/6/2016

Evidence of Completion

Administration will review Small Focus Group PLC minutes, Google Sheets, or other electronic documents and will provide follow-up with staff who need additional Professional Development in standards tracking.

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 engagement will increase by .2% in the Q12 area of "Recognition last seven days" as measured by the FY16 Gallup teacher engagement survey. **1**

 G074351

G1.B1 Due to the limited planning periods that teachers have, it is sometimes difficult to visit classrooms of colleagues to provide them with positive feedback. **2**

 B194088

G1.B1.S1 Encourage recognition of staff at least every seven days as modeled by administration. **4**

 S205601

Strategy Rationale

If administration models desirable behavior, then staff will emulate them.

Action Step 1 **5**

Share this goal with the staff with supporting Gallup documentation.

Person Responsible

Michael Galbreath

Schedule

On 10/1/2015

Evidence of Completion

Outlook voting email voting response tool

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

Person Responsible

Michael Galbreath

Schedule

Weekly, from 11/1/2015 to 11/1/2015

Evidence of Completion

The following week's survey should include a larger participation factor.

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

We will monitor tool weekly and provide recognition to those who voted "No"

Person Responsible

Michael Galbreath

Schedule

Evidence of Completion

The following week's survey should include a larger participation factor.

G2. 100% of core subject area teachers will track standards and progress monitor using a standards tracking tool during the FY16 as documented by professional learning community minutes. 1

G074352

G2.B1 Teachers do not have a consistent system for tracking systems data school wide. 2

B194089

G2.B1.S1 The Small Focus Group PLC teams will develop a standards tracking document that can be used in their content area by grade level. 4

S205602

Strategy Rationale

TMS staff values the expertise of PLCs to provide guidance for standards tracking.

Action Step 1 5

Small Focus Group PLCs will collaborate and develop a progress monitoring system for tracking standards for their content area by grade level.

Person Responsible

Michael Galbreath

Schedule

On 11/1/2015

Evidence of Completion

Standards tracking document in Google sheets or other electronic form

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

Administration will work with Small Focus Group PLCs to receive feedback on teachers level of confidence.

Person Responsible

Michelle Cort-Mora

Schedule

On 11/1/2015

Evidence of Completion

Staff use of Google sheets or other electronic documentation

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

If standards are being tracked effectively an increase in student achievement should be evident.

Person Responsible

Michelle Cort-Mora

Schedule

On 6/6/2016

Evidence of Completion

Weekly Small Focus Group PLC data assessment will reveal increased student achievement.

G2.B2 Apprehension of using technology for tracking standards due to lack of professional development.

2

 B194090

G2.B2.S1 Small Focus Group PLCs will develop standards tracking documents that can be used in their content areas. 4

 S205603

Strategy Rationale

TMS staff values the expertise of Small Focus Group PLCs to provide guidance for standards tracking.

Action Step 1 5

The Small Focus Group PLCs will develop a monthly after school training for those who need additional support

Person Responsible

Michael Galbreath

Schedule

Weekly, from 10/1/2015 to 6/6/2016

Evidence of Completion

Staff will begin to build confidence in the use of tracking standards electronically

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administration will monitor the use of Google Sheets or other electronic documents to determine utilization.

Person Responsible

Michael Galbreath

Schedule

On 6/6/2016

Evidence of Completion

Quarterly reports submitted by Small Focus Group PLCs.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Person Responsible

