

The School District of Lee County

Trafalgar Middle School



2021-22 Schoolwide Improvement Plan

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Trafalgar Middle School

2120 TRAFALGAR PKWY, Cape Coral, FL 33991

<http://tfm.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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
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 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%)
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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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">53%</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="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">49%</p>

School Grades History

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

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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.

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	Position 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 elective course teams -Supports and monitors the work of the collaborative elective course 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 Team meetings to collaborate on and monitor students who are struggling -Collects 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
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 elective course teams -Supports and monitors the work of the collaborative elective course 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 Team meetings to collaborate on and monitor students who are struggling -Collects 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

Name	Position Title	Job Duties and Responsibilities
Koerick, William	Assistant Principal	<ul style="list-style-type: none"> -Ensures a focus on learning and continuous improvement -Guides the work of the collaborative elective course teams -Supports and monitors the work of the collaborative elective course 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 -Aligns school's work with the district and classroom -Provides vision for both academic and behavioral success -Monitors the progress of school improvement -Systematically evaluates the school infrastructure, grounds and procedures supporting student processes -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 -Collects school-wide data for team to use in determining at-risk students -Implementation of the MTSS problem-solving process
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 the 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 and plans for their improvement -Aligns school's work with the district and classroom -Provides vision for academic success -Implements, and monitors the progress of school improvement -Assist in problem-solving and 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 -Collects 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
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 the collaborative 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 -Aligns school's work with the district and classroom

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> -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 -Collects 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 the 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 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 Team meetings to collaborate on and monitor students who are struggling -Implementation of the MTSS problem-solving process -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 the collaborative elective course 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 -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

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> -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 -Collects 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 the Social Studies 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 Social Studies Team meetings to collaborate on and monitor students who are struggling -Collects 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	<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 Science teams -Supports and monitors the work of the 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 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

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> -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 Science Team meetings to collaborate on and monitor students who are struggling -Collects 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
McMillion, Phenicia	Behavior Specialist	<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 and monitors the work of the collaborative 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 -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 -Attends and facilitates Team meetings to collaborate on and monitor students who are struggling -Collects school-wide data for team to use in determining at-risk students -Implementation of the MTSS problem-solving process

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.*

4

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.*

21

Total number of teacher positions allocated to the school

57

Total number of students enrolled at the school

987

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

1

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

8

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	0	0	0	0	0	0	340	313	334	0	0	0	0	987
Attendance below 90 percent	0	0	0	0	0	0	32	34	37	0	0	0	0	103
One or more suspensions	0	0	0	0	0	0	6	9	24	0	0	0	0	39
Course failure in ELA	0	0	0	0	0	0	15	18	10	0	0	0	0	43
Course failure in Math	0	0	0	0	0	0	15	31	29	0	0	0	0	75
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	40	40	49	0	0	0	0	129
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	50	51	53	0	0	0	0	154
Number of students with a substantial reading deficiency	0	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	0	0	0	0	0	44	50	49	0	0	0	0	143

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

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	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

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	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

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				73%	55%	54%	72%	55%	53%
ELA Learning Gains				67%	56%	54%	65%	54%	54%
ELA Lowest 25th Percentile				58%	44%	47%	46%	44%	47%
Math Achievement				80%	64%	58%	79%	62%	58%
Math Learning Gains				72%	64%	57%	74%	63%	57%
Math Lowest 25th Percentile				67%	54%	51%	69%	54%	51%
Science Achievement				68%	50%	51%	71%	52%	52%
Social Studies Achievement				80%	70%	72%	81%	69%	72%

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
06	2021					
	2019	69%	52%	17%	54%	15%
Cohort Comparison						
07	2021					
	2019	73%	51%	22%	52%	21%
Cohort Comparison		-69%				
08	2021					
	2019	78%	57%	21%	56%	22%
Cohort Comparison		-73%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	66%	47%	19%	55%	11%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	78%	57%	21%	54%	24%
Cohort Comparison		-66%				
08	2021					
	2019	82%	60%	22%	46%	36%
Cohort Comparison		-78%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	68%	46%	22%	48%	20%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	79%	67%	12%	71%	8%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	92%	59%	33%	61%	31%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

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, iReady, and district-created progress monitoring assessments.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	139/5.5	177/63	178/61
	Economically Disadvantaged			
	Students With Disabilities	3/12.5	6/25	5/18.5
	English Language Learners	2/16.7	4/28.6	5/29.4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12/9.8	26/18.4	42/28.4
	Economically Disadvantaged			
	Students With Disabilities	1/4.3	2/7.7	4/15.4
	English Language Learners	3/25	3/21.4	5/31.3

