



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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### **Trafalgar Elementary School**

1850 SW 20TH AVE  
Cape Coral, FL 33991  
239-283-3043  
<http://tfe.leeschools.net/>

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## School Demographics

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|   |                             |   |
|---|-----------------------------|---|
| <b>School Type</b><br>Elementary School | <b>Title I</b><br>No        | <b>Free and Reduced Lunch Rate</b><br>47% |
| <b>Alternative/ESE Center</b><br>No     | <b>Charter School</b><br>No | <b>Minority Rate</b><br>34%               |

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## School Grades History

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|                     |                     |                     |                     |
|---------------------|---------------------|---------------------|---------------------|
| <b>2013-14</b><br>A | <b>2012-13</b><br>A | <b>2011-12</b><br>A | <b>2010-11</b><br>A |
|---------------------|---------------------|---------------------|---------------------|

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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

| DA Category | Region | RED |
|-------------|--------|-----|
| Not in DA   | N/A    | N/A |

  

| Former F | Post-Priority Planning | Planning | Implementing TOP |
|----------|------------------------|----------|------------------|
| No       | No                     | No       | No               |

## Current School Status

### School Information

#### School-Level Information

##### School

Trafalgar Elementary School

##### Principal

Ann Fainer

##### School Advisory Council chair

Kimberly Bisbe

#### Names and position titles of the School-Based Leadership Team (SBLT)

| Name              | Title                 |
|-------------------|-----------------------|
| Ann Fainer        | Principal             |
| Jennifer Milstein | Assistant Principal   |
| Jill Zaiser       | Curriculum Specialist |
| Kathy Eva         | SAI Support Teacher   |
| Kym Bisbe         | Media Specialist      |
| Tony Bombassaro   | Fifth Grade Chair     |
| Suzanne Wallace   | Fourth Grade Chair    |
| Carrie Trepkowski | Third Grade Chair     |
| Lisa Blanco       | Second Grade Chair    |
| Laura Darley      | First Grade Chair     |
| Ashley Cerbone    | Kindergarten Chair    |
| John Matsko       | ESE Department Chair  |
| Sara Turner       | School Counselor      |

#### District-Level Information

##### District

Lee

##### Superintendent

Dr. Nancy J Graham

##### Date of school board approval of SIP

10/22/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Kimberly Bisbe, SAC co-chair, teacher  
Jennifer Andoscia, SAC co-chair, parent

Ann Fainer, member, principal  
Michelle Platts, DAC rep., parent  
Lisa Martin, DAC alt., parent  
Jennifer Troia, member, parent  
Debra Lane, member, parent  
Lenio Agustin, member, parent  
Tamara Naranjo, member, parent  
Alexandrea Sanchez, member, parent  
Olivia Orth, member, parent  
Wendy Simon, member, parent  
Michelle Best, member, parent  
Kim Purdy, member, parent  
Lisa Caschette, member, parent  
Rick Eva, member, Business member  
Hector Garcia, member, Community Member  
Jill Conforte, member, parent  
Kathy Mangone, member, parent  
Ayeinsa Delgado, member, parent  
Nancy Feather, member, teacher  
Donna Berry, member, teacher  
Debbie Suhrie, member, teacher  
Julianne LaCroix, member, teacher  
Helen Garcia-Valdez, member, teacher

### **Involvement of the SAC in the development of the SIP**

SAC members work with the school team to create the SIP. During a 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.

### **Activities of the SAC for the upcoming school year**

Creation and approval of the SIP  
Reviewing updates on the school's data as it relates to monitoring toward SIP goals.  
Updates on the Professional Development Plan as it relates to monitoring progress and adjusting based on most current data available.  
Updates to instructional practices based upon data trends as they relate to SIP goals.  
Approval or revocation of the recommended use of school improvement funds.

### **Projected use of school improvement funds, including the amount allocated to each project**

School Improvement Funds are not available at this time.

