

The School District of Lee County

Trafalgar Middle School



2020-21 Schoolwide Improvement Plan

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Trafalgar Middle School

2120 TRAFALGAR PKWY, Cape Coral, FL 33991

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

Demographics

Principal: Leigh Cain

Start Date for this Principal: 7/1/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (71%) 2017-18: A (70%) 2016-17: A (68%) 2015-16: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Lee County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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Trafalgar Middle School

2120 TRAFALGAR PKWY, Cape Coral, FL 33991

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2019-20 Title I School</p> <p>No</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>50%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>46%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Trafalgar Middle School vision is to be a world-class school system.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Galbreath, Michael	Principal	<ul style="list-style-type: none"> - Make decisions to govern the school - Ensures a focus on learning and continuous improvement - Guides the work of the collaborative teams - Supports and monitors the work of collaborative teams - Serves as a steward of the school's mission, vision, and core values - Monitors achievement, climate, and satisfaction data to assure that the learning environment is producing results consistent with the school's stated goals - Identifies gaps in performance or processes and plans for their improvement - Aligns school's work with the district and classroom - Provides vision for both academic and behavioral success - Plans, implements, and monitors the progress of school improvement - Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development, and procedures - Charged in problem-solving and making decisions regarding student achievement, including interventions, schedules, training, support, and communication - Attends Team meetings to collaborate on and monitor students who are struggling - Implements interventions for students receiving supplemental and intensive supports - Collect school-wide data for team to use in determining at-risk students - Facilitate implementation of the MTSS problem-solving process - Provide or coordinate valuable and continuous professional development
Borel, Darcia	Assistant Principal	<ul style="list-style-type: none"> - Assists the principal in making decisions to govern the school - Ensures a focus on learning and continuous improvement - Guides the work of the collaborative teams - Supports and monitors the work of collaborative teams - Serves as a steward of the school's mission, vision, and core values - Monitors achievement, climate, and satisfaction data to assure that the learning environment is producing results consistent with the school's stated goals - Identifies gaps in performance or processes and plans for their improvement - Aligns school's work with the district and classroom - Provides vision for both academic and behavioral success - Plans, implements, and monitors the progress of school improvement - Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development, and procedures - Charged in problem-solving and making decisions regarding student achievement, including interventions, schedules, training, support, and communication - Attends Team meetings to collaborate on and monitor students who are struggling - Implements interventions for students receiving supplemental and intensive supports - Collect school-wide data for team to use in determining at-risk students

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - Facilitate implementation of the MTSS problem-solving process - Provide or coordinate valuable and continuous professional development
Beckman, Kevin	Assistant Principal	<ul style="list-style-type: none"> - Assists the principal in making decisions to govern the school - Ensures a focus on learning and continuous improvement - Guides the work of the collaborative teams - Supports and monitors the work of collaborative teams - Serves as a steward of the school's mission, vision, and core values - Monitors achievement, climate, and satisfaction data to assure that the learning environment is producing results consistent with the school's stated goals - Identifies gaps in performance or processes and plans for their improvement - Aligns school's work with the district and classroom - Provides vision for both academic and behavioral success - Plans, implements, and monitors the progress of school improvement - Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development, and procedures - Charged in problem-solving and making decisions regarding student achievement, including interventions, schedules, training, support, and communication - Attends Team meetings to collaborate on and monitor students who are struggling - Implements interventions for students receiving supplemental and intensive supports - Collect school-wide data for team to use in determining at-risk students - Facilitate implementation of the MTSS problem-solving process - Provide or coordinate valuable and continuous professional development
Callis, Maria	Instructional Coach	<ul style="list-style-type: none"> - Assists the principal in making decisions to govern the school - Ensures a focus on learning and continuous improvement - Guides the work of the collaborative reading teams - Supports and monitors the work of collaborative reading teams - Serves as a steward of the school's mission, vision, and core values - Monitors achievement, climate, and satisfaction data in reading to assure that the learning environment is producing results consistent with the school's stated goals - Identifies gaps in reading performance or processes and plans for their improvement - Aligns school's work with the district and classroom - Provides vision for both academic and behavioral success - Plans, implements, and monitors the progress of school improvement - Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development, and procedures - Charged in problem-solving and making decisions regarding student achievement, including interventions, schedules, training, support, and communication - Attends and facilitates Reading Team meetings to collaborate on and monitor students who are struggling

