

The School District of Lee County

# Trafalgar Middle School



2016-17 Schoolwide Improvement Plan

# Trafalgar Middle School

2120 TRAFALGAR PKWY, Cape Coral, FL 33991

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

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 6-8	No	59%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

## School Grades History

<b>Year</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>
<b>Grade</b>	A	A*	A	A

*\*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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Trafalgar Middle School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

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

Trafalgar Middle School strives to be a world class middle school.

#### 2. School Environment

##### a. 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 915 students, reflecting a diverse population of Hispanic, Black, Asian, White and Multi-racial students. Trafalgar Middle School meets the needs of our diverse population by offering support to students who are bilingual, gifted, monitored through the MTSS (Multi-Tiered System of Supports) process and classified through exceptional student education. 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.

##### b. 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, bullying 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. Restorative practices are also utilized through the use of peer mediators. Additionally, school safety is paramount at Trafalgar Middle School. During the first weeks 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.

##### c. 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 fourth 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 Discipline Crew Card, which requires the student to become responsible for their own actions, to monitor minor behavior infractions. For more severe discipline infractions, our staff follows provisions outlined in the Lee County Code of Conduct. The information on both minor and major infractions are tracked in an online program called Castle. Through the PBS program, we regularly reward students for making good choices by providing a Positive Crew Card, Caught-Ya Slips, Student Kudos and Positive Student Referrals. Both staff and students are given an overview of discipline expectations at the start of each school year. A discipline flow chart is followed by staff members to ensure that this system is fairly and consistently enforced.

**d. 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 of 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, bullying awareness training for students, a mentoring program for students, 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.

### 3. Early Warning Systems

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

**a. 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 to 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, student's discipline records are monitored to keep track of students with numerous school suspensions, and administrators or guidance counselors arrange family meetings if needed. Parents have access to student progress reports 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. They are provided extra time to improve their coursework by attending QUEST. Some students are also recommended for after school tutoring. Students who are not proficient in the state standards, based on Florida Standards Assessments in English Language Arts or Mathematics, are considered for additional time (47 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.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	21	38	26	0	0	0	0	85
One or more suspensions	0	0	0	0	0	0	41	66	23	0	0	0	0	130
Course failure in ELA or Math	0	0	0	0	0	0	18	22	4	0	0	0	0	44
Level 1 on statewide assessment	0	0	0	0	0	0	62	51	93	0	0	0	0	206
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	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	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	1	5	17	0	0	0	0	23

**c. 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.) 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.

**B. Family and Community Engagement**

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

**1. 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. Â§ 6314(b)(1)(F).

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

No

**1. PIP Link**

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

**2. Description**

Studies have shown the benefits of parental involvement in a child's education, Trafalgar Middle School 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, Google Classrooms, teacher emails, positive phone calls, our marquee, 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.

**2. 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 and 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 financially, through advertising, or other means of support. We invite community members to participate in school events and provide them with recognition for their contribution through the school newsletter, marquee, SAC meetings and other forms of social media. For example, as a Positive Behavior Support (P.B.S.) school, several businesses have donated funds to help purchase student prizes and school-wide signs for our P. B. S. rules. Another example of a strong partnership with the local community is through the Trafalgar Middle School Agricultural Science class. The mission of the Agricultural Science class is to plant, grow, maintain, and harvest vegetables in order to provide for the less fortunate. Community members donate time, resources, and provide financial support to help maintain the school gardens. This popular class encourages hands-on learning, service work, community involvement, and real world applications.

**C. Effective Leadership**

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

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Galbreath, Michael	Principal
Borel, Darcia	Assistant Principal
Beckman, Kevin	Assistant Principal
Callis, Maria	Instructional Coach
West, Karen	Teacher, K-12
Culleton-Burchers, Mary	School Counselor
Ayala, Cristy	Teacher, K-12
Sass, Kim	Instructional Coach
Goddard, Bridget	Teacher, K-12
Cauble, Rachel	Teacher, K-12
Griffin, Sean	Teacher, K-12
Graf, Marti	Teacher, K-12
Kellams, Nadine	Teacher, K-12

**b. Duties**

**1. 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

**2. 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.

**2. School Advisory Council (SAC)**

**a. Membership**

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

Name	Stakeholder Group
Karina Lewin	Student
Hedy Anne Burgess	Education Support Employee
Christine Austin	Teacher
Mary Culleton-Burchers	Education Support Employee
Michael Galbreath	Principal
Chuck Shuman	Business/Community
Nicole Buzzelli	Parent
Charlotte Goebel	Parent
Paul Chaplow	Business/Community
Nadine Goodman	Parent
Darcia Borel	Education Support Employee
Dyane Rodriguez	Parent
Maria Callis	Teacher
Julian Garcia	Business/Community

### b. Duties

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

*a. 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.

