

The School District of Lee County

# Trafalgar Elementary School



2016-17 Schoolwide Improvement Plan

## Trafalgar Elementary School

1850 SW 20TH AVE, Cape Coral, FL 33991

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

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	58%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	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 Elementary 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.

Our mission is to inspire our students to think and learn.

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

To provide a quality education in a safe and well-managed environment.

#### 2. School Environment

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

During the summer months, all incoming Kindergarten students are tested to determine their level of ability and readiness for school. This year we used STAR EL as an additional tool. At that time, the parents complete a questionnaire about home activities and previous school experience. The administrator who administers the assessment talks with the parent about how to help at home and what skills need to be reinforced. The administrator conducting the assessment interacts directly with the student and begins to learn about the student's learning style and personality.

Each classroom begins the school year with team-building and class-building activities so the students can get to know their peers. There are a variety of Kagan structures the teachers use for this, including Find Someone Who. Classrooms are set up so that the students work in groups of 3 or 4, which facilitates the use of Kagan Cooperative Learning.

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

Our school has an emergency response plan in place that provides the procedures in emergency situations. Members of the emergency response team review the plan and procedures. There is only one entrance into our school once the school day has begun. That entrance is through the front office, which is monitored by staff at all times. All visitors and volunteers on our campus must present identification and receive a yellow sticker to be worn at all times. The visitors and volunteers are required to check out when they leave and turn in their yellow sticker. Per district and state rules, we perform all the required safety drills.

We have a well-structured before and after school program that provides a variety of physical activities, as well as support for homework. Students are monitored by trained staff and safety measures are taken to ensure safety. We keep a one entrance policy during the after school hours.

##### 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.

We are a Positive Behavior Support (PBS) school. We have four expectations for our students: Be Respectful, Be Responsible, Be Safe and Be a Learner. These expectations are displayed in each classroom, hallways, computer labs, cafeteria, office and PE. PBS is supported by a PBS committee which meets monthly to discuss student needs, reward systems, and discipline. We follow the school district's student code of conduct for all serious offenses. Within our classrooms, we have a school-wide behavior color chart that allows for movement up and down on the system depending on

behavior. Our staff is provided with training on PBS each year and throughout the year, the PBS committee is charged with sharing important information. At the beginning of each year, students participate in PBS assemblies to review expectations. Mid-year, a refresher assembly is done for all students.

If a student begins to display behavioral issues, the MTSS team meets to discuss the issues and determine if a plan is needed. Students in the MTSS process are closely monitored and individual needs are addressed.

**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.**

We have a full-time school counselor who is accessible by all students and teachers. The school counselor provides guidance classes to all grade levels and determines topics based on teacher request and student need. She also provides small group and individual counseling to students to improve behavior or help with personal, school or home issues. She works closely with the social worker to ensure that our families needs are met.

Character Education is addressed through the guidance classes as well.

We have a mentoring program in place also for students who may be struggling academically or socially. The mentors provide guidance and support for students when needed or on a specific schedule. The mentors are adults on the school campus, not just classroom teachers.

We are a Leader in Me school. We teach and encourage individuals to lead using their strengths. Many tasks that were completed by staff members in the past are now completed by students using their talents. We also host a Leadership Roundup every six weeks which are clubs sponsored by teachers during the school day. Students selected the club they wished to participate in based on their interests.

**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**

1. Increase volunteer hours
2. Increase family involvement in our PTO.
3. Teachers will use ParentLink to communicate with families.
4. School will continuously use ParentLink to keep families informed of student progress
5. School will continuously use social media to keep the community informed of events, activities and news from our school.

**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.**



ParentLink training will be provided to all teachers. ParentLink will be one way for teachers to keep families up to date on student progress and other important information. Social media sites and our school website will be continuously updated with news, events and activities occurring at the school. Information is also shared with the district, which is shared through social media, news media outlets and local newspapers. All school volunteers and business partners participate in an orientation session aimed at building positive relationships. Our PTO uses Volunteer Spot, a networking website, to recruit, maintain and update volunteer opportunities within the school. We are a 5 Star School and a Golden School award winner for the school/community partnership. These awards recognize the over 10,000 volunteer hours and the community activities in which we participate.