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - Implements interventions for students receiving supplemental and intensive reading supports - Collect school-wide data for team to use in determining at-risk students - Implementation of the MTSS problem-solving process - Provide or coordinate valuable and continuous professional development
Sass, Kim	Administrative Support	<ul style="list-style-type: none"> - Assists the principal in making decisions to govern the school - Ensures a focus on learning and continuous improvement - Guides the work of the collaborative teams - Supports and monitors the work of collaborative teams - Serves as a steward of the school's mission, vision, and core values - Monitors achievement, climate, and satisfaction data to assure that the learning environment is producing results consistent with the school's stated goals - Identifies gaps in performance or processes and plans for their improvement - Aligns school's work with the district and classroom - Provides vision for both academic and behavioral success - Plans, implements, and monitors the progress of school improvement - Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development, and procedures - Charged in problem-solving and making decisions regarding student achievement, including interventions, schedules, training, support, and communication - Attends Team meetings to collaborate on and monitor students who are struggling - Implements interventions for students receiving supplemental and intensive supports - Collect school-wide data for team to use in determining at-risk students - Facilitate implementation of the MTSS problem-solving process - Provide or coordinate valuable and continuous professional development
Culleton-Burchers, Mary	School Counselor	<ul style="list-style-type: none"> - Assists the principal in making decisions to govern the school - Ensures a focus on learning and continuous improvement - Supports the work of collaborative teams - Serves as a steward of the school's mission, vision, and core values - Monitors achievement, climate, and satisfaction data to assure that the learning environment is producing results consistent with the school's stated goals - Identifies gaps in performance or processes and plans for their improvement - Aligns school's work with the district and classroom - Provides vision for both academic and behavioral success - Plans, implements, and monitors the progress of school improvement - Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development, and procedures - Charged in problem-solving and making decisions regarding student achievement, including interventions, schedules, training, support, and communication

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - Attends Team meetings to collaborate on and monitor students who are struggling - Implements interventions for students receiving supplemental and intensive supports - Collect school-wide data for team to use in determining at-risk students - Implementation of the MTSS problem-solving process - Provide or coordinate valuable and continuous professional development
Kellams, Nadine	Teacher, K-12	<ul style="list-style-type: none"> - Assists the principal in making decisions to govern the school - Ensures a focus on learning and continuous improvement - Guides the work of the collaborative gifted and foreign language teams - Supports and monitors the work of collaborative gifted and foreign language teams - Serves as a steward of the school's mission, vision, and core values - Monitors achievement, climate, and satisfaction data to assure that the learning environment is producing results consistent with the school's stated goals - Identifies gaps in performance or processes and plans for their improvement - Aligns school's work with the district and classroom - Provides vision for both academic and behavioral success - Plans, implements, and monitors the progress of school improvement - Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development, and procedures - Charged in problem-solving and making decisions regarding student achievement, including interventions, schedules, training, support, and communication - Attends Team meetings to collaborate on and monitor students who are struggling - Provide or coordinate valuable and continuous professional development
Graf, Marti	Teacher, K-12	<ul style="list-style-type: none"> - Assists the principal in making decisions to govern the school - Ensures a focus on learning and continuous improvement - Guides the work of the collaborative elective course teams - Supports and monitors the work of collaborative elective course teams - Serves as a steward of the school's mission, vision, and core values - Monitors achievement, climate, and satisfaction data to assure that the learning environment is producing results consistent with the school's stated goals - Identifies gaps in performance or processes and plans for their improvement - Aligns school's work with the district and classroom - Provides vision for both academic and behavioral success - Plans, implements, and monitors the progress of school improvement - Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development, and procedures - Charged in problem-solving and making decisions regarding student achievement, including interventions, schedules, training, support, and communication