Schedule

Evidence of Completion

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	Share this goal with the staff with supporting Gallup documentation.	Galbreath, Michael	10/1/2015	Outlook voting email voting response tool	10/1/2015 one-time
G2.B1.S1.A1	Small Focus Group PLCs will collaborate and develop a progress monitoring system for tracking standards for their content area by grade level.	Galbreath, Michael	10/1/2015	Standards tracking document in Google sheets or other electronic form	11/1/2015 one-time
G2.B2.S1.A1	The Small Focus Group PLCs will develop a monthly after school training for those who need additional support	Galbreath, Michael	10/1/2015	Staff will begin to build confidence in the use of tracking standards electronically	6/6/2016 weekly
G1.MA1	Administration will send out weekly survey with voting buttons to solicit feedback whether or not staff gave or received recognition within past week.	Galbreath, Michael	10/1/2015	Staff responses will be collected on a Google Sheets document.	6/6/2016 weekly
G1.B1.S1.MA1	We will monitor tool weekly and provide recognition to those who voted "No"	Galbreath, Michael	The following week's survey should include a	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			larger participation factor.		
G1.B1.S1.MA1	[no content entered]	Galbreath, Michael	11/1/2015	The following week's survey should include a larger participation factor.	11/1/2015 weekly
G2.MA1	Administration will be monitoring Small Focus Group PLC minutes to track progress toward goal	Galbreath, Michael	10/1/2015	Administration will review Small Focus Group PLC minutes, Google Sheets, or other electronic documents and will provide follow-up with staff who need additional Professional Development in standards tracking.	6/6/2016 weekly
G2.B1.S1.MA1	If standards are being tracked effectively an increase in student achievement should be evident.	Cort-Mora, Michelle	11/1/2015	Weekly Small Focus Group PLC data assessment will reveal increased student achievement.	6/6/2016 one-time
G2.B1.S1.MA1	Administration will work with Small Focus Group PLCs to receive feedback on teachers level of confidence.	Cort-Mora, Michelle	10/1/2015	Staff use of Google sheets or other electronic documentation	11/1/2015 one-time
G2.B2.S1.MA1	[no content entered]			one-time	
G2.B2.S1.MA1	Administration will monitor the use of Google Sheets or other electronic documents to determine utilization.	Galbreath, Michael	10/1/2015	Quarterly reports submitted by Small Focus Group PLCs.	6/6/2016 one-time

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 engagement will increase by .2% in the Q12 area of "Recognition last seven days" as measured by the FY16 Gallup teacher engagement survey.

G1.B1 Due to the limited planning periods that teachers have, it is sometimes difficult to visit classrooms of colleagues to provide them with positive feedback.

G1.B1.S1 Encourage recognition of staff at least every seven days as modeled by administration.

PD Opportunity 1

Share this goal with the staff with supporting Gallup documentation.

Facilitator

Leigh Ann Cain/ Michelle Cort-Mora

Participants

Whole staff

Schedule

On 10/1/2015

G2. 100% of core subject area teachers will track standards and progress monitor using a standards tracking tool during the FY16 as documented by professional learning community minutes.

G2.B1 Teachers do not have a consistent system for tracking systems data school wide.

G2.B1.S1 The Small Focus Group PLC teams will develop a standards tracking document that can be used in their content area by grade level.

PD Opportunity 1

Small Focus Group PLCs will collaborate and develop a progress monitoring system for tracking standards for their content area by grade level.

Facilitator

Small Focus Group PLCs

Participants

Whole staff

Schedule

On 11/1/2015

G2.B2 Apprehension of using technology for tracking standards due to lack of professional development.

G2.B2.S1 Small Focus Group PLCs will develop standards tracking documents that can be used in their content areas.

PD Opportunity 1

The Small Focus Group PLCs will develop a monthly after school training for those who need additional support

Facilitator

Leigh Ann Cain/ Michelle Cort-Mora

Participants

Whole staff

Schedule

Weekly, from 10/1/2015 to 6/6/2016

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	Share this goal with the staff with supporting Gallup documentation.	\$0.00
2	G2.B1.S1.A1	Small Focus Group PLCs will collaborate and develop a progress monitoring system for tracking standards for their content area by grade level.	\$0.00
3	G2.B2.S1.A1	The Small Focus Group PLCs will develop a monthly after school training for those who need additional support	\$0.00
			Total: \$0.00