## 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
Fainer, Ann	Principal
Milstein, Jennifer	Assistant Principal
Bisbe, Kym	Instructional Media
Eva, Kathy	Instructional Coach
Zaiser, Jill	Instructional Coach
Bombassaro, Tony	Teacher, K-12
Campion, Staci	Teacher, K-12
Caneer, Shawn	Teacher, K-12
Hurley, Lynna	Teacher, K-12
Matsko, John	Teacher, ESE
Rea, Mary	Teacher, K-12
Zawisza, Michaela	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 members of the leadership "superstars" team meet on a weekly basis to discuss SIP goals, student and teacher needs, disseminate new district information, curriculum information and plan how these pieces are to be shared with the staff. This team looks at collected school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs to support implementation. Agendas and minutes are kept for these meetings.

The leadership team meets monthly or bi-monthly to discuss SIP goals, student and teacher needs.

Principal/Assistant Principal

Share important district information with the team. Assign personnel to complete tasks:



- Provide or coordinate valuable and continuous professional development
  - Assign curriculum coaches to implement intervention
  - Conduct classroom Walk-throughs to monitor instruction and progress
- Assign Kagan coaches to coach teachers with Kagan Structures

Jill Zaiser-Reading Coach/MTSS- specializes/coordinates with K-5

Kathy Eva- Instructional coach- specializes/coordinates with third thru fifth grades

Kym Bisbe- specializes/coordinates with K-5

**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.**

Using data such as FSA, STAR Reading and STAR Math, Performance Matters data, the leadership team selects programs and professional development and provides support for successful implementation in the classrooms. SAI monies are utilized to provide a teacher that will work with Tier II and Tier III students. Student performance is monitored quarterly through the use of STAR assessments. Teachers meet with administration quarterly to discuss student progress. Students who are not making expected progress will receive targeted intervention through WIN and differentiated instruction with highly qualified personnel. Teachers meet to celebrate accomplishments as well as provide specific interventions when needed. Leadership works to develop a climate where teachers feel trusted and trust the decisions of the principals.

Students are celebrated quarterly at principals parties for following rules and striving to be the best learners they can be. They are also celebrated monthly for showing improvements in the classroom at the principals picnics. Students are recognized quarterly for Honor roll and meeting AR goals.

Title II funds are used to secure professional development for staff. The professional development is strictly tied to student achievement and progress monitoring. These funds will be used to secure a trainer from Core Connections to provide training to teachers on writing in response to text and creative writing. Teachers will be coached to address individual student needs. This process is a continuous process throughout the school year.

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

### **a. Membership**

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

Name	Stakeholder Group
Cooper Bisbe	Student
Kym Bisbe	Teacher
Ann Fainer	Principal
Lori Lohr	Teacher
Helen Garcia-Valdez	Teacher
Debbie Suhrie	Teacher
Alexandra Sanchez	Teacher
Jennifer Milstein	Teacher
Jane Perry	Teacher
Jim Perry	Business/Community
Doreen Filipiak	Parent
Nancy Feather	Teacher
Marcie Shaynak	Parent
Kelly Robertson	Parent
Jen Busold	Parent
Jennifer Andoscia	Parent
Laura Cruz	Teacher
Kristen Kerans	Teacher
Kathryn Pollock	Teacher
Susan Milner	Parent
Kathy Eva	Teacher
Karla Jennings	Education Support Employee
	Student

## 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 percent of students scoring proficient on the FSA Math test will increase 3% from the 2015 test scores to the 2016 FSA Math scores.

In 2015, 72% of students scored proficient. In 2016, 68% of students scored proficient.

The percent of students scoring proficient on the District STAR/STAR Early Literacy test will increase from 55% in the fall of 2015 to 91% in the spring of 2016 for grades K-2. The percent of students scoring proficient for the STAR test will increase from 61% in the fall of 2015 to 88% in spring 2016 for 3-5 grades.

In 2015, 72% of students met or exceeded standards in Science. Our goal was to increase by 3%. We did not make this goal. In 2016 68% of our fifth grade students met or exceeded standards.

#### **b. Development of this school improvement plan**

SAC members work with the school team to create the SIP using crucial data. The staff viewed or draft goals and gave input during the beginning of September 2016. During our initial SAC meeting, members review the SIP and are provided the opportunity to ask questions, make recommendations and approve revisions prior to voting and reaching consensus on the approval or revocation of the drafted SIP.