*b. 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.

*c. 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.

**2. 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.

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

Yes

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

### 3. Literacy Leadership Team (LLT)

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Callis, Maria	Instructional Coach
Galbreath, Michael	Principal
Reilly, Kathleen	Teacher, K-12
Mazon, Dave	Teacher, K-12
Beckman, Kevin	Assistant Principal
Clawson, Quinton	Teacher, K-12
Borel, Darcia	Assistant Principal
Kotovskiy, Pam	Teacher, K-12
Hardcastle, Barbara	Teacher, K-12
Rea, Mary	Teacher, K-12

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

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.

**D. Public and Collaborative Teaching**

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

**1. 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.

**2. 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 administrative team is responsible for partnering new teachers or teachers with less than 3 years experience with veteran staff. Assistant principals design the master schedule to insure same subject area teachers have common planning and encourage teaming by having mentor/mentee teachers in

neighboring classrooms.

### **3. 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.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

##### ***1. 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.

#### **b. Instructional Strategies**

##### ***1. 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, STAR data. 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 47 minutes in reading and 47 minutes in math is provided each day. Teaching areas will focus on weaknesses demonstrated on progress monitoring and formative assessments. Extra support is provided to students during lunch in core academic areas.

##### ***2. 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:** 48,600

Students participate in academic and social activities during the before or after school programs. The programs are directed by school personnel who is in 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 school personnel, 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.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

**1. 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.

**b. College and Career Readiness**

**1. 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.

**2. 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, Yearbook, Gardening, and Fishing/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.

**3. 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.

**4. 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.

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. 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:

*No files were uploaded*

#### 2. 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.

### B. 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.

**C. Strategic Goals**



## 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.** All teachers will provide instructional delivery to students in multiple, differentiated levels of intensity based on data.
- G2.** The school will monitor student progress and provide supports necessary for academic and behavioral success when needed.

## Strategic Goals Detail

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

**G1.** All teachers will provide instructional delivery to students in multiple, differentiated levels of intensity based on data. 1a

G082948

**Targets Supported** 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	12.0

**Targeted Barriers to Achieving the Goal** 3

- Students with disabilities often face difficulties with comprehension and struggle with the time needed to process the information they are learning.
- Students who score in the lowest 25% often have poor work habits, poor attendance, language barriers, disabilities, poor computation skills, discipline difficulties, and a lack of parental support.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Grade level and department meetings to share classroom strategies and differentiated lessons
- In-house resources including ESE teachers, Reading Coach, and Behavior Specialist
- Positive Behavior Support Systems
- Intensive math and reading classes

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

Assessment of lexile levels, STAR Reading and Math data, Castle data tracking, teacher observation, work samples, checkpoints from curriculum

**Person Responsible**

Michael Galbreath

**Schedule**

Weekly, from 8/10/2016 to 5/26/2017

**Evidence of Completion**

Lesson plans, FSA tests, STAR Test data, student portfolios

**G2.** The school will monitor student progress and provide supports necessary for academic and behavioral success when needed. 1a

G082949

**Targets Supported** 1b

Indicator	Annual Target
Students in sixth grade exhibiting two or more EWS indicators	100.0

**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

**Resources Available to Help Reduce or Eliminate the Barriers** 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 quarterly Whole Staff PLCs and allow for question and answer sessions.
- Track teacher utilization in weekly Small Focus Group PLCs.

**Plan to Monitor Progress Toward G2.** 8

Administration will monitor Small Focus Group PLC minutes to track progress toward the goal.

**Person Responsible**

Michael Galbreath

**Schedule**

Quarterly, from 8/10/2016 to 5/26/2017

**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.** All teachers will provide instructional delivery to students in multiple, differentiated levels of intensity based on data. **1**

 G082948

**G1.B1** Students with disabilities often face difficulties with comprehension and struggle with the time needed to process the information they are learning. **2**

 B219914

**G1.B1.S1** Classroom teachers will collaborate with in-house resources such as ESE Teachers, Reading Coach, and Behavior Specialist. **4**

 S232176

### Strategy Rationale

Through collaboration, students will be provided consistent support in academics and behavior to scaffold their learning.

