

The School District of Lee County

Trafalgar Elementary School



2021-22 Schoolwide Improvement Plan

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Trafalgar Elementary School

1850 SW 20TH AVE, Cape Coral, FL 33991

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

Demographics

Principal: Lisa Murphy

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	90%
2020-21 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* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (63%) 2017-18: C (50%) 2016-17: A (66%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="font-size: 24px;">No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">65%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 24px;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">51%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	C

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<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.

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

Provide the school's vision statement.

Our vision is to provide a quality education in a safe and well-managed environment.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Murphy, Lisa	Principal	Leadership team meets biweekly, or as needed: monitors student achievement data, review and adjust schedules to support intervention in classrooms, and reviews attendance and behavior data. Administration attends all grade level PLCs and other leadership team members are assigned at least one grade level PLC to attend and support.
Williamson, Beth	Assistant Principal	Leadership team meets biweekly, or as needed: monitors student achievement data, review and adjust schedules to support intervention in classrooms, and reviews attendance and behavior data. Administration attends all grade level PLCs and other leadership team members are assigned at least one grade level PLC to attend and support.
Bennett, Donna	Reading Coach	Plan for intermediate grades' standards based intervention instruction/Read 180. Meet with respective Grade Levels during their PLCs to discuss student data. Provide resources for curriculum and supplemental programs. Organize testing groups for students needing accommodations (state testing). Meet with Leadership Team to discuss curriculum and student data.
Zaiser, Jill	Other	Plan for intermediate grades' standards based intervention instruction/Read 180. Meet with respective Grade Levels during their PLCs to discuss student data. Provide resources for curriculum and supplemental programs. Meet with Leadership Team to discuss curriculum and student data. Correlate MTSS meetings with parents and teachers for MTSS process.

Demographic Information

Principal start date

Saturday 7/1/2017, Lisa Murphy

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.*

3

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.*

11

Total number of teacher positions allocated to the school

43

Total number of students enrolled at the school

865

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

Identify the number of instructional staff who joined the school during the 2021-22 school year.

6

Demographic Data

Early Warning Systems

2021-22

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	131	152	129	141	157	155	0	0	0	0	0	0	0	865
Attendance below 90 percent	4	4	5	7	5	9	0	0	0	0	0	0	0	34
One or more suspensions	0	2	0	0	3	3	0	0	0	0	0	0	0	8
Course failure in ELA	1	6	5	8	5	6	0	0	0	0	0	0	0	31
Course failure in Math	0	1	3	5	7	5	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	17	29	0	0	0	0	0	0	0	46
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	20	37	0	0	0	0	0	0	0	57
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	4	4	18	22	0	0	0	0	0	0	0	50

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	1	0	2	0	1	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 9/21/2021

2020-21 - 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	106	121	116	142	144	129	0	0	0	0	0	0	0	758
Attendance below 90 percent	2	5	1	2	3	4	0	0	0	0	0	0	0	17
One or more suspensions	0	0	0	1	3	1	0	0	0	0	0	0	0	5
Course failure in ELA	1	5	3	1	5	5	0	0	0	0	0	0	0	20
Course failure in Math	0	1	2	2	3	2	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide ELA assessment	0	0	0	0	6	5	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	12	0	0	0	0	0	0	0	16

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	2	2	1	6	5	0	0	0	0	0	0	0	16

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	1	2	1	1	0	1	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

2020-21 - 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	106	121	116	142	144	129	0	0	0	0	0	0	0	758
Attendance below 90 percent	2	5	1	2	3	4	0	0	0	0	0	0	0	17
One or more suspensions	0	0	0	1	3	1	0	0	0	0	0	0	0	5
Course failure in ELA	1	5	3	1	5	5	0	0	0	0	0	0	0	20
Course failure in Math	0	1	2	2	3	2	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide ELA assessment	0	0	0	0	6	5	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	12	0	0	0	0	0	0	0	16