### **Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

### **If not in compliance, describe the measures being taken to comply with SAC requirements**

## **Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Ann Fainer**

Principal

Years as Administrator: 10

Years at Current School: 7

**Credentials**

Degrees:  
 B.S. in Elementary Ed.  
 MA Ed Leadership  
 Certifications:  
 School Principals (all levels)  
 ESOL Endorsed  
 Elementary Education, 1-6  
 Years as Administrator: 10  
 Years at Current School: 7

**Performance Record**

Principal - 20  
 2012-2013 Grade A - 579  
 2011-2012 Grade A - 586  
 Assistant Principal  
 2010-2011 Grade A - 605  
 2009-2010 Grade A - 573  
 2008-2009 Grade A - 625  
 2007-2008 Grade A - 595

**Jennifer Milstein**

Asst Principal

Years as Administrator: 2

Years at Current School: 2

**Credentials**

Degrees:  
 B.S. Elementary Education  
 M.Ed. Special Education  
 Ed.S. Educational Leadership  
 Certifications:  
 Elementary Education (K-6)  
 Middle Grades Integrated Curriculum (5-9)  
 Mentally Handicapped (K-12)  
 Exceptional Student Education (K-12)  
 Educational Leadership (all levels)  
 ESOL endorsement  
 Years as Administrator: 2  
 Years are Current School: 2

**Performance Record**

Teacher at "A" rated schools for 14 years  
 Assistant Principal:  
 2012-2013 Grade A - 579  
 2011-2012 Grade A - 586



**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Kathy Eva**

Full-time / District-based

Years as Coach: 4

Years at Current School: 8

**Areas**

Reading/Literacy, Mathematics, Science, Data

**Credentials**

Masters in Special Ed and Ed Leadership  
 ESOL endorsed  
 Reading endorsed

**Performance Record**

2004-2013 A school and made AYP

**Classroom Teachers**

**# of classroom teachers**

55

**# receiving effective rating or higher**

53, 96%

**# Highly Qualified Teachers**

100%

**# certified in-field**

55, 100%

**# ESOL endorsed**

40, 73%

**# reading endorsed**

8, 15%

**# with advanced degrees**

20, 36%

**# National Board Certified**

3, 5%

**# first-year teachers**

2, 4%

**# with 1-5 years of experience**

4, 7%

**# with 6-14 years of experience**

17, 31%

**# with 15 or more years of experience**

32, 58%

**Education Paraprofessionals**

**# of paraprofessionals**

13

**# Highly Qualified**

13, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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

8. Staff will participate in professional development and professional learning communities to plan for the implementation of the CCSS.

Administrators

Curriculum Specialist

Math/Language

Arts/Reading/Writing/Data

trainers

Ongoing

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

Curriculum Specialist

Guidance Counselor

Ongoing

### **Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Teacher mentoring program/plan, including the rationale for pairings and the 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.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

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 supports. 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.

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Jennifer Milstein-behavior chairperson- she attends MTSS district trainings and shares with the team  
Jill Zaiser-academic chairperson-3rd-5th-she runs the MTSS meeting with both parents and teachers  
Sara Turner- academic chairperson-K-2- apprentice this year  
Classroom Teacher

- Keep ongoing progress monitoring notes and weekly RTI data points in a MTSS folder ( curriculum assessments, STAR or EL, or FCAT 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 9 weeks
- Implement interventions designed by MTSS Team for students in Tier 2 & 3
- Deliver instructional interventions with fidelity
- Provide ELL interventions at all tiers

Reading Specialist and Media specialist- Kathy Eva and Kym Bisbe

- Implement Tier 2 & 3 interventions at some grade levels
- Keep progress monitoring notes & anecdotes of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

- Completes Communication Skills screening for students unsuccessful with MTSS students that have been identified as having communication issues
- Assist with Tier 2 & 3 interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

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

Curriculum Specialist - Jill Zaiser

- Schedule and attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested

Collaborate with RTI team on effective instruction and specific interventions

Assists with planning and/or implementation of intervention strategies

School Psychologist

- Attend MTSS Team meetings on some students in Tier 2 & on all students in Tier 3
- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Testing students in Tier 3 that have been identified