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - Attends Team meetings to collaborate on and monitor students who are struggling with difficult behaviors - Implements interventions for students receiving supplemental and intensive behavior supports - Implementation of the MTSS problem-solving process - Provide or coordinate valuable and continuous professional development
West, Karen	Teacher, K-12	<ul style="list-style-type: none"> - Assists the principal in making decisions to govern the school - Ensures a focus on learning and continuous improvement - Guides the work of the collaborative Language Arts teams - Supports and monitors the work of collaborative Language Arts teams - Serves as a steward of the school's mission, vision, and core values - Monitors achievement, climate, and satisfaction data to assure that the learning environment is producing results consistent with the school's stated goals - Identifies gaps in performance or processes and plans for their improvement - Aligns school's work with the district and classroom - Provides vision for both academic and behavioral success - Plans, implements, and monitors the progress of school improvement - Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development, and procedures - Charged in problem-solving and making decisions regarding student achievement, including interventions, schedules, training, support, and communication - Attends Team meetings to collaborate on and monitor students who are struggling - Implements interventions for students receiving supplemental and intensive supports - Collect school-wide data for team to use in determining at-risk students - Implementation of the MTSS problem-solving process - Provide or coordinate valuable and continuous professional development
Griffin, Sean	Teacher, K-12	<ul style="list-style-type: none"> - Assists the principal in making decisions to govern the school - Ensures a focus on learning and continuous improvement - Guides the work of the collaborative Social Studies teams - Supports and monitors the work of collaborative Social Studies teams - Serves as a steward of the school's mission, vision, and core values - Monitors achievement, climate, and satisfaction data to assure that the learning environment is producing results consistent with the school's stated goals - Identifies gaps in performance or processes and plans for their improvement - Aligns school's work with the district and classroom - Provides vision for both academic and behavioral success - Plans, implements, and monitors the progress of school improvement - Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development, and procedures - Charged in problem-solving and making decisions regarding student

Name	Title	Job Duties and Responsibilities
		achievement, including interventions, schedules, training, support, and communication - Attends Social Studies Team meetings to collaborate on and monitor students who are struggling - Implements interventions for students receiving supplemental and intensive supports - Collect school-wide data for team to use in determining at-risk students - Implementation of the MTSS problem-solving process - Provide or coordinate valuable and continuous professional development

Cauble, Rachel Teacher, K-12

Demographic Information

Principal start date

Monday 7/1/2013, Leigh Cain

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

15

Total number of teacher positions allocated to the school

54

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities* English Language Learners Asian Students

(subgroups below the federal threshold are identified with an asterisk)	Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (71%) 2017-18: A (70%) 2016-17: A (68%) 2015-16: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	295	319	295	0	0	0	0	909
Attendance below 90 percent	0	0	0	0	0	0	12	7	9	0	0	0	0	28
One or more suspensions	0	0	0	0	0	0	3	10	23	0	0	0	0	36
Course failure in ELA	0	0	0	0	0	0	9	13	4	0	0	0	0	26
Course failure in Math	0	0	0	0	0	0	7	13	15	0	0	0	0	35
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	31	33	27	0	0	0	0	91
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	31	44	21	0	0	0	0	96

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	33	26	0	0	0	0	59

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	2	0	0	0	0	2

Date this data was collected or last updated

Monday 10/26/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	324	317	296	0	0	0	0	937
Attendance below 90 percent	0	0	0	0	0	0	3	3	11	0	0	0	0	17
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	53	36	47	0	0	0	0	136

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	27	25	46	0	0	0	0	98

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	5	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	324	317	296	0	0	0	0	937
Attendance below 90 percent	0	0	0	0	0	0	3	3	11	0	0	0	0	17
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	53	36	47	0	0	0	0	136

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	27	25	46	0	0	0	0	98

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	5	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	73%	55%	54%	71%	55%	52%
ELA Learning Gains	67%	56%	54%	65%	58%	54%
ELA Lowest 25th Percentile	58%	44%	47%	49%	45%	44%
Math Achievement	80%	64%	58%	76%	60%	56%
Math Learning Gains	72%	64%	57%	70%	62%	57%
Math Lowest 25th Percentile	67%	54%	51%	71%	50%	50%
Science Achievement	68%	50%	51%	64%	49%	50%
Social Studies Achievement	80%	70%	72%	74%	67%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	69%	52%	17%	54%	15%
	2018	68%	51%	17%	52%	16%
Same Grade Comparison		1%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019	73%	51%	22%	52%	21%
	2018	72%	50%	22%	51%	21%
Same Grade Comparison		1%				
Cohort Comparison		5%				
08	2019	78%	57%	21%	56%	22%
	2018	75%	56%	19%	58%	17%
Same Grade Comparison		3%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	66%	47%	19%	55%	11%
	2018	52%	41%	11%	52%	0%
Same Grade Comparison		14%				
Cohort Comparison						
07	2019	78%	57%	21%	54%	24%
	2018	86%	65%	21%	54%	32%
Same Grade Comparison		-8%				
Cohort Comparison		26%				
08	2019	82%	60%	22%	46%	36%
	2018	62%	47%	15%	45%	17%
Same Grade Comparison		20%				
Cohort Comparison		-4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	68%	46%	22%	48%	20%
	2018	72%	48%	24%	50%	22%
Same Grade Comparison		-4%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	79%	67%	12%	71%	8%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	80%	66%	14%	71%	9%
Compare		-1%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	92%	59%	33%	61%	31%
2018	93%	60%	33%	62%	31%
Compare		-1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	53%	-53%	56%	-56%

