2013-2014 SCHOOL IMPROVEMENT PLAN

Trafalgar Middle School

2120 SW TRAFALGAR PKWY
Cape Coral, FL 33991
239-283-2001
http://tfm.leeschools.net//

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	54%

Alternative/ESE Center	Charter School	Minority Rate
No	No	35%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
A	A	A	A	A

SIP Authority and Template

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

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 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

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

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

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

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 Middle School

Principal
Michael Galbreath

School Advisory Council chair
Sherry Kiesling

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

Name	Title
Dr. Michael Galbreath	Principal
Jamie Reid	Assistant Principal
Dr. Michelle Cort-Mora	Assisant Principal
Nancy Martinez	Math Department Head
Noel Kellams-Berger	Social Studies Department Head
Karen West	Language Arts Department Head
Kathy Cook	Language Arts Department Head
Kathy McKinnon	Science Department Head
Leigh Ann Cain	Reading Department Head

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

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.
SAC Chairperson: Sherry Kiesling
DAC Representative: Brigid Schultz
DAC Representative Alternative: Mary Culleton-Burchers

SAC Recording Secretary: Christine Austin
2013-2014 SAC Members:
Altidor, Marjorie Parent
Arrendondo, Luz Support Staff
Brooks, Kendall Parent
Burgess, Hedy Support Staff
Cain, Leigh Ann Teacher
Egiziaco, Michelle Parent
Galbreath, Michael Administrator
Holman, Lisa Parent
Martinez, Nancy Teacher
Mayne, Carol Teacher
Mckinnon, Donald Community
Perez, Sindia Parent
Pfeiffer, Matt Business
Porthouse, Marilyn Community
Rainwater, Mandie Parent
Rubio, Elisa Community

Involvement of the SAC in the development of the SIP

The SAC will assist in the preparation and evaluation of the School Improvement Plan, will give advice concerning the annual school budget, and will approve the use of the school improvement funds when awarded.

Activities of the SAC for the upcoming school year

1. Develope and analyze school improvement plan
2. Guide implemetations of school board policies
3. Advice on curriculum and assesment
4. Oversee school budget priorities
5. Aide administrators on student discipline, and parent-school communication that promote learning in a positive environment.

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

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

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
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Michael Galbreath		
Principal	Years as Administrator: 12	Years at Current School: 10

Credentials	Ed.D Certified in Ed. Leadership and Social Studies 5-9 School Principal – All Levels Bachelor's Degree in History, a Master's in Education, an Educational Specialist degree in Educational Leadership, and a Doctorate in Organizational Leadership.
Performance Record	Principal of Trafalgar MS in 2012-13. Grade: A Reading Mastery: 71% Math Mastery: 73% Science Mastery: 66% Writing Mastery: 66% Lowest 25% Making Gains in Reading: 75%. Lowest 25% Making Gains in Math: 68% Assistant Principal of Trafalgar MS in 2011-12. Grade: A Reading Mastery: 70% Math Mastery: 74% Science Mastery: 67% Writing Mastery: 89% Lowest 25% Making Gains in Reading: 76%. Lowest 25% Making Gains in Math: 76% 2010-2011 Grade: A Reading Mastery: 77% Math Mastery: 85% Science Mastery: 57% Writing Mastery: 88% AYP: Four sub-groups did not make AYP in Reading (All, Hisp., ED & SWD); SWD did not make AYP in Math 2010-11. 2009-10: Grade: A Reading Mastery: 77% Math Mastery: 76% Science Mastery: 59% Writing Mastery: 96% AYP: Two sub-groups did not make AYP in Reading (ED & SWD); Total Students and SWD did not make AYP in Math. 2008-2009: Grade: A Reading Mastery: 77% Math Mastery: 75% Science Mastery: 57% Writing Mastery: 99% AYP: All sub-groups made AYP in Reading; ED did not make AYP in Math. 2007-08: Grade: A

Reading Mastery:72%
Math Mastery: 76%
Science Mastery: 51%
Writing Mastery: 90%
AYP: All sub-groups made AYP in reading and math
2006-07:
Grade: A
Reading Mastery: 71%
Math Mastery: 71%
Science Mastery: 56%
Writing Mastery: 95%
AYP: ELL, did not make AYP in Reading; SWD, HIS, ED, and ELL did not make AYP in Math.