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	2	2	1	6	5	0	0	0	0	0	0	0	16

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	1	2	1	1	0	1	0	0	0	0	0	0	0	6
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 Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				71%	57%	57%	69%	55%	56%
ELA Learning Gains				60%	56%	58%	49%	53%	55%
ELA Lowest 25th Percentile				47%	50%	53%	32%	47%	48%
Math Achievement				75%	62%	63%	70%	61%	62%
Math Learning Gains				74%	65%	62%	49%	59%	59%
Math Lowest 25th Percentile				46%	54%	51%	25%	46%	47%
Science Achievement				68%	52%	53%	56%	54%	55%

Grade Level Data Review - State Assessments

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
03	2021					
	2019	71%	58%	13%	58%	13%
Cohort Comparison						
04	2021					
	2019	71%	55%	16%	58%	13%
Cohort Comparison		-71%				
05	2021					
	2019	64%	54%	10%	56%	8%
Cohort Comparison		-71%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	77%	61%	16%	62%	15%
Cohort Comparison						
04	2021					
	2019	74%	62%	12%	64%	10%
Cohort Comparison		-77%				
05	2021					
	2019	69%	58%	11%	60%	9%
Cohort Comparison		-74%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	66%	50%	16%	53%	13%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Data was collected through a quarterly progress monitoring cycle, which included instruments such as STAR, i-Ready, and district-created progress monitoring assessments.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19/15.8	59/45.7	0/0
	Economically Disadvantaged			
	Students With Disabilities	0/0	1/8.3	0/0
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16/13.3	39/31	0/0
	Economically Disadvantaged			
	Students With Disabilities	1/8.3	2/16.7	0/0
	English Language Learners	1/20	0/0	0/0
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19/15.8	59/45.7	1/50
	Economically Disadvantaged			
	Students With Disabilities	0/0	1/6.7	0/0
	English Language Learners	1/12.5	1/11.1	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10/8.9	33/26.8	0/0
	Economically Disadvantaged			
	Students With Disabilities	0/0	1/6.7	0/0
	English Language Learners	0/0	1/11.1	0/0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52/37.3	73/51.8	88/62.4
	Economically Disadvantaged			
	Students With Disabilities	1/6.3	2/11.8	2/11.8
	English Language Learners	1/11.1	1/11.1	1/11.1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17/12.6	54/39.7	82/58.2
	Economically Disadvantaged			
	Students With Disabilities	1/6.3	2/12.5	4/23.5
	English Language Learners	0/0	1/12.5	1/11.1
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42/43.3	57/56.4	68/66.7
	Economically Disadvantaged			
	Students With Disabilities	2/10	3/15.8	6/30
	English Language Learners	2/25	2/25	4/50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13/9.5	45/30.2	70/47
	Economically Disadvantaged			
	Students With Disabilities	0/0	3/15.0	2/10
	English Language Learners	1/9.1	4/36.4	5/45.5

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41/48.8	47/55.3	52/59.8
	Economically Disadvantaged			
	Students With Disabilities	2/9.5	4/19	5/22.7
	English Language Learners	1/33.3	1/33.3	2/66.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20/16.1	49/39.2	70/54.3
	Economically Disadvantaged			
	Students With Disabilities	1/4.8	2/9.5	4/17.4
	English Language Learners	1/16.7	1/16.7	3/50
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	46/36.2	52/41.9	75/61.5
	Economically Disadvantaged			
	Students With Disabilities	4/18.2	4/19.0	9/40.9
	English Language Learners	2/33.3	3/50	3/50

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	27	32	26	34	40	39	35				
ELL	52			53							
BLK	48			44							
HSP	60	67		61	43	25	59				
MUL	50			60							
WHT	68	55	42	75	54	53	66				
FRL	47	45	27	52	44	50	48				
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	28	39	35	31	54	41	30				
ELL	54	60		62	70						
BLK	57	55		54	40						

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
HSP	63	53	31	71	78	53	58				
MUL	64			91							
WHT	76	64	64	78	74	46	75				
FRL	65	60	41	66	69	41	59				
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	24	29	27	25	22	18	17				
BLK	50	15		50	38						
HSP	65	49	34	64	49	32	47				
MUL	67	64		75	55						
WHT	73	51	33	74	49	21	60				
FRL	66	45	33	64	47	28	49				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	53
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	47
Total Points Earned for the Federal Index	424
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
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%	