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27	44	43	37	45	48	21	50			
ELL	38	66	60	50	56	50	31	53			
ASN	83	86		91	86						
BLK	61	66	59	61	66	63	35	80			
HSP	71	67	54	75	71	68	63	75	66		
MUL	80	61		88	61						
WHT	75	67	60	83	72	64	74	82	76		
FRL	67	62	54	77	71	71	59	71	66		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	37	33	35	49	48	23	48			
ELL	21	54	58	48	77	86					
ASN	74	65		77	73						
BLK	60	62	44	67	70	71	67	53			
HSP	67	65	52	74	74	66	58	80	65		
MUL	69	60		59	69						
WHT	76	65	44	84	75	71	77	83	77		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
FRL	63	61	42	71	70	65	62	73	67		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	25	46	36	25	52	52	24	18			
ELL	37	50	44	44	56	47	30				
ASN	88	81		88	75						
BLK	59	54	44	56	64	70	50	53			
HSP	66	60	44	68	66	65	64	60	75		
MUL	89	72		74	61						
WHT	74	67	53	81	73	75	66	81	76		
FRL	62	59	47	66	66	66	56	64	65		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	695
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	87
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	61
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	73
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	66
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance were the math learning gains for the lowest 25%. There was a decrease of 2% from the 2017-2018 school year to the 2018-2019 school year. One contributing factor for the decrease in math learning gains for the lowest 25% was a lack of teacher stability in the 7th grade math classrooms.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the prior year was the 8th grade science assessment. There was a decline of 3% from the prior year. The factors that contributed to this decline was the amount of instructional time spent in the classroom and the amount of curriculum covered during instruction.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that shows the greatest gap when compared to the state average is the Math Achievement. There is a 22% gap with Trafalgar Middle School Achieving higher than the state average. Providing students with a strong foundation of math skills, providing a research based, district adopted curriculum, and after school tutoring all contributed to this upward trend.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement at Trafalgar Middle School was in the area of ELA Learning Gains for the lowest 25%. In this area a 12% increase was identified. The new action that had taken place in this area was to schedule all students into a reading course on a daily basis based on their proficiency level.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Upon reflection of the EWS data, a potential area of concern for Trafalgar Middle School is the 16% of 6th grade students who scored an achievement level 1 on the statewide assessment.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Classroom Performance - Math Lowest 25%
2. Classroom Performance - Science Proficiency
3. Classroom Performance - Civics Proficiency

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: SWD will be an area of focus in order to increase student achievement based on data from FY20.

Measurable Outcome: SWD performance data will increase to 42% in FY21.

Person responsible for monitoring outcome: Michael Galbreath (michaelrga@leeschools.net)

Evidence-based Strategy: Progress monitoring data in all areas will be used to drive instructional decisions during PLCs to increase supports for low performing ESSA subgroup students at our school. Social Emotional learning opportunities will be utilized to increase social emotional wellness among our student body.

Rationale for Evidence-based Strategy: Data driven decision making has been proven to be an effective strategy for increasing student achievement.

PLCs teams can make stronger connections with students to increase attendance and decrease discipline, which will improve student achievement. It is also important to focus on social and emotional wellness for our student body to increase their ability to focus on learning.

Action Steps to Implement

1. Data driven PLCs to drive instruction
2. Analysis of discipline and attendance data during PLCs to increase supports
3. Provide social and emotional wellness learning opportunities to increase ability to focus on learning

Person Responsible Michael Galbreath (michaelrga@leeschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: According to the FSA Math data, an area of weakness that has been noted at Trafalgar Middle School is the decreasing learning gains of students who fall into the lowest 25%. The team feels that this is a crucial area to address in order to provide students with the necessary tools to be successful in high school and beyond.