Jamie Reid		
Asst Principal	Years as Administrator: 4	Years at Current School: 4

Credentials	Masters Degree - Educational Leadership (K-12) Bachelors Degree Environmental Education Certified to teach all subjects grades 1-6 National Board Certified Teacher
Performance Record	Assistant Principal of Trafalgar MS in 2012-13. Grade: A Reading Mastery: 71% Math Mastery: 73% Science Mastery: 66% Writing Mastery: 66% Lowest 25% Making Gains in Reading: 75%. Lowest 25% Making Gains in Math: 68% Assistant Principal of Trafalgar MS in 2011-12. Grade: A Reading Mastery: 70% Math Mastery: 74% Science Mastery: 67% Writing Mastery: 89% Lowest 25% Making Gains in Reading: 76%. Lowest 25% Making Gains in Math: 76% 2010-2011 Grade: A Reading Mastery: 77% Math Mastery: 85% Science Mastery: 57% Writing Mastery: 88% AYP: Four sub-groups did not make AYP in Reading (All, Hisp., ED & SWD); SWD did not make AYP in Math 2010-11.

Dr. Michelle Cort-Mora		
Asst Principal	Years as Administrator: 10	Years at Current School: 1

Credentials	BS – Computer Engineering; MBA Finance, Ed Specialist School Admin., Ed.D Ed. Leadership Argosy University School Principal (all levels) Business (6-12) Ed Leadership (All levels)
Performance Record	Assistant Principal of Trafalgar MS in 2012-13. Grade: A Reading Mastery: 71% Math Mastery: 73% Science Mastery: 66% Writing Mastery: 66% Lowest 25% Making Gains in Reading: 75%. Lowest 25% Making Gains in Math: 68%

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Leigh Ann Cain		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2

Areas	Reading/Literacy
Credentials	Certified in: Elementary K-6 Middle Grades English 5-9 Endorsed in: ESOL Reading
Performance Record	Trafalgar Middle School Reading Coach 2012-13. Grade: A Reading Mastery: 71% Math Mastery: 73% Science Mastery: 66% Writing Mastery: 66% Lowest 25% Making Gains in Reading: 75%. Lowest 25% Making Gains in Math: 68% Trafalgar Middle School Reading Coach 2011-12. Grade: A Reading Mastery: 70% Math Mastery: 74% Science Mastery: 67% Writing Mastery: 89% Lowest 25% Making Gains in Reading: 76%. Lowest 25% Making Gains in Math: 76%

Classroom Teachers

# of classroom teachers
49

 # receiving effective rating or higher
47, 96%

 # Highly Qualified Teachers
96%

 # certified in-field
49, 100%

 # ESOL endorsed
17, 35%

 # reading endorsed
9, 18%

 # with advanced degrees
21, 43%

National Board Certified
1, 2%

first-year teachers
0, 0%

with 1-5 years of experience
3, 6%

with 6-14 years of experience
16, 33%

with 15 or more years of experience
30, 61%

Education Paraprofessionals

of paraprofessionals
9

Highly Qualified
9, 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

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

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

Marti Graf is paired with Joanne Gennarro. Joanne is the exploratories department head and is experienced at our school. Marti is starting her second year at our school. Both have common planning and scheduling.
Gabriel Kellams is paired with Tim Schnabel and Nancy Martinez. Gabriel is new to the school but has been teaching Algebra 1 at the high school level. Nancy is the math department head and Tim has been teaching eighth grade math for the past six years. This year both Nancy and Tim will be teaching Algebra 1 for the first time. All three have common planning to discuss methods of teaching.

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 RtI Leadership Team 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.

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

The roles of each member are as follows:
Classroom Teacher
•Keep ongoing progress monitoring notes in a RTI folder (FAIR, curriculum assessments, SAT 10 or FCAT scores, work samples, anecdotals) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
•Attend RTI Team meetings to collaborate on & monitor students who are struggling
•Implement interventions designed by RTI Team for students receiving supplemental and intensive supports.
•Deliver instructional interventions with fidelity
Reading or Math Coach/Specialist
•Attend RTI Team meetings
•Train teachers in interventions, progress monitoring, differentiated instruction
•Implement supplemental and intensive interventions
•Keep progress monitoring notes & anecdotals of interventions implemented
•Administer screenings
•Collect school-wide data for team to use in determining at-risk students
Speech-Language Pathologist
•Attend RTI Team meetings for students receiving supplemental and intensive supports.
•Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
•Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
•Incorporate RTI data when guiding a possible Speech/Language referral & when making eligibility decisions
Principal/Assistant Principal
•Facilitate implementation of the RTI problem-solving process in your building
•Provide or coordinate valuable and continuous professional development
•Assign paraprofessionals to support RTI implementation when possible
•Attend RTI Team meetings to be active in the RTI change process
•Conduct classroom Walk-Throughs to monitor fidelity
Guidance Counselor/Curriculum Specialist
•RTI Team facilitators
•Schedule and attend RTI Team meetings
•Maintain log of all students involved in the RTI process
•Send parent invites
•Complete necessary RTI forms
•Conduct social-developmental history interviews when requested
School Psychologist
•Attend RTI Team meetings on some students receiving supplemental supports & on all students receiving intensive supports