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	165/54.1	205/64.5	211/66.1
	Economically Disadvantaged			
	Students With Disabilities	8/20.5	9/21.4	11/26.2
	English Language Learners	1/9.1	1/8.3	2/15.4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	123/43.6	172/56.8	189/62.8
	Economically Disadvantaged			
	Students With Disabilities	2/5.9	4/11.1	8/21.6
	English Language Learners	1/11.1	3/27.3	5/45.5
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	190/64.4	269/84.3	274/85.4
	Economically Disadvantaged			
	Students With Disabilities	10/27	20/46.5	23/52.3
	English Language Learners	4/36.4	8/66.7	7/53.8

Grade 8					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		114/67.5	129/72.1	136/75.1
	Economically Disadvantaged				
	Students With Disabilities		2/8.7	3/12	6/24
	English Language Learners		0/0	1/33.3	1/33.3
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		166/62.4	205/68.8	215/71.7
	Economically Disadvantaged				
	Students With Disabilities		8/27.6	9/24.3	9/24.3
	English Language Learners		1/20	4/66.7	3/50
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		85/33.7	124/47.7	160/55.9
	Economically Disadvantaged				
	Students With Disabilities		1/3.7	0/0	4/11.4
	English Language Learners		0/0	1/25	2/40

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	23	29	20	27	35	26	18	53	30		
ELL	39	49	45	44	56	45		80			
ASN	60	72		70	67			80			
BLK	54	56	28	58	60		60	89			
HSP	60	57	34	61	48	38	59	81	53		
MUL	74	58		81	69		73	90	62		
WHT	68	60	36	72	56	38	67	88	67		
FRL	53	49	30	55	46	37	55	76	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	27	44	43	37	45	48	21	50			
ELL	38	66	60	50	56	50	31	53			

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
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		
FRL	63	61	42	71	70	65	62	73	67		

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	59
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	52
Total Points Earned for the Federal Index	585
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
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	70
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	58
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	54
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	72
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	61
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	49
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 progress monitoring data, the trend emerging across the 6th grade level, in ELA and Math, was an increase in percentage points, when compared to the district, and state data. Comparing 7th and 8th grade progress monitoring data to the district, and state, there was more of an increase across ELA and Math content areas.

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

The data component that showed the greatest need for improvement, based off of progress monitoring data, was the 7th grade Civics.

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

The contributing factors to this need for improvement was low scores on test data. The new actions to address the need for improvement would be a review of instructional techniques used, the curriculum review of the online materials and providing students with an intervention for Civic prior to testing.

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

The data component that showed the most improvement was the 8th grade, Pre-Algebra, math component. In this area, a 36% increase was identified.

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

The contributing factors to this improvement was providing students with a strong foundation in math skills, providing a research-based, district adopted curriculum and after school tutoring. The new actions that were taken were to review grades often with counselors, creating plans to make-up incomplete assignments and providing interventions for missed instruction.

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

The strategies that will be implemented to accelerate learning will be timed, fast-paced lessons, while stream-lining curriculum, and focusing on grade level standards. We will allow for additional time to integrate necessary, pre-requisite skills.

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.

The professional development opportunities that will be provided to the school are standard-based discussions during Professional Learning Community meetings, providing support from District leaders when additional resources are needed and research-based instructional strategies provided to staff upon request.

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

The additional services that will be implemented to ensure sustainability of improvement in future years are committing to their personal professional development and modeling what is being requested from them in the areas of professionalism and student interactions.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: According to the FY20 data, an area of weakness that has been noticed at Trafalgar Middle School is the decrease in learning gains of the students who fall in the lowest 25%. The team feels this is an area to address in order to provide students with the necessary tools to be successful beyond middle school.

Measurable Outcome: The percentage of students making learning gains in the lowest 25% will increase from 39% to 42% as measured by the FY22 FSA math.

Monitoring: The area of focus will be monitored for the desired outcome by using the progress monitoring data that will be provided three times a year. This will give a good indication of student levels prior to FSA.

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

Evidence-based Strategy: All students are instructed in a District adopted curriculum, based on academic need. Students are placed into classes that will support and challenge them academically. Afterschool 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 upon the level of need, as determined by FSA data, will provided students with the amount of academic support to build the foundational skills necessary to achieve at higher levels.

Action Steps to Implement

- Grade level and department meetings, shared 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 and 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)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: According to the FY20 data, an area of critical need that has been noticed at Trafalgar Middle School is the decrease in learning gains of the students who fall in the lowest 25%. The team feels this is an area to address in order to provide students with the necessary tools to be successful beyond middle school.

Measurable Outcome: The percentage of students making learning gains in the lowest 25% will increase from 35% to 38% as measured by the FY22 FSA ELA.

Monitoring: The area of focus will be monitored for the desired outcome by using the progress monitoring data that will be provided three times a year. This will give a good indication of student levels prior to FSA.