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

Summer planning with the leadership team PLC and administrative team planning brainstormed school wide PD needs and secured some trainers for writing and PLC training for all teachers. Training needs are assessed monthly with the leadership PLCs.

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

School Improvement Funds are not available at this time.

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

No

*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
Bisbe, Kym	Instructional Media
Eva, Kathy	Instructional Coach
Zaiser, Jill	Instructional Coach
Fainer, Ann	Principal
Milstein, Jennifer	Assistant Principal

**b. Duties**

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

Closely monitor the Tier II and III students to make sure they are making progress in reading. Plan professional development opportunities to further train our teachers on the CCSS. Review reading data using Performance Matters and STAR, formative assessments, Castle and teacher input to determine specific needs for targeted students.

Classroom Teacher

- Keep ongoing progress monitoring notes and weekly data points in a MTSS folder (curriculum assessments, STAR or EL, or FSA scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend MTSS Team meetings to collaborate on & monitor students who are struggling every 8 weeks
- Implement interventions designed by MTSS Team for students in Tier II & III
- Deliver instructional interventions with fidelity
- Provide ELL interventions at all tiers

Instructional coaches and Specialist and Media specialist- Jill Zaiser, Kathy Eva and Kym Bisbe

- Implement Tier II & III interventions at some grade levels
- Keep progress monitoring notes & anecdotal of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist – Jill Muller

- Completes Communication Skills screening for students unsuccessful with MTSS students that have been identified as having communication issues
- Assist with Tier II & III interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

School Psychologist - Jenny (Wolvin)

- Attend MTSS Team meetings on all students in Tier III
- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Testing students in Tier III that have been identified

ESE Teachers

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

Specialist (Behavior, OT, PT, ASD)

- Consult with MTSS Team
- Provide staff trainings

Social Worker

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

Principal/Assistant Principal

- Facilitate implementation of MTSS in our building
- Provide or coordinate valuable and continuous professional development
- Assign curriculum coaches to implement intervention
- Conduct classroom Walk-Throughs to monitor instruction and progress

John Matsko-behavior chairperson- attends MTSS district trainings and shares with the team.  
Notifies parents and holds MTSS behavior meetings

Jennifer Milstein ESOL/ELL Representative

- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork

Jill Zaiser-ISS -notifies, conducts meetings to write and revise K-5 MTSS academic documents with teachers and parents.

Crystal Engelhart- guidance counselor -

Assists with planning and/or implementation of intervention strategies for behavior MTSS students in Tiers II and III.

The MTSS Problem-Solving team at Trafalgar Elementary meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order to identify students in need of further

support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student support. The team uses the five-step problem solving process as outlined in the district's MTSS Manual. Data analysis comparison of cohort schools at the district level, classrooms by teacher, and individual student level will be used to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

## **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.**

The master schedule provides daily common planning for all grade levels. Grade levels are required to meet as a PLC to discuss student progress and determine student mastery of standards. Support instructional staff, such as ESE, and Reading support, arrange time in their schedule to meet with the grade levels to which they are assigned to participate in the PLCs. Grade level chairs also use this common planning time to hold grade level meetings and share information gleaned from Leadership meetings. Administrators attend PLCs and help support the PLC process.

ESE teachers co-teach with general education teachers in the classroom. Pull out services are given to address testing needs or individual needs. Reading and math support also co-teach with the classroom teachers during specific blocks of time in our intensive classes.

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

1. Preschool meeting with all teachers new to Trafalgar Elementary. Focus of the meeting is to review school policies and procedures, and review instructional staff handbook.

Persons Responsible:

Principal

Assistant Principal

Curriculum Specialist

2. New teachers or new teachers to Trafalgar are assigned peer mentors and meet regularly.

Persons Responsible:

Assistant Principal

3. Regular Meetings of new teachers with the administration and curriculum specialist.

Persons Responsible:

Principal

Assistant Principal

Curriculum Specialist

4. Active Volunteer Program that provides support in the classroom with adults working with students.

Persons Responsible:

Volunteer Coordinator

Teachers

Parents

Administrators

5. Adult support (paraprofessionals) working daily with students in all grade level classrooms.

Persons Responsible:

Administrators

Paraprofessionals

6. Strong partnership with our PTO resulting in teachers writing mini-grants for additional materials and funding for their classrooms.