•Monitor data collection process for fidelity
•Review & interpret progress monitoring data
•Collaborate with RTI Team on effective instruction & specific interventions
•Incorporate RTI data when guiding a possible ESE referral & when making eligibility decisions
ESE Teacher/Staffing Specialist
•Consult with RTI Team regarding intensive interventions
•Incorporate RTI data when making eligibility decisions
Specialist (Behavior, OT, PT, ASD)
•Consult with RTI Team
•Provide staff trainings
Social Worker
•Attend RTI Team meetings when requested
•Conduct social-developmental history interviews and share with RTI Team
ESOL/ELL Representative
•Attend all RTI Team meetings for identified ELL students, advising and completing LEP paperwork
•Conduct language screenings and assessments
Provide ELL interventions at all tiers

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

The RtI Problem-Solving team at Trafalgar Middle School meets on an 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 Response to Intervention Manual.

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 Middle 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 analysis 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 developed a comprehensive training and support plan for schools. District teams have been established to support schools in the implementation of the RtI process for all students. The teams 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. The teams are comprised of teachers with knowledge in effective instructional practices, data analysis, behavior management techniques, and ESOL strategies. All team members are provided on-going staff development training regarding the RtI process and research based practices to support the academic and behavioral needs of students.

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: Before or After School Program

Minutes added to school year: 47,700

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

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Throughout the year student performance is monitored through grades and overall emotional well being. The true measure of effectiveness is done by student achieve on the FCAT.

Who is responsible for monitoring implementation of this strategy?

School administrators monitor the implementation of strategies.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Leigh Ann Cain	Reading Coach
Kathi Reilly	Reading Teacher
Charlotte Garrigan	Reading Teacher
Maria Callis	Reading Teacher
Bob Allender	Reading Teacher
Dave Mazon	Reading Teacher
Donna Coleman	ESE

How the school-based LLT functions

The LLT meets at least once a quarter and with teacher co-chairs that run the meetings. The Reading Coach assists as needed at meetings and for all activities.

Major initiatives of the LLT

The team will be working to help implement reading strategies in content area classes, provide books for classroom libraries, and implement Read Across America activities.

Every Teacher Contributes to Reading Instruction

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

Most students will be enrolled in either a critical thinking class in which reading will be a focus or an intensive reading class for those students who scored a level 1 or 2 on the FCAT. Teachers will follow the academic plans as set for by the School District of Lee County. Model lessons will be presented by the reading coach which in turn will be used by classroom teachers. Teachers will also have access to District resources for model lessons as well as coaches. Teachers will maintain student portfolios with examples of student writing using FCAT like short and/or extended responses.

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

Students are placed in a variety of classes to ensure exposure to various carreers that apply skills being taught in core academic classes. From courses such as Computer Applications, Nutrition, Home Economics, and Fishing and Boating the students see first hand the value of their education in a real life setting. Core academic and exploratory teachers work hand in hand to interweave skills through commom grade professional learning communities.

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

Students complete an individual education plan and are encouraged to take interest based elective courses. Students then take their selections home to parents for review and input. Students have meetings with their guidance counselor to discuss their choices and options to ensure it is adhering to the educational plan. High school guidance counselors meet with the eighth graders to insure their educational plan allows for the students individual goals to be met.

Strategies for improving student readiness for the public postsecondary level

Students have the opportunity to take high school courses such as Algebra 1 and French. The schools 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 succesfull 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.

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	74%	72%	No	77%
American Indian				
Asian	74%	79%	Yes	77%
Black/African American	53%	67%	Yes	58%
Hispanic	66%	67%	Yes	69%
White	78%	74%	No	81%
English language learners	44%	30%	No	50%
Students with disabilities	63%	41%	No	66%
Economically disadvantaged	69%	66%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	246	29%	37%
Students scoring at or above Achievement Level 4	183	22%	43%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		33%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		60%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	625	73%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	143	75%	80%

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)	16	53%	58%
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]*		37%
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]*		60%