Measurable Outcome: The percentage of students making learning gains in the lowest 25% will increase from 67% to 70% as measured by the FY21 FSA Math.

Person responsible for monitoring outcome: Michael Galbreath (michaelrga@leeschools.net)

Evidence-based Strategy: All students are instructed in a district adopted curriculum program based on their academic needs students are placed into classes that will support and challenge them academically. After school tutoring is provided for students who need extra support in their math classes. Use of iReady for progress monitoring and differentiation.

Rationale for Evidence-based Strategy: Placing students into varying district adopted curriculum programs based on the level of need as determined by FSA data will provide students with the amount of academic support to build the foundational skills necessary to achieve at higher levels. Providing after school tutoring for students who continue to struggle in the general math curriculum further allows for students to receive remedial instruction in a smaller more intimate environment. Resources and criteria used to make this determination include: iReady, STAR Math data, T.A.G. reports, ALEKS reports and progress, teacher observation, work samples, formative assessments, and curriculum-based assessments.

Action Steps to Implement

- Grade level and department meetings share classroom strategies and differentiated lessons
- Support and interventions from ESE teachers, Instructional Coach, and Behavior Specialist
- Positive Behavior Intervention Support Systems
- Intensive math classes
- Collaborative teaching in inclusive Math classes to increase small group support with the lowest 25%
- Differentiated iReady curriculum and performance-based Math classes to close achievement gaps
- Closely monitor SWD to provide additional supports as data indicates.

Person Responsible Michael Galbreath (michaelrga@leeschools.net)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

When analyzing areas for improvement, there is a slight decline in the Science Achievement Level for the 18-19 school year. The team concluded the primary concern was the amount of instructional time spent in the classroom and the curriculum covered during instruction. There was a decrease in the Science Achievement Level from 71% to 68% in the 18-19 school year.

According to the State Assessment Data for the 18-19 school year, Science is a focus area for the 20-21 school year.

Measurable Outcome: Increase the percentage of eighth-grade students scoring at the proficiency level from 68% to 71% as measured by the FY21 State Science Assessment.

Person responsible for monitoring outcome: Michael Galbreath (michaelrga@leeschools.net)

Evidence-based Strategy: All students are instructed in a district adopted curriculum program that will support and challenge them academically.

Rationale for Evidence-based Strategy: Compass Progress Monitoring, teacher observation, work samples, formative assessments, and curriculum-based assessments.

Action Steps to Implement

- Grade level and department meetings share classroom strategies and differentiated lessons
- Support and interventions from ESE teachers, Instructional Coach, and Behavior Specialist
- Positive Behavior Intervention Support Systems
- Science curriculum review
- Differentiated curriculum and performance-based Science Experiments
- Closely monitor SWD to increase supports when data indicates need

Person Responsible [no one identified]

#4. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale: When analyzing areas for improvement, there is a slight decline in the Civics Achievement Level for the 18-19 school year. The team concluded the primary concern was the amount of instructional time spent in the classroom and the curriculum covered during instruction. There was a decrease in the Civics Achievement Level from 81% to 80% in the 18-19 school year.
According to the State Assessment Data for the 18-19 school year, Civics is a focus area for the FY21 school year.

Measurable Outcome: Increase the percentage of seventh-grade students scoring at the proficiency level from 80% to 83% as measured by the FY21 State Civics Assessment.

Person responsible for monitoring outcome: Michael Galbreath (michaelrga@leeschools.net)

Evidence-based Strategy: All students are instructed in a district adopted curriculum program that will support and challenge them academically.

Rationale for Evidence-based Strategy: Progress Monitoring, teacher observation, work samples, formative assessments, and curriculum-based assessments.

Action Steps to Implement

- Grade level and department meetings share classroom strategies and differentiated lessons
- Support and interventions from ESE teachers, Instructional Coach, and Behavior Specialist
- Positive Behavior Intervention Support Systems
- Civics curriculum review
- Differentiated curriculum and performance-based volunteer activities
- Closely monitor SWD and increase supports when data indicates there is a need

Person Responsible Michael Galbreath (michaelrga@leeschools.net)

#5. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Trafalgar Middle School strives to achieve at the highest level possible, in order to do this students need to be on campus and in their classes.