Persons Responsible:

Teachers

PTO President and Board

Administrators

7. Staff will participate in professional development and professional learning communities to plan for the implementation of the Florida State Standards.

Administrators

Curriculum Specialist

Math/Language

Arts/Reading/Writing/Data

trainers

Ongoing

Provide RtI/MTSS support for students not succeeding academically and/or behaviorally.

Reading Coach

Guidance Counselor

Behavior Specialist

Teacher Mentors

Ongoing

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

1. At Trafalgar Elementary School, our new teachers are assigned a teacher mentor. The teacher mentors are teachers on the same grade level and are required to meet with the new teachers at least weekly, and perform the requirements as outlined in the schools district's APPLES new teacher program.
2. New teachers are given an orientation during the pre-school week to familiarize them with the school, procedures, handbook, campus and any issues/concerns they may have.
3. New teachers are given the opportunity to observe other teachers.

## **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.***

Trafalgar Elementary uses the state selected reading program (Reading Street) and Go Math! for math curriculum. National Geographic and P-Sell are used for science and McGraw Hill Florida Social Studies. We follow district guidelines and academic plans. Teachers plan in PLC's weekly to ensure that materials and lessons are aligned to Florida Standards. Selected teacher leaders participate in District required professional development to bring back to school and share with staff. Administration monitors lesson plans, attends grade level PLCs, and purchases materials necessary to support Florida standards.

#### **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 PLC process is designed to identify areas in which students are struggling early and provide intervention as soon as a need arises. Students are grouped on a weekly basis based on the results of formative assessments on specific standards. Those students who have not yet mastered a specific standard are given intervention strategies from the reading series to reinforce and reteach skills. Students who have already mastered standards are given enrichment through projects, deepening of the skills and higher level passages on which to apply skills. In PLCs, teachers address the 4 Key Questions:

What do we want students to learn?  
How do we know if they learned it?  
What will we do if they haven't learned it?  
What will we do if they have?

**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:** 1,260

The extended day program is a twice weekly program for 3rd graders who are struggling in Reading. The teachers of the program have identified weaknesses and designed lessons to reteach and enhance the learning of the necessary skills.

#### **Strategy Rationale**

The purpose of the extended day program is to provide targeted, reteaching strategies to students who have not yet mastered grade level skills. Certified classroom teachers are the instructors in the program and research-based curriculum is used.

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

- Core Academic Instruction
- Teacher collaboration, planning and professional development

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

Fainer, Ann, annwf@leeschools.net

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

Students begin the program with a pre-test. All students will take the same assessment. Teachers will then score and determine the skills with the greatest need. Formative assessments will be used by teachers frequently to determine student progress toward mastery. At the end of the program, students will take a post-test and the state test. Overall student learning gains and state test scores will be the indicator of effectiveness.

## **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.**



Prior to the start of the school year, an orientation session is held to familiarize incoming kindergarten and new to our school students and families with the expectations of the new school year. A separate Meet Your Teacher event is held for incoming Kindergarten students and families a few days before school starts. This event serves to help families become familiar with procedures and meet their child's new teacher with a smaller crowd.

During the summer prior to their entry to our school, each student is given a reading assessment of Kindergarten skills. The assessment covers letter names/sounds, blending, phonological awareness, print/letter knowledge, and basic school readiness.

#### **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.**

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

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

**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.**

## **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

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

## Strategic Goals Summary

- G1.** Trafalgar Elementary will use results of assessments to improve individual student performance and also to improve the instructional program.
- G2.** The percentage of SREF Operational Deficiencies will increase to 100% completion by 2016-2017.

## 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.** Trafalgar Elementary will use results of assessments to improve individual student performance and also to improve the instructional program. **1a**

 G083015

### Targets Supported **1b**

Indicator	Annual Target
ELA Achievement District Assessment	100.0

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

- Lack of common formative assessments

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

- District trainings
- District and school personal to advise
- Websites and consumable books
- Professional development
- Common planning time
- PLCs

**G2.** The percentage of SREF Operational Deficiencies will increase to 100% completion by 2016-2017. 1a

G083016

**Targets Supported** 1b

Indicator	Annual Target
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**Targeted Barriers to Achieving the Goal** 3

- The clinic has been written up with a violation consistently due to not having the required beds for the capacity of our school. The square footage in the clinic is too small to accommodate another full size bed.