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	566	66%	89%
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	80%	77%	No	82%
American Indian				
Asian	79%	93%	Yes	81%
Black/African American	57%	56%	No	61%
Hispanic	76%	65%	No	78%
White	83%	76%	No	84%
English language learners	60%	52%	No	64%
Students with disabilities	59%	44%	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	223	26%	35%
Students scoring at or above Achievement Level 4	195	23%	47%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		29%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		56%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	660	77%	82%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	115	68%	80%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	64	30%	100%
Middle school performance on high school EOC and industry certifications	64	100%	90%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		70%
Students scoring at or above Achievement Level 4	63	98%	20%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	72	31%	49%
Students scoring at or above Achievement Level 4	108	41%	44%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		67%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		33%

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)	6		8
Participation in STEM-related experiences provided for students	300	35%	37%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	125	15%	13%
Students who fail a mathematics course	29	3%	2%
Students who fail an English Language Arts course	11	1%	0%
Students who fail two or more courses in any subject	25	3%	2%
Students who receive two or more behavior referrals	60	7%	6%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	395	54%	52%

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

With numerous studies showing the benefits of parental involvement in a child's education Trafalgar Middle strives to provide numerous opportunities for parents to get involved at various times of the day and evening. Using all resources available from the Parentlink system, school newsletter, digital marquee in front of school, and school website to communicate volunteer opportunities to parents. In order to foster positive connections with parents, students have a positive crew card in their planner which promotes positive recognition for behavior and encourages meaningful communication beyond

academics. Teachers also make a minimum of 40 positive phone
calls home to different parents for the year to help keep all stakeholders engaged in the child's
education. When parental involvement increases grades tend to improve therefore, counselors and
administration host a strategies for success night for students with failing grades and their parents to
help them with ideas to help their child be more successful. Trafalgar Middle is starting a 20,000 square
feet garden where parents, school staff, and students can work side by side to build strong realtionships
that go beyond the classroom.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parental volunteer involvement	77	9%	11%

Area 10: Additional Targets

Additional targets for the school

In 2012-2013 Trafalgar Middle had 7 referrals for bullying during the school year. In 2013-214 TMS will
maintain or lower the number of referrals for bullying as reported on the end of the year discipline report.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Lower amount of bullying referrals issued	7	1%	0%

Goals Summary

G1. In 2012-13 73% of students met the state standards on the FCAT Reading test. In 2013-14 that will improve to 77%.

G2. In 2012-13 (33)12% of students met the state standards on the FCAT Writing test of scoring a Level 4 or higher. In 2013-14 that will improve to (64)23%.

G3. In 2012-13 77% of students met the state standards on the FCAT mathematics test. In 2013-14 that will improve to 82%.

Goals Detail

G1. In 2012-13 73% of students met the state standards on the FCAT Reading test. In 2013-14 that will improve to 77%.

Targets Supported

Resources Available to Support the Goal
- Springboard curriculm, CIS Lessons, Ability Grouping, Higher complexity texts, Teaching reading in the content area (Tools Training), PBS, students meet with teachers on a daily basis, schedule those students below grade level with an intensive reading class that meets every day for 94 minutes and provides them with the appropriate reading materials to be successful. Reading Coach, Administration, Teachers(reading, social studies, language arts, science, exploratories). Regular assessment of reading levels and fluency.

- Springboard curriculm, CIS Lessons, Ability Grouping, Higher complexity texts, Teaching reading in the content area (Tools Training), PBS, students meet with teachers on a dialy basis, schedule those students below grade level with an intensive reading class that meets every day for 94 minutes and provides them with the appropriate reading materials to be successful. Reading Coach, Administration, Teachers(reading, social studies, language arts, science, exploratories). Regular assessment of reading levels and fluency.

Targeted Barriers to Achieving the Goal
- Students with Disabilities often face difficulties with comprehension and struggle with the time needed to process the information they are reading.

- Past data shows that Hispanic students have scored well below the rest of the school population in reading.

Plan to Monitor Progress Toward the Goal

Regular assessment of reading levels and fluency, teacher observation, student work samples,GPS data, checkpoints from Unique Curriculum, Portfolios, running anecdotals

Person or Persons Responsible

Administrators, Department Head, Classroom Teacher

Target Dates or Schedule:

Data will be collected on a weekly basis throughout the year. Monthly department meetings will discuss school wide data.

Evidence of Completion:

Student portfolios, District Common Course Exams

G2. In 2012-13 (33)12% of students met the state standards on the FCAT Writing test of scoring a Level 4 or higher. In 2013-14 that will improve to (64)23%.