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

Evidence-based Strategy: All students are instructed in a District adopted curriculum, based on academic need. Students are placed into classes that will support and challenge them academically. Afterschool tutoring is provided for students who need extra support in their ELA classes. Use of iReady for progress monitoring and differentiation.

Rationale for Evidence-based Strategy: Placing students into varying District adopted curriculum programs, based upon the level of need, as determined by FSA data, will provided students with the amount of academic support to build the foundational skills necessary to achieve at higher levels.

Action Steps to Implement

- Grade level and department meetings, shared classroom strategies and differentiated lessons
- Support and interventions from ESE teachers, instructional coach and behavior specialist
- Positive behavior intervention support systems
- Intensive reading classes
- Collaborative teaching and inclusive reading classes to increase small group support with the lowest 25%
- Differentiated iReady curriculum and performance-based reading classes to close achievement gaps
- Closely monitor SWD to provide additional supports as data indicates

Person Responsible Michael Galbreath (michaelrga@leeschools.net)

#3. 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 FY22.

Monitoring: Classroom assessments and teacher based observations will be used to monitor progress in this area of focus.

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. PLC 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 abilities to focus on learning.

Person Responsible: Michael Galbreath (michaelrga@leeschools.net)

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.

Trafalgar Middle School continually strives to improve the positive behavior supports for all students. Evidence of this proactive environment is demonstrated when reviewing the data from SafeSchoolsforAlex.org. Consistently, the report revealed Trafalgar reflecting as "moderate": #117 out of #553 in state and #9 out of #69 in the county, coming in extremely below 50% of schools' numbers reporting on referrals, suspensions, number of students involved in incidents and incidents reported last year.

The primary area of concern that will be monitored this school year are referrals leading to OSS. Last year, the data reflects 67 reported suspensions, but only 35 students were involved. Research proven data indicates 100% of all discipline can come from 10% of the students. In this case, this is almost 4% of the student population from FY21.

This school year, processes and procedures will be monitored to reduce the number of out-of-school suspensions. Alternative to suspension programs are in place: afterschool detention, restitution, ISS including classwork completion for students looking to "get suspended" and implementation of "making up class time" by replacing exploratory classes with core classes. Alternative to Suspension monitoring programs will increase as staff members become more invested in the process and outcomes. This will help students build better relationships with their teachers and create an environment of mutual understanding/trust, while lowering out of school suspensions.

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.

Trafalgar Middle School's culture and school environment reflects one of engagement with the staff and students, behaviors that are modeled for the students by every adult in the building and one of creative interactions with students. The discussion for TMS is not "building the positive culture", but maintaining the culture, and the state of our environment, after facing such a laborious school year. Trafalgar Middle School's goal is to maintain our positive school culture and a productive school environment through the following: professional satisfaction through our shared goals, promoting student positive behavior through consistency and celebrations, transparency with our parents, while encouraging parental involvement and continue to have an educational impact on our students every day.

To promote professional satisfaction, we allow five minutes for the discussions to take place during team meetings. The goals of the team are reviewed, how our day to day interactions are impacting our goals and

what can we do as a team to modify the behavior to get us back on track to achieving our goals. The brief conversations allow staff members to feel as if they are being heard, feelings are validated, reset and the focus is returned to educating our students.

Through PBIS, TMS staff members are meeting frequently to discuss the data surrounding student behavior, new ways to celebrate students making good choices publicly and maintaining consistency with the process of rewards/consequences.

The 24-hour rule of returning parent phone calls assists in maintaining our school environment. The parents are confident in our transparency and encouragement to stay involved with our school. TMS parents are secure in their knowledge of knowing if their child is accused of breaking a rule, our administration and staff will be fair with our students, give every student their due process and they are disciplined based on the District's Code of Conduct.

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

Trafalgar has a reputation of being one of the best schools in Lee County. The history of the school, along with positive staff interactions in the community, assisted in creating an unlimited supply of stakeholders for Trafalgar Middle.

To begin abroad, the students at Trafalgar Middle School raised 11,000 dollars in four months, to build a well in Africa for The Water Project. The response of National Notoriety for the project was amazing, but also created an entire group of people in California, and Africa, who celebrates the relationship with Trafalgar Middle, and are vested in our growth and continued success.

In Miami Florida, we have a nationally known actress/model/social media figure, who has established relationships with our PEARLS Club for Girls, providing a positive influence, continued communication, and encouragement with grades and their successful completion of school.

Locally, we have our community members. These are the people who are donating funds, time and resources to TMS. The resources guarantee projects are completed, the students have supplies for teacher projects outside the classroom and the presence of a familiar face when they are at Publix ringing the bell for holiday gift donations. Community members encourage our students by providing small book scholarships, awards for doing the right thing on campus and financial support by giving to fundraisers for school trips or campus events.

Our parents are our most supportive stakeholders. The parents are present, asking how can they help, and supporting our educational demands on our students, confident of the benefits for their future.