### Action Step 1 **5**

School personnel will meet during common planning times to discuss strategies for differentiation and instruction.

#### Person Responsible

Michael Galbreath

#### Schedule

Weekly, from 8/10/2016 to 5/26/2017

#### Evidence of Completion

Focus Group PLC Facilitation Sheet

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

Attendance will be monitored by administration.

**Person Responsible**

Michael Galbreath

**Schedule**

Weekly, from 8/10/2016 to 5/26/2017

**Evidence of Completion**

Focus Group PLC Facilitation Sheets will be submitted to Administration.

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

Teacher observation, student work samples, teacher and curriculum assessments.

**Person Responsible**

Michael Galbreath

**Schedule**

Weekly, from 8/10/2016 to 5/26/2017

**Evidence of Completion**


STAR Reading and Math data, FSA Tests, student work samples

**G1.B2** Students who score in the lowest 25% often have poor work habits, poor attendance, language barriers, disabilities, poor computation skills, discipline difficulties, and a lack of parental support. **2**

 B219915

**G1.B2.S1** Staff receives training in and implements Positive Behavior Supports and Restorative Justice.

**4**

 S232177

### **Strategy Rationale**

Through the use of Positive Behavior Supports and Restorative practices, teachers will work with students to reduce discipline difficulties.

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

Staff receives training in Positive Behavior Supports and Restorative Justice

#### **Person Responsible**

Kevin Beckman

#### **Schedule**

Semiannually, from 8/10/2016 to 5/26/2017

#### ***Evidence of Completion***

Attendance records

### **Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6****

Lesson plans will reflect differentiated strategies being utilized to eliminate barriers impeding student success.

#### **Person Responsible**

Michael Galbreath

#### **Schedule**

Weekly, from 8/10/2016 to 5/26/2017

#### ***Evidence of Completion***

Lesson plans

## Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Student work samples will provide proof of growth in mastering concepts being taught, teachers will use formative assessments to measure student achievement of each standard compared to district averages, reteaching will occur on an as needed basis.

### Person Responsible

Michael Galbreath

### Schedule

Weekly, from 8/10/2016 to 5/26/2017

### Evidence of Completion

Formative assessments, informal assessments, student portfolios, lesson plans

**G2.** The school will monitor student progress and provide supports necessary for academic and behavioral success when needed. 1

G082949

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

B219916

**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

S232178

### 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

Monthly, from 8/10/2016 to 5/26/2017

### 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**

Michael Galbreath

**Schedule**

Monthly, from 8/10/2016 to 5/26/2017

***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**

Michael Galbreath

**Schedule**

Monthly, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

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



**G2.B2** Apprehension of using technology for tracking standards **2**

 B219917

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

 S232179

**Strategy Rationale**

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

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

Teachers will be offered a quarterly morning training on student progress monitoring through standards tracking.

**Person Responsible**

Michael Galbreath

**Schedule**

Quarterly, from 8/10/2016 to 5/26/2017

**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**

Quarterly, from 8/10/2016 to 5/26/2017

**Evidence of Completion**

Quarterly reports submitted by Small Focus Group PLCs.