Targets Supported

- Writing

- Science - Middle School

Resources Available to Support the Goal

- Teachers will follow the academic plans as set for by the School District of Lee County. Model lessons will be presented by the Language Arts Department Heads which in turn will be used by classroom teachers. Teachers will also have access to District resources for model lessons as well as coaches. Teachers will maintain student portfolios with examples of student writing using FCAT like short and/or extended responses. Ability grouping, higher complexity texts, teaching writing in the content area, PBS, students meet with teachers on a daily basis. All school staff understand the importance and rigor of the common core standards.

Targeted Barriers to Achieving the Goal

- Students with Disabilities and ELL students often struggle with gramar and writing concepts coupled with increased complexity and difficulty of test from last year.

Plan to Monitor Progress Toward the Goal

Student work samples, Student Snapshot grade report printout.

Person or Persons Responsible

Administration, Department Head, Classroom teachers

Target Dates or Schedule:

Collection of student work samples will be done on a weekly basis. A complete evaluation will be done on a monthly basis for the year through student Snapshot writting.

Evidence of Completion:

Snapshots, practice FCAT writing tests, 2014 FCAT wrting Test

G3. In 2012-13 77% of students met the state standards on the FCAT mathematics test. In 2013-14 that will improve to 82%.

Targets Supported

Resources Available to Support the Goal
- Ability Grouping, Higher complexity texts, PBS, students meet with teachers on a daily basis, schedule those students below grade level with an intensive mathematics class that meets every day for 94 minutes and provides them with the appropriate math materials to be successful. Administration, Teachers(reading, social studies, language arts, science, exploratories). Regular assessment of math levels, district mathematics resources.

Targeted Barriers to Achieving the Goal
- Meet the individual needs of each student per their achievement. Challenge the level 4 and 5 students, push the level 3 students, and raise the level 1 & 2 students.
- Students who score in the lowest 25% often have poor work habits, poor attendance, language barriers, disabilities, poor computation skills, discipline dificulties, and lack of parental support.

Plan to Monitor Progress Toward the Goal

Regular assessment of comprehension using Unique Curriculum, teacher assessments and other tools such as touch math. Teacher observation, student work samples, teacher and ULS assessments, guided practice. Monthly math department meetings.

Person or Persons Responsible
Administrators, Department Head, Classroom Teacher

Target Dates or Schedule:
Data will be collected on a weekly basis throughout the year. Monthly department meetings will discuss school wide data.

Evidence of Completion:
Student portfolios, District Common Course Exams and mastery scores of standards using district and state resources.

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. In 2012-13 73% of students met the state standards on the FCAT Reading test. In 2013-14 that will improve to 77%.

G1.B1 Students with Disabilities often face difficulties with comprehension and struggle with the time needed to process the information they are reading.

G1.B1.S1 Group by ability level based on the Unique Curriculum, DRTA, Think Alouds

Action Step 1

Schedule those students below grade level with an intensive reading class that meets every day for 94 minutes and provides them with the appropriate reading materials to be successful.Springboard or Teen Biz curriculum will be implemented. Teaching Reading in the Content Area (Tools Training),CIS Lessons, and Higher complexity texts that mirror complexity of the FCAT.

Person or Persons Responsible

Intensive Reading Teachers, Reading Coach, Administration

Target Dates or Schedule

From the beginning of the school year students will be placed in the appropiate Reading class in regards to their level.

Evidence of Completion

Lesson plans be reflect correct pacing. Teen Biz computer printouts.

Facilitator:

Reading Coach, Department Chairpeople, Common Core Leaders, and Content Leaders

Participants:

Intensive Reading Teachers, Reading Coach, Administration

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

Weekly agendas, sign-in sheets, PLC notes pages, classroom walk-throughs, lesson plans, Teen Biz computer printouts

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

PLC Meetings every Wednesday before school, reading Preschool Training, Teen Biz Training at school

Evidence of Completion

lesson plans, student portfolios, sign-in sheets and PLC notes pages

Plan to Monitor Effectiveness of G1.B1.S1

Teacher observation, student work samples, teacher and ULS assessments, guided practice

Person or Persons Responsible

Administrators, Reading Coach, Classroom teacher

Target Dates or Schedule

Effectiveness of strategies will be monitored on a weekly basis for the year through teacher observations in the classroom. School wide effectiveness will monitored at PLC meetings on a regular basis for the year.

Evidence of Completion

Student work samples, Fair Testing and FCAT Focus, FCAT Reading test

G1.B2 Past data shows that Hispanic students have scored well below the rest of the school population in reading.

G1.B2.S1 Staff will identify those students in each subgroup so they can monitor progress in the classroom.