ESE Teacher

- Consult with MTSS Team regarding Tier 3 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 RTI Team

ESOL/ELL Representative

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

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The Lee County School District has developed a comprehensive training plan for faculty and staff. School based MTSS contacts and administrators have been identified and are provided on-going staff

development training regarding the MTSS problem-solving process throughout the school year in the areas of problem identification, instructional best practices, curriculum supports, data analysis, implementation of supplemental and intensive interventions, and behavior management techniques. Additionally, district personnel provide coaching and modeling to assist schools with strategies that are designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Trafalgar Elementary School utilizes the district adopted data management system, Performance Matters. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The Lee County School District has hired District level support personnel to sustain the implementation of the MTSS problem-solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports. These personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources, data analysis, curriculum resources, behavior management techniques, research based practices, and problem solving processes to support the academic and behavioral needs of students within a multi tiered student support system.

### Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Extended Day for All Students**Minutes added to school year:** 1,260

The extended day program is a twice weekly program for 4th and 5th graders who may be 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 Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this 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 FCAT. Overall student learning gains and FCAT scores will be the indicator of effectiveness.

**Who is responsible for monitoring implementation of this strategy?**

Administration and teachers of the program will be responsible for monitoring progress.

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

| <b>Name</b>       | <b>Title</b>          |
|-------------------|-----------------------|
| Ann Fainer        | Principal             |
| Jill Zaiser       | Curriculum Specialist |
| Kathy Eva         | Reading Specialist    |
| Kym Bisbe         | Media Specialist      |
| Jennifer Milstein | Assistant Principal   |
| Jennifer Starkey  | Kg PLC Leader         |
| Debbie Suhrie     | 1st Grade PLC Leader  |
| Lisa Blanco       | 2nd Grade PLC Leader  |
| Carrie Trepkowski | 3rd Grade PLC Leader  |
| Suzanne Wallace   | 4th Grade PLC Leader  |
| Stephanie Wensel  | 5th Grade PLC Leader  |

**How the school-based LLT functions**

The Curriculum Specialist runs the meetings. She shares the information that she receives at the district reading meetings with the team and the team members share this information with their individual grade levels.

**Major initiatives of the LLT**

Monitor the level 1 and 2 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, formative assessments and teacher input to determine specific needs for targeted students.

## Every Teacher Contributes to Reading Instruction

**How the school ensures every teacher contributes to the reading improvement of every student**

## Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

Prior to the start of the school year, an orientation session is held to familiarize 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.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

**Strategies for improving student readiness for the public postsecondary level**

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

| Group                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               | 79%           | 73%           | No          | 81%           |
| American Indian            |               |               |             |               |
| Asian                      |               |               |             |               |
| Black/African American     | 78%           | 53%           | No          | 80%           |
| Hispanic                   | 71%           | 59%           | No          | 74%           |
| White                      | 82%           | 79%           | No          | 84%           |
| English language learners  |               |               |             |               |
| Students with disabilities | 61%           | 34%           | No          | 65%           |
| Economically disadvantaged | 73%           | 64%           | No          | 75%           |

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 114           | 25%           | 40%           |
| Students scoring at or above Achievement Level 4 | 192           | 42%           | 50%           |

#### Florida Alternate Assessment (FAA)

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 |               |               |               |
| Students scoring at or above Level 7   |               |               |               |

#### Learning Gains

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA)       | 205           | 68%           | 72%           |
| Students in lowest 25% making learning gains (FCAT 2.0) | 36            | 57%           | 62%           |



**Comprehensive English Language Learning Assessment (CELLA)**

|  | 2013 Actual #                       | 2013 Actual % | 2014 Target % |
|--|-------------------------------------|---------------|---------------|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) | [data excluded for privacy reasons] |               | 55%           |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)   | [data excluded for privacy reasons] |               | 35%           |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)  | [data excluded for privacy reasons] |               | 20%           |