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%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

According to the 2020-2021 Progress Monitoring Assessments (i-Ready, STAR, district-created assessments), each grade level increased in proficiency with each quarterly cycle. Looking at subgroups in state testing (both ELA and Math), there is a trend of the L25 student population making fewer learning gains compared to non L25 students.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is L25 students making learning gains in math. 46% L25 in math made learning gains compared to 54% at the district level and 51% at the state level. In addition, learning gains for the L25 has been in a decline since 2016-17 school year.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors: student absences, student illnesses (relating back to absences)
 Actions to address the need for improvement are:
 ESE resource teachers and other resource teachers meeting the needs of students with IEPs, MTSS needs, or basic intervention needs. Resource teachers are creating intervention groups with students of similar needs and using appropriate strategies to teach and/or reteach skills. Teachers will meet the specific needs of students in small groups, either during center rotations or their classroom intervention time.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Science went from 56% to 68%. 5th grade continues departmentalized with Math/Science and ELA/Writing.
 We included science in our WIN (intervention) time in which all teachers taught science. Time was allotted to review 3rd and 4th grade standards.

What were the contributing factors to this improvement? What new actions did your school take in this area?

5th grade departmentalized with Math/Science and ELA/Writing.
 We included science in our WIN (intervention) time in which all teachers taught science. Time was allotted to review 3rd and 4th grade standards.

What strategies will need to be implemented in order to accelerate learning?

Resource teachers will continue to meet the needs of students with MTSS needs, and basic content intervention needs. Resource teachers are creating intervention groups with students of similar needs and using appropriate strategies to teach and/or reteach skills. Teachers will meet the specific needs of students in small groups, either during center rotations or their classroom intervention time. Additionally, our teacher who works with our gifted student population, also works with 4th and 5th grade students in math interventions.

Grade level data is reviewed weekly (or as needed), during Grade Level PLCs. Resource teachers attend the PLCs.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

In addition to encouraging teachers to take advantage of district opportunities with our Wonders reading series, and also the Really Great Reading component, we offer i-Ready and Kagan Cooperative Learning professional development, either during planning/PLC times or after school, during faculty meetings/PD meetings.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Our K-2 Literacy Coach assists grades K - 2 with their newest Wonders reading materials, Really Great Reading, DIBELS, i-Ready and content intervention needs. Additionally, she is available for mentoring and coaching any and all K - 2 teachers. Our resource team, will continue to create groups of students who need intervention, either in ELA or math.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	An area of focus is L25 students making learning gains in Math. 46% L25 in math made learning gains compared to 54% at the district level and 51% at the state level. In addition, learning gains for the L25 has been in a decline since 2016-17 school year.
Measurable Outcome:	Increase the % of L25 students making learning gains from 46% to 54% as measured by the FY21 Math FSA.
Monitoring:	The Area of Focus will be monitored by the person providing instruction (teacher/small group instruction, resource teacher/intervention, and administration/Data Chats and PLCs).
Person responsible for monitoring outcome:	Lisa Murphy (lisajm@leeschools.net)
Evidence-based Strategy:	We will continue with standards based small group instruction, as well as intervention.
Rationale for Evidence-based Strategy:	Working in small groups helps to best meet the needs of students who are struggling with specific skills and/or standards. The resources used will be grade level materials, computer based modules, manipulatives.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	47% L25 made learning gains in ELA compared to 50% at the district level and 53% at the s
Measurable Outcome:	Increase the % of L25 students making learning gains from 47% to 50% as measured by the FY21 ELA FSA.
Monitoring:	ELA Area of Focus will be monitored by classroom teachers during small group standards based instruction, by intervention support team during daily intervention (small group, Read 180, System 44 programs), and by administration during weekly PLCs.
Person responsible for monitoring outcome:	Lisa Murphy (lisajm@leeschools.net)
Evidence-based Strategy:	fluency strategies
Rationale for Evidence-based Strategy:	Fluency strategies will increase accuracy, automaticity and prosody. In addition, also build stamina for reading extended passages.
Strategy:	Students will be assessed with grade level passages to determine fluency rate.