Action Step 1

CIS lessons, Ability Grouping, Higher complexity texts, Teaching reading in the content areas (tools training), PBS, Differentiated small group instruction, ESOL strategies, Leveled readers, Intensive reading. SLP working on vocabulary, teacher reviews vocabulary before, during, and after stories, model think alouds.

Person or Persons Responsible

Administrators, Reading coach, Classroom Teacher

Target Dates or Schedule

Regular assessment of reading levels and fluency

Evidence of Completion

Regular assessments of reading levels and proficiency. Lesson plans, Weekly agendas, sign-in sheets, PLC notes pages, classroom walk-throughs, Teen Biz computer printouts

Facilitator:

Reading Coach, Department Chairpeople, Common Core Leaders, and Content Leaders

Participants:

Administrators, Reading coach, Classroom Teacher

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Weekly agendas, sign-in sheets, PLC notes pages, classroom walk-throughs, lesson plans, Teen Biz computer printouts

Person or Persons Responsible

Administration, Reading Coach, Classroom Teachers

Target Dates or Schedule

PLC groups will meet regularly to share school wide reading strategies for the year.

Evidence of Completion

Student work samples, lesson plans, evidence of strategies being implemented

Plan to Monitor Effectiveness of G1.B2.S1

Regular assessments of reading levels, proficiency, and fluency. Teacher made assessment, GPS data, checkpoints from Unique Curriculum, Portfolios, running anecdotals

Person or Persons Responsible

Administration, Reading Coach, Classroom Teachers, ESOL Paraprofessional

Target Dates or Schedule

Frequent monitoring of student progress by ESOL Paraprofessional through informal testing.

Evidence of Completion

Student portfolio, gradesheet printouts, FAIR Testing, 2014 FCAT Reading, Cella Test

G2. In 2012-13 (33)12% of students met the state standards on the FCAT Writing test of scoring a Level 4 or higher. In 2013-14 that will improve to (64)23%.

G2.B1 Students with Disabilities and ELL students often struggle with gramar and writing concepts coupled with increased complexity and difficulty of test from last year.

G2.B1.S1 School wide implementation of checking for capitulation, punctuation, and spelling.

Action Step 1

All teachers accross contents areas will check student work for capitulation, punctuation, and spelling. Corrections on student's work done in in the same manner throughout content areas to ensure cohesiveness. Every Wednesday before school PLC groups will meet to share schoolwide writing strategies. Writing teachers will use monthly snapshots to monitor student progression with writing closely monitoring their students with disabilities and ELL students with help from the ESE teachers and ESOL Coordinator. Content area teachers will support with monthly writing focus areas.

Person or Persons Responsible

Administration, Department Head, classroom teachers

Target Dates or Schedule

On a weekly basis teachers in all content areas will use The Spring Board strategy of Self-Editing/ Peer editing to deliver a systematic approach for editing a written text to ensure correctness of conventions of standard English.

Evidence of Completion

Student work samples, Lesson Plans

Facilitator:

Dpartment Leaders, Common Core Leaders, PLC Leaders

Participants:

Administration, Department Head, classroom teachers

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

Classroom walkthroughs, PLC notes, sign-in sheets, writing assessments, PLC meetings for Language Arts teachers, lesson plans

Person or Persons Responsible

Adminsitrators, Department Head, Classroom Teacher

Target Dates or Schedule

PLC groups will meet weekly to share schoolwide learning and writing strategies for the year.

Evidence of Completion

Student work samples, lesson plans

Plan to Monitor Effectiveness of G2.B1.S1

Writing teachers will use monthly snapshots to monitor student progression toward scoring a level 4 or higher on the FCAT writing test. Practice FCAT writing tests and student responses to weekly Self-Editing/Peer Editing prompts. New and supporting strategies will be used on an as needed basis.

Person or Persons Responsible

Administration, Department Head, Classroom teachers

Target Dates or Schedule

Collection of student work samples will be done on a weekly basis. A complete evaluation will be done on a monthly basis for the year through student Snapshot writting.

Evidence of Completion

Snapshots and practice FCAT writing tests

G3. In 2012-13 77% of students met the state standards on the FCAT mathematics test. In 2013-14 that will improve to 82%.

G3.B1 Meet the individual needs of each student per their achievement. Challenge the level 4 and 5 students, push the level 3 students, and raise the level 1 & 2 students.

G3.B1.S1 Putting all students in levels 3 to 5 in advanced math classes to lead to Algebra in 8th grade

Action Step 1

PLC groups meet regularly to share school wide math strategies. Teachers will be given common planning to discuss student progress and develop methods for differentiated instruction. Teachers will use all available district resources(EOC League, Sharepoint site) to ensure student growth is headed in the right direction. Schedule Algebra 1 and Algebra 1 Honors classes accordingly so student's schedules can be changed to ensure the level of rigor is being met.