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

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

**Person Responsible**

Michael Galbreath

**Schedule**

Quarterly, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

FSA scores, curriculum assessments, teacher observations, student portfolios

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.MA1 M300628	Assessment of lexile levels, STAR Reading and Math data, Castle data tracking, teacher observation,...	Galbreath, Michael	8/10/2016	Lesson plans, FSA tests, STAR Test data, student portfolios	5/26/2017 weekly
G2.MA1 M300633	Administration will monitor Small Focus Group PLC minutes to track progress toward the goal.	Galbreath, Michael	8/10/2016	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.	5/26/2017 quarterly
G1.B1.S1.MA1 M300624	Teacher observation, student work samples, teacher and curriculum assessments.	Galbreath, Michael	8/10/2016	STAR Reading and Math data, FSA Tests, student work samples	5/26/2017 weekly
G1.B1.S1.MA1 M300625	Attendance will be monitored by administration.	Galbreath, Michael	8/10/2016	Focus Group PLC Facilitation Sheets will be submitted to Administration.	5/26/2017 weekly
G1.B1.S1.A1 A297035	School personnel will meet during common planning times to discuss strategies for differentiation...	Galbreath, Michael	8/10/2016	Focus Group PLC Facilitation Sheet	5/26/2017 weekly
G1.B2.S1.MA1 M300626	Student work samples will provide proof of growth in mastering concepts being taught, teachers will...	Galbreath, Michael	8/10/2016	Formative assessments, informal assessments, student portfolios, lesson plans	5/26/2017 weekly
G1.B2.S1.MA1 M300627	Lesson plans will reflect differentiated strategies being utilized to eliminate barriers impeding...	Galbreath, Michael	8/10/2016	Lesson plans	5/26/2017 weekly
G1.B2.S1.A1 A297036	Staff receives training in Positive Behavior Supports and Restorative Justice	Beckman, Kevin	8/10/2016	Attendance records	5/26/2017 semiannually
G2.B1.S1.MA1 M300629	If standards are being tracked effectively an increase in student achievement should be evident.	Galbreath, Michael	8/10/2016	Monthly Small Focus Group PLC data assessment will reveal increased student achievement.	5/26/2017 monthly
G2.B1.S1.MA1 M300630	Administration will work with Small Focus Group PLCs to receive feedback on teachers level of...	Galbreath, Michael	8/10/2016	Staff use of Google sheets or other electronic documentation	5/26/2017 monthly
G2.B1.S1.A1 A297037	Small Focus Group PLCs will collaborate and develop a progress monitoring system for tracking...	Galbreath, Michael	8/10/2016	Standards tracking document in Google sheets or other electronic form	5/26/2017 monthly
G2.B2.S1.MA1 M300631	If standards are being tracked effectively an increase in student achievement should be evident.	Galbreath, Michael	8/10/2016	FSA scores, curriculum assessments, teacher observations, student portfolios	5/26/2017 quarterly
G2.B2.S1.MA1 M300632	Administration will monitor the use of Google Sheets or other electronic documents to determine...	Galbreath, Michael	8/10/2016	Quarterly reports submitted by Small Focus Group PLCs.	5/26/2017 quarterly
G2.B2.S1.A1 A297038	Teachers will be offered a quarterly morning training on student progress monitoring through...	Galbreath, Michael	8/10/2016	Staff will begin to build confidence in the use of tracking standards electronically	5/26/2017 quarterly

## V. Professional Development Opportunities

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

**G1.** All teachers will provide instructional delivery to students in multiple, differentiated levels of intensity based on data.

**G1.B1** Students with disabilities often face difficulties with comprehension and struggle with the time needed to process the information they are learning.

**G1.B1.S1** Classroom teachers will collaborate with in-house resources such as ESE Teachers, Reading Coach, and Behavior Specialist.

### PD Opportunity 1

School personnel will meet during common planning times to discuss strategies for differentiation and instruction.

#### Facilitator

Darcia Borel/Kim Sass/Maria Callis

#### Participants

Whole staff

#### Schedule

Weekly, from 8/10/2016 to 5/26/2017

**G1.B2** Students who score in the lowest 25% often have poor work habits, poor attendance, language barriers, disabilities, poor computation skills, discipline difficulties, and a lack of parental support.

**G1.B2.S1** Staff receives training in and implements Positive Behavior Supports and Restorative Justice.

### PD Opportunity 1

Staff receives training in Positive Behavior Supports and Restorative Justice

#### Facilitator

Kim Sass/Mary Culleton-Burchers/Kevin Beckman

#### Participants

Whole Staff

#### Schedule

Semiannually, from 8/10/2016 to 5/26/2017

**G2.** The school will monitor student progress and provide supports necessary for academic and behavioral success when needed.

**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**

Monthly, from 8/10/2016 to 5/26/2017

**G2.B2** Apprehension of using technology for tracking standards

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

**PD Opportunity 1**

Teachers will be offered a quarterly morning training on student progress monitoring through standards tracking.

**Facilitator**

Heather Aide/Michael Galbreath

**Participants**

Whole staff

**Schedule**

Quarterly, from 8/10/2016 to 5/26/2017

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	School personnel will meet during common planning times to discuss strategies for differentiation and instruction.	\$0.00
2	G1.B2.S1.A1	Staff receives training in Positive Behavior Supports and Restorative Justice	\$0.00
3	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
4	G2.B2.S1.A1	Teachers will be offered a quarterly morning training on student progress monitoring through standards tracking.	\$0.00
<b>Total:</b>			<b>\$0.00</b>