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

- Building Supervisor
- School Nurse
- Clinic Assistant

## 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.** Trafalgar Elementary will use results of assessments to improve individual student performance and also to improve the instructional program. **1**

 **G083015**

**G1.B1** Lack of common formative assessments **2**

 **B220138**

**G1.B1.S1** Planning days for PLC groups to find and create resources and assessments for teachers and students **4**

 **S232375**

### Strategy Rationale

Teachers need time to create formative assessments and enter them into Performance Matters. Teachers need time to gather resources/ create resources (ie. in Safari) to teach to all levels of students for each standard.

### Action Step 1 **5**

Grade levels meet to plan and take part in professional development

#### Person Responsible

#### Schedule

Quarterly, from 10/18/2016 to 4/28/2017

#### Evidence of Completion

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

We will know if our instructional guidance is successful when we see assessments aligned with state standards so that there is a match between assessments and materials and what the state standards are asking our students to be able to do, understand, and know as measured by adjustments in instructional application of materials during learning walks.

### Person Responsible

Ann Fainer

### Schedule

Quarterly, from 10/18/2016 to 4/28/2017

### Evidence of Completion

Classroom walkthroughs, samples of assessments, PM, curriculum binders, student grade reports, WIN calendars..

## G2. The percentage of SREF Operational Deficiencies will increase to 100% completion by 2016-2017. 1

G083016

**G2.B1** The clinic has been written up with a violation consistently due to not having the required beds for the capacity of our school. The square footage in the clinic is too small to accommodate another full size bed. 2

B220140

## G2.B1.S1 Purchase of a small pediatric bed 4

S232377

### Strategy Rationale

This bed will fit in the small area and provide additional space for students to recover.

## Action Step 1 5

Upon arrival of the ordered pediatric bed, it will be set up in the proper location in the clinic.

### Person Responsible

Ann Fainer

### Schedule

On 10/19/2016

### Evidence of Completion

SREF Inspection Report

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

Follow up SREF inspection

**Person Responsible**

**Schedule**

Semiannually, from 10/20/2016 to 4/28/2017

***Evidence of Completion***

The percentage of SREF Operational Deficiencies ("O") will increase to 100% completion.

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






SREF walk through

**Person Responsible**

**Schedule**

***Evidence of Completion***

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B1.S1.MA1  M301087	SREF walk through		No Start Date		No End Date one-time
G2.B1.S1.A1  A297320	Upon arrival of the ordered pediatric bed, it will be set up in the proper location in the clinic.	Fainer, Ann	10/12/2016	SREF Inspection Report	10/19/2016 one-time
G1.B1.S1.MA1  M301086	We will know if our instructional guidance is successful when we see assessments aligned with state...	Fainer, Ann	10/18/2016	Classroom walkthroughs, samples of assessments, PM, curriculum binders, student grade reports, WIN calendars..	4/28/2017 quarterly
G1.B1.S1.A1  A297318	Grade levels meet to plan and take part in professional development		10/18/2016		4/28/2017 quarterly
G2.B1.S1.MA1  M301088	Follow up SREF inspection		10/20/2016	The percentage of SREF Operational Deficiencies ("O") will increase to 100% completion.	4/28/2017 semiannually



## V. Professional Development Opportunities

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

**G1.** Trafalgar Elementary will use results of assessments to improve individual student performance and also to improve the instructional program.

### **G1.B1** Lack of common formative assessments

**G1.B1.S1** Planning days for PLC groups to find and create resources and assessments for teachers and students

#### **PD Opportunity 1**

Grade levels meet to plan and take part in professional development

##### **Facilitator**

Karen Serrel

##### **Participants**

Grade level teachers and ESE teachers

##### **Schedule**

Quarterly, from 10/18/2016 to 4/28/2017

## 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	Grade levels meet to plan and take part in professional development				\$0.00
2	G2.B1.S1.A1	Upon arrival of the ordered pediatric bed, it will be set up in the proper location in the clinic.				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	7400	519008-OTHER FURNITURE & EQUIPMENT 08	0762 - Trafalgar Elementary School	General Fund		\$250.00
			Notes: Notes			
Total:						\$250.00