Person or Persons Responsible

Administration, Department Head, Classroom Teacher

Target Dates or Schedule

PLC Meetings once per month before school, common planning for the year.

Evidence of Completion

EOC weekly results, Classroom Assessments, PLC Notes, Sign-in sheets

Facilitator:

Department head, PLC Leaders

Participants:

Administration, Department Head, Classroom Teacher

Plan to Monitor Fidelity of Implementation of G3.B1.S1

PLC notes, Lesson plans will have implemented strategies noted. Student work samples, classroom walk-throughs

Person or Persons Responsible

Administration, Department Head, Classroom Teacher

Target Dates or Schedule

Teachers will discuss strategies during weekly PLC meetings throughout the school year.

Evidence of Completion

EOC weekly score printouts, Lesson Plans

Plan to Monitor Effectiveness of G3.B1.S1

Regular assessments of math levels and proficiency. Teacher made assessments, student portfolios. FL Achieves and FCAT Explorer sub test scores. Reteaching of concepts on an as needed basis.

Person or Persons Responsible

Administrators, Department Head, Classroom Teacher

Target Dates or Schedule

On a quarterly basis throughout the year.

Evidence of Completion

District Common Course Exams and Classroom formative assessments. Computer gradesheet printouts when available.

G3.B2 Students who score in the lowest 25% often have poor work habits, poor attendance, language barriers, disabilities, poor computation skills, discipline dificulties, and lack of parental support.

G3.B2.S1 Put all level 1 and level 2 math students into an intensive math class in which they will receive instruction every day for 94 minutes.

Action Step 1

Ability group all students by FCAT achievement level, modeling, Think Alouds, guided practice, assistance as needed one on one. Staff is receiving training in PBS (Positive Behavior Support) and will be making 40 positive phone calls home to different parents for the year to help keep all stakeholders engaged in the child's education. Before and after school tutoring. Use of all technology resources from textbook to aide students and parents with diffiiculty grasping the material.

Person or Persons Responsible

Administration, Department Head, classroom teacher, ESE Department, Counselors

Target Dates or Schedule

At the beginning of the year put all level 1 and level 2 math students into an intensive math class in which they will receive instruction every day for 94 minutes.

Evidence of Completion

Lesson plans will reflect that students are learning bell to bell. Student work samples.

Facilitator:

Department Leaders, Common Core Leaders, PLC Leaders

Participants:

Administration, Department Head, classroom teacher, ESE Department, Counselors

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Lesson plans will reflect strategies being taken to eliminate barriers impeding student success. Evidence of communication with all stakeholders engaged in the child's education. Classroom walk-throughs.

Person or Persons Responsible

Administration, Department Head, Classroom Teachers.

Target Dates or Schedule

Throughout the year teachers will communicate with parents and students on progress being made to acquire grade level math skills.

Evidence of Completion

Lesson plans, student work samples

Plan to Monitor Effectiveness of G3.B2.S1

Student work samples will provide proof of growth in mastering concepts being taught. Teachers will use FCAT 2.0 olympics to measure student achievement of each standard compared to district averages. Reteaching will occur on an as needed basis.

Person or Persons Responsible

Administration, Department Head, Classroom teachers, ESE Department

Target Dates or Schedule

From the beginning of the year, teacher's lesson plans will reflect strategies used to overcome barriers. Evidence of helping students with barriers while in school will be detailed in lesson plans as well as observed in classroom walk-throughs.

Evidence of Completion

District Common Course Exams, Regular assessments.

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

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. In 2012-13 73% of students met the state standards on the FCAT Reading test. In 2013-14 that will improve to 77%.

G1.B1 Students with Disabilities often face difficulties with comprehension and struggle with the time needed to process the information they are reading.

G1.B1.S1 Group by ability level based on the Unique Curriculum, DRTA, Think Alouds

PD Opportunity 1

Schedule those students below grade level with an intensive reading class that meets every day for 94 minutes and provides them with the appropriate reading materials to be successful.Springboard or Teen Biz curriculum will be implemented. Teaching Reading in the Content Area (Tools Training),CIS Lessons, and Higher complexity texts that mirror complexity of the FCAT.

Facilitator

Reading Coach, Department Chairpeople, Common Core Leaders, and Content Leaders

Participants

Intensive Reading Teachers, Reading Coach, Administration

Target Dates or Schedule

From the beginning of the school year students will be placed in the appropiate Reading class in regards to their level.