**Postsecondary Readiness**

|   | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. |               |               |               |

**Area 2: Writing**

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 100           | 78%           | 90%           |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4               |               |               |               |

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

| Group                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               | 78%           | 76%           | No          | 80%           |
| American Indian            |               |               |             |               |
| Asian                      |               |               |             |               |
| Black/African American     | 67%           | 53%           | No          | 70%           |
| Hispanic                   | 76%           | 65%           | No          | 78%           |
| White                      | 78%           | 80%           | Yes         | 81%           |
| English language learners  |               |               |             |               |
| Students with disabilities | 59%           | 41%           | No          | 63%           |
| Economically disadvantaged | 74%           | 66%           | No          | 77%           |

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 135           | 30%           | 40%           |
| Students scoring at or above Achievement Level 4 | 181           | 40%           | 50%           |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 |               |               |               |
| Students scoring at or above Level 7   |               |               |               |

**Learning Gains**

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains  | 232           | 77%           | 80%           |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 65            | 75%           | 79%           |

**Middle School Acceleration**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Middle school participation in high school EOC and industry certifications |               |               |               |
| Middle school performance on high school EOC and industry certifications   |               |               |               |

**Algebra I End-of-Course (EOC) Assessment**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          |               |               |               |
| Students scoring at or above Achievement Level 4 |               |               |               |

**Geometry End-of-Course (EOC) Assessment**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          |               |               |               |
| Students scoring at or above Achievement Level 4 |               |               |               |

**Area 4: Science****Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 54            | 36%           | 40%           |
| Students scoring at or above Achievement Level 4 | 64            | 42%           | 45%           |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 |               |               |               |
| Students scoring at or above Level 7   |               |               |               |

**Middle School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          |               |               |               |
| Students scoring at or above Achievement Level 4 |               |               |               |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 |               |               |               |
| Students scoring at or above Level 7   |               |               |               |

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

|  | 2013 Actual # | 2013 Actual % | 2014 Target |
|--|---------------|---------------|-------------|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 24            |               | 30          |
| Participation in STEM-related experiences provided for students  | 809           | 100%          | 100%        |

**Area 6: Career and Technical Education (CTE)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students enrolling in one or more CTE courses  |               |               |               |
| Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses |               |               |               |
| Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses                              |               |               |               |
| Students taking CTE industry certification exams   |               |               |               |
| Passing rate (%) for students who take CTE industry certification exams                                  |               |               |               |
| CTE program concentrators  |               |               |               |
| CTE teachers holding appropriate industry certifications   |               |               |               |

**Area 8: Early Warning Systems**

**Elementary School Indicators**

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time  | 32            | 2%            | 1%            |
| Students retained, pursuant to s. 1008.25, F.S.   | 27            | 0%            | 0%            |
| Students who are not proficient in reading by third grade   | 8             | 0%            | 0%            |
| Students who receive two or more behavior referrals   | 7             | 0%            | 0%            |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 2             | 0%            | 0%            |

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

1. Increase volunteer hours
2. Increase family involvement in our PTO.

**Specific Parental Involvement Targets**

| Target                          | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---------------------------------|---------------|---------------|---------------|
| Total number of volunteer hours | 9687          |               | 2%            |

**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--------|---------------|---------------|---------------|
|--------|---------------|---------------|---------------|

## Goals Summary

- G1.** All students will routinely engage in reading and comprehension of grade level text across all content areas. Students will write proficiently in response to the text.

## Goals Detail

**G1.** All students will routinely engage in reading and comprehension of grade level text across all content areas. Students will write proficiently in response to the text.

### Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels

### Resources Available to Support the Goal

- Highly Qualified teachers
- District support
- online capabilities
- PLCs
- Administration- instructional leaders
- volunteers/parent involvement.