Action Steps to Implement

1. Fluency placement assessments
2. During intervention blocks, students will use the fluency components in Read 180, System 44 and HD Word.
3. During small group instruction, students will use fluency strategies such as choral reading, paired reading and repeated readings of passages.
4. Students will monitor and track their fluency rates.
5. Teachers will track and monitor fluency rates for targeted students bi-weekly.
6. Teachers will have ongoing training on High Yield Strategies.
7. Strategic planning quarterly with district and school based Reading coach.

Person Responsible Lisa Murphy (lisajm@leeschools.net)

#3. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale: Total of 15 students issued consequence of OSS/ISS for the 2020-21 school year.

Measurable Outcome: Continue to implement behavior prevention systems in 100% of classrooms and at school level to maintain low OSS/ISS rate as compared to the 2018-19 school year.

Monitoring: Administration and Behavior Specialist will work together to monitor students receiving infractions, referrals, and consequently ISS or OSS.

Person responsible for monitoring outcome: Lisa Murphy (lisajm@leeschools.net)

Evidence-based Strategy: PBS strategies/incentives

Rationale for Evidence-based Strategy: We are consistently a Gold Level PBS school based on our PBS strategies and school wide behavior plan.

Action Steps to Implement

1. Counseling, as needed, with school counselor and/or behavior specialist
2. Consistent school wide behavior plan and expectations

Person Responsible Lisa Murphy (lisajm@leeschools.net)

#4. Culture & Environment specifically relating to Student Attendance

Area of Focus
Description and Rationale: We cannot educate students that are absent from school.

Measurable Outcome: Decrease the number of chronically absent students- with (below 90%) from 41 students to 23 students, as measured by the CASTLE early warning system by June, 2022.

Monitoring: Attendance is taken daily by classroom teachers. Absent students will have phone calls from Data Entry Clerk or administration. Chronic absences will be reported to school Social Worker for follow up.

Person responsible for monitoring outcome: Lisa Murphy (lisajm@leeschools.net)

Evidence-based Strategy: Parent contact from administration to build relationship and provide support and interventions to reduce chronic absences.

Rationale for Evidence-based Strategy: At the elementary level, students depend on their parents and/or guardians to provide transportation to school

Action Steps to Implement

- 1. Weekly data attendance printed from FOCUS and analysed for past students with chronic absences as well as students that have current chronic absences.
- 2. The school social worker will be a liason to the parents, teachers and administration with updates on attendance and parent communication.
- 3. Attendance concerns are to first be addressed by the classroom teacher and then administration will be contacted if attendance concerns continue.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.SafeSchoolsforAlex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

N/A

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.

- ~At the beginning of the year, families and students will be invited to an open house in which classroom teachers will share the vision, mission, and culture of the school. Parents, teachers, students, community members and business partners are invited to virtual SAC meetings and PTO meetings in which data for all student groups is presented. Stakeholders will participate, as a result of Trafalgar Elementary's process for ensuring participation, such as invitations through the school newsletter, School Messenger and Peach Jar.
- ~Community partners are encouraged to support school staff members (back to school breakfast, coffee and pastry days, school supplies, etc.)
- ~Students are recognized daily and weekly for positive choices (Clip up chart in classrooms for positive behavior, weekly Student of the Week).
- ~Staff members are recognized weekly with "Thank You's" from peers. One instructional and one non instructional person is recognized via school news on Friday mornings.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

- ~Administration or SAC Chairperson: Parents, teachers, students, community members and business partners are invited to virtual SAC meetings and PTO meetings in which data for all student groups is presented.
- ~Administration: invitations through the school newsletter, School Messenger and Peach Jar. Administration: school news daily, encouraging students to do their best, classroom walk-throughs acknowledging positive finds
- ~Teachers: positivity and modeling in classrooms
- ~Guidance Counselor and Behavior Specialist: promote positive behavior, behavior intervention, small group counseling
- ~Resource teachers: support classroom teachers with resources and intervention
- ~Parents: responsible for getting students to school on time, supporting the school and teacher/classroom initiatives

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
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2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Discipline	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
Total:			\$0.00