Evidence of Completion

Lesson plans be reflect correct pacing. Teen Biz computer printouts.

G1.B2 Past data shows that Hispanic students have scored well below the rest of the school population in reading.

G1.B2.S1 Staff will identify those students in each subgroup so they can monitor progress in the classroom.

PD Opportunity 1

CIS lessons, Ability Grouping, Higher complexity texts, Teaching reading in the content areas (tools training), PBS, Differentiated small group instruction, ESOL strategies, Leveled readers, Intensive reading. SLP working on vocabulary, teacher reviews vocabulary before, during, and after stories, model think alouds.

Facilitator

Reading Coach, Department Chairpeople, Common Core Leaders, and Content Leaders

Participants

Administrators, Reading coach, Classroom Teacher

Target Dates or Schedule

Regular assessment of reading levels and fluency

Evidence of Completion

Regular assessments of reading levels and proficiency. Lesson plans, Weekly agendas, sign-in sheets, PLC notes pages, classroom walk-throughs, Teen Biz computer printouts

G2. In 2012-13 (33)12% of students met the state standards on the FCAT Writing test of scoring a Level 4 or higher. In 2013-14 that will improve to (64)23%.

G2.B1 Students with Disabilities and ELL students often struggle with gramar and writing concepts coupled with increased complexity and difficulty of test from last year.

G2.B1.S1 School wide implementation of checking for capitulation, punctuation, and spelling.

PD Opportunity 1

All teachers accross contents areas will check student work for capitulation, punctuation, and spelling. Corrections on student's work done in in the same manner throughout content areas to ensure cohesiveness. Every Wednesday before school PLC groups will meet to share schoolwide writing strategies. Writing teachers will use monthly snapshots to monitor student progression with writing closely monitoring their students with disabilities and ELL students with help from the ESE teachers and ESOL Coordinator. Content area teachers will support with monthly writing focus areas.

Facilitator

Dpartment Leaders, Common Core Leaders, PLC Leaders

Participants

Administration, Department Head, classroom teachers

Target Dates or Schedule

On a weekly basis teachers in all content areas will use The Spring Board strategy of Self-Editing/ Peer editing to deliver a systematic approach for editing a written text to ensure correctness of conventions of standard English.

Evidence of Completion

Student work samples, Lesson Plans

G3. In 2012-13 77% of students met the state standards on the FCAT mathematics test. In 2013-14 that will improve to 82%.

G3.B1 Meet the individual needs of each student per their achievement. Challenge the level 4 and 5 students, push the level 3 students, and raise the level 1 & 2 students.

G3.B1.S1 Putting all students in levels 3 to 5 in advanced math classes to lead to Algebra in 8th grade

PD Opportunity 1

PLC groups meet regularly to share school wide math strategies. Teachers will be given common planning to discuss student progress and develop methods for differentiated instruction. Teachers will use all available district resources(EOC League, Sharepoint site) to ensure student growth is headed in the right direction. Schedule Algebra 1 and Algebra 1 Honors classes accordingly so student's schedules can be changed to ensure the level of rigor is being met.

Facilitator

Department head, PLC Leaders

Participants

Administration, Department Head, Classroom Teacher

Target Dates or Schedule

PLC Meetings once per month before school, common planning for the year.

Evidence of Completion

EOC weekly results, Classroom Assessments, PLC Notes, Sign-in sheets

G3.B2 Students who score in the lowest 25% often have poor work habits, poor attendance, language barriers, disabilities, poor computation skills, discipline dificulties, and lack of parental support.

G3.B2.S1 Put all level 1 and level 2 math students into an intensive math class in which they will receive instruction every day for 94 minutes.

PD Opportunity 1

Ability group all students by FCAT achievement level, modeling, Think Alouds, guided practice, assistance as needed one on one. Staff is receiving training in PBS (Positive Behavior Support) and will be making 40 positive phone calls home to different parents for the year to help keep all stakeholders engaged in the child's education. Before and after school tutoring. Use of all technology resources from textbook to aide students and parents with diffiiculty grasping the material.

Facilitator

Department Leaders, Common Core Leaders, PLC Leaders

Participants

Administration, Department Head, classroom teacher, ESE Department, Counselors

Target Dates or Schedule

At the beginning of the year put all level 1 and level 2 math students into an intensive math class in which they will receive instruction every day for 94 minutes.

Evidence of Completion

Lesson plans will reflect that students are learning bell to bell. Student work samples.

Appendix 2: Budget to Support School Improvement Goals