### Targeted Barriers to Achieving the Goal

- Addressing the needs of individual students

### Plan to Monitor Progress Toward the Goal

Walkthroughs, lesson plans, student grades, formative assessments, monthly grade level data meetings

### Person or Persons Responsible

Leadership team, classroom teachers

### Target Dates or Schedule:

Monthly

### Evidence of Completion:

Baseline, Mid-year and EOY assessments (district and curriculum based)

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** All students will routinely engage in reading and comprehension of grade level text across all content areas. Students will write proficiently in response to the text.

**G1.B4** Addressing the needs of individual students

**G1.B4.S2** Collecting and Analyzing Data- summative and formative

#### **Action Step 1**

Collection of data to develop lessons and strategies to address the needs of individual students. Assign support personnel to assist with small group intervention or enrichment for students.

#### **Person or Persons Responsible**

All teachers and Leadership team

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Completion of lesson plan that describes the intervention/enrichment that will take place every three weeks. Assessments will occur at the end of the three week period to determine the success of the strategies. Adjustments based on formative and summative assessments will be made at that time to address the student needs.

#### **Facilitator:**

Curriculum specialist, District professional development, PLC trained staff

#### **Participants:**

All classroom teachers

### **Plan to Monitor Fidelity of Implementation of G1.B4.S2**

Working with Grade Levels during PLC planning time when considering results of assessments, Using Performance Matters to track progress, Using STAR/STAR Early Literacy to monitor progress, Compass learning, Pinnacle, IXL, Lesson plans,

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Bi-Monthly

#### **Evidence of Completion**

Reports printed from STAR, Pinnacle, IXL, Performance Matters, Compass Learning. Student journals, student writing samples, listening to students read, Walkthroughs

### **Plan to Monitor Effectiveness of G1.B4.S2**

Student success across all content areas, Weekly common formative assessments

#### **Person or Persons Responsible**

Leadership team, classroom teachers, WIN teams

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Reports printed from STAR, Pinnacle, IXL, Performance Matters, Compass Learning. Student journals, student writing samples, listening to students read, Walkthroughs

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 Solution Tree to provide training to teachers on the PLC process, data collection, data analysis and using data and common assessments to address individual student needs. This process is a continuous process throughout the school year.



## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** All students will routinely engage in reading and comprehension of grade level text across all content areas. Students will write proficiently in response to the text.

### **G1.B4** Addressing the needs of individual students

#### **G1.B4.S2** Collecting and Analyzing Data- summative and formative

##### **PD Opportunity 1**

Collection of data to develop lessons and strategies to address the needs of individual students. Assign support personnel to assist with small group intervention or enrichment for students.

##### **Facilitator**

Curriculum specialist, District professional development, PLC trained staff

##### **Participants**

All classroom teachers

##### **Target Dates or Schedule**

Monthly

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

Completion of lesson plan that describes the intervention/enrichment that will take place every three weeks. Assessments will occur at the end of the three week period to determine the success of the strategies. Adjustments based on formative and summative assessments will be made at that time to address the student needs.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

| Goal  | Description   | Total   |
|-------|---|---------|
| G1.   | All students will routinely engage in reading and comprehension of grade level text across all content areas. Students will write proficiently in response to the text. | \$5,016 |
| Total |   | \$5,016 |

### Budget Summary by Funding Source and Resource Type

| Funding Source | Professional Development | Total   |
|----------------|--------------------------|---------|
| Title II       | \$5,016                  | \$5,016 |
| Total          | \$5,016                  | \$5,016 |

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** All students will routinely engage in reading and comprehension of grade level text across all content areas. Students will write proficiently in response to the text.

**G1.B4** Addressing the needs of individual students

**G1.B4.S2** Collecting and Analyzing Data- summative and formative

#### Action Step 1

Collection of data to develop lessons and strategies to address the needs of individual students. Assign support personnel to assist with small group intervention or enrichment for students.

#### Resource Type

Professional Development

#### Resource

Trainer from Solution Tree PLC will provide training for teachers on the PLC process, data collection and analysis and using results to address student needs.

#### Funding Source

Title II

#### Amount Needed

\$5,016