Measurable Outcome: Increase the percentage of average daily attendance from 95% to 97% as measured by the May 2021 FOCUS attendance data.

Person responsible for monitoring outcome: Michael Galbreath (michaelrga@leeschools.net)

Evidence-based Strategy: Through the use of positive behavior interventions students will be rewarded for their school attendance. Staff will also communicate to parents and students the importance of attendance and reach out to families of students with excessive absences.

Rationale for Evidence-based Strategy: Rewarding and reinforcing positive behaviors provides students with a welcoming and safe environment. When students feel rewarded and appreciated they are more likely to continue the positive behaviors. Maintaining positive and open communication with families will provide support to both students and families.

Action Steps to Implement

1. Parents and students will be invited to participate in school activities such as strategies for success.
2. Students will get to eat outside at lunch for perfect attendance.
3. Trafalgar Middle School will make contact with families when the students have reached 10 days of absence.
4. Teachers will use google classroom to maintain contact when a student is absent.
5. Closely monitor SWD and increase supports when data shows a need.

Person Responsible Michael Galbreath (michaelrga@leeschools.net)

#6. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale: Trafalgar Middle School had 72 students who received an out of school suspension for an office discipline referral in the 2018-2019 school year.

Measurable Outcome: Trafalgar Middle School will decrease the number of students who receive out-of-school suspensions from 72 to 69 as measured by discipline data by May of 2021.

Person responsible for monitoring outcome: Michael Galbreath (michaelrga@leeschools.net)

Evidence-based Strategy: Trafalgar Middle School will implement Positive Behavior Supports, Restorative Practices, and Second Step Social Skills Training with the primary focus on preventative strategies.

Rationale for Evidence-based Strategy: In order to decrease the number of students who receive out of school suspensions preventative strategies must be explicitly taught to both students and staff. This will provide a more productive and safe learning environment for all stakeholders. Resources and criteria that were used to make this determination include: Attendance records, discipline records, student conferences, monthly grade-level PBS meetings, Positive Behavior Intervention Support Leadership Team monthly meetings, and teacher lesson plans.

Action Steps to Implement

Trafalgar Middle School continually strives to improve the positive behavior intervention supports for all students. Students have school wide behavior expectations and are given the opportunity to explore the behavior standard set by the administration. Once expectations and standards are made clear the students and staff use a system of positive and negative "Crew Cards" to give and receive both positive and negative infractions. Students who receive positive crew cards are rewarded for their good behavior. Students who receive negative crew cards are given a series of consequences based on the number of infractions. These consequences include creating behavior contracts, behavior intervention plans, meeting with the counselor, behavior specialist or administration. The data from the "Crew Card" is entered into an online program (CASTLE) and used to provide school-wide data that is reviewed on a monthly basis by the leadership team and shared with grade level teams.

Person Responsible Michael Galbreath (michaelrga@leeschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The school leadership team meets once a month to discuss/review school data, students who are failing and students who are in need of enrichment activities to continue to advance in their academics. The data is reviewed by subject area.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The School District of Lee County is working toward certification of Marzano's High Reliability levels which is intended to produce a system that has high reliability and becomes transformational in its approach to educating its students. When a school has met the criterion indicators for a specific level in the model, it consistently monitors those indicators and makes immediate corrections when school performance falls below acceptable levels. The first level of school effectiveness is a Safe and Orderly Environment that Supports Cooperation and Collaboration. Our school is currently working through PLCs in leadership to bring forward the knowledge at the school level to begin our study of the leading indicators: (1) The faculty and staff perceive the school environment as safe and orderly. (2) Students, parents, and the community perceive the school environment as safe and orderly. (3) Teachers have formal roles in the decision-making process regarding school initiatives. (4) Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students (5) Teachers and staff have formal ways to provide input regarding the optimal functioning of the school. (6) Students, parents, and community have formal ways to provide input regarding the optimal functioning of the school. (7) The success of the whole school, as well as individuals within the school, is appropriately acknowledged (8) The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers. As this knowledge is put into action, our school will work with teachers, students, parents, and community members to engage in and study the indicators to ensure that the school culture is inclusive and positive.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Social Studies	\$0.00
5	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
6	III.A.	Areas of Focus: Culture & Environment: Discipline	\$0.00
Total:			\$0.00