

Trafalgar Elementary School



2014-15 School Improvement Plan

Trafalgar Elementary School

1850 SW 20TH AVE, Cape Coral, FL 33991

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

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

47%

Alternative/ESE Center

No

Charter School

No

Minority

34%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. 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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To be a world-class school.

Provide the school's vision statement

To provide a quality education in a safe and well-managed environment.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

During the summer months, all incoming Kindergarten students are tested to determine their level of ability and readiness for school. At that time, the parents complete a questionnaire about home activities and previous school experience. The administrator who administers the assessment talks with the parent about how to help at home and what skills need to be reinforced. The administrator conducting the assessment interacts directly with the student and begins to learn about the student's learning style and personality.

Each classroom begins the school year with team-building and class-building activities so the students can get to know their peers. There are a variety of Kagan structures the teachers use for this, including Find Someone Who. Classrooms are set up so that the students work in groups of 3 or 4, which facilitates the use of Kagan Cooperative Learning.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Our school has an emergency response plan in place that provides the procedures in emergency situations. Members of the emergency response team review the plan and procedures. There is only one entrance into our school once the school day has begun. That entrance is through the front office, which is monitored by staff at all times. All visitors and volunteers on our campus must present identification and receive a yellow sticker to be worn at all times. The visitors and volunteers are required to check out when they leave and turn in their yellow sticker. Per district and state rules, we perform all the required safety drills.

We have a well-structured before and after school program that provides a variety of physical activities, as well as support for homework. Students are monitored by trained staff and safety measures are taken to ensure safety. We keep a one entrance policy during the after school hours.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

We are a Positive Behavior Support (PBS) school. We have four expectations for our students: Be Respectful, Be Responsible, Be Safe and Be a Learner. These expectations are displayed in each classroom, hallways, computer labs, cafeteria, office and PE. PBS is supported by a PBS committee which meets monthly to discuss student needs, reward systems, and discipline. We follow the school district's student code of conduct for all serious offenses. Within our classrooms, we have a school-wide behavior color chart that allows for movement up and down on the system depending on

behavior. Our staff is provided with training on PBS each year and throughout the year, the PBS committee is charged with sharing important information. At the beginning of each year, students participate in PBS assemblies to review expectations. Mid-year, a refresher assembly is done for all students.

If a student begins to display behavioral issues, the MTSS team meets to discuss the issues and determine if a plan is needed. Students in the MTSS process are closely monitored and individual needs are addressed.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

We have a full-time school counselor who is accessible by all students and teachers. The school counselor provides guidance classes to all grade levels and determines topics based on teacher request and student need. She also provides small group and individual counseling to students to improve behavior or help with personal, school or home issues. She works closely with the social worker to ensure that our families needs are met.

Character Education is addressed through the guidance classes as well.

We have a mentoring program in place also for students who may be struggling academically or socially. The mentors provide guidance and support for students when needed or on a specific schedule. The mentors are adults on the school campus, not just classroom teachers.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

1. Increase volunteer hours
2. Increase family involvement in our PTO.
3. Teachers will use ParentLink to communicate with families.
4. School will continuously use ParentLink to keep families informed of student progress
5. School will continuously use social media to keep the community informed of events, activities and news from our school.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

ParentLink training will be provided to all teachers. ParentLink will be one way for teachers to keep families up to date on student progress and other important information.

Social media sites and our school website will be continuously updated with news, events and activities occurring at the school. Information is also shared with the district, which is shared through social media, news media outlets and local newspapers.

All school volunteers and business partners participate in an orientation session aimed at building positive relationships.

Our PTO uses Volunteer Spot, a networking website, to recruit, maintain and update volunteer opportunities within the school.

We are a 5 Star School and a Golden School award winner for the school/community partnership. These awards recognize the over 10,000 volunteer hours and the community activities in which we participate.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Fainer, Ann	Principal
Milstein, Jennifer	Assistant Principal
Bisbe, Kym	Instructional Media
Eva, Kathy	Instructional Coach
Zaiser, Jill	Instructional Coach
Bombassaro, Tony	Teacher, K-12
Campion, Staci	Teacher, K-12
Caneer, Shawn	Teacher, K-12
Garcia-Valdez, Helen	Teacher, K-12
Hurley, Lynna	Teacher, K-12
Matsko, John	Teacher, ESE
Rea, Mary	Teacher, K-12
Zawisza, Michaela	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The members of the leadership "superstars" team meet on a weekly basis to discuss SIP goals, student and teacher needs, disseminate new district information, curriculum information and plan how these pieces are to be shared with the staff. This team looks at collected school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs to support implementation. Agendas and minutes are kept for these meetings.

The leadership team meets monthly or bi-monthly to discuss SIP goals, student and teacher needs.

Principal/Assistant Principal

Share leadership links important district information with the team. Assign personal to complete tasks

- Provide or coordinate valuable and continuous professional development
- Assign curriculum coaches to implement intervention
- Conduct classroom Walk-Throughs to monitor instruction and progress

Jill Zaiser-Reading Specialist- specializes/coordinates with fourth and kindergarten

Kathy Eva- Instructional coach- specializes/coordinates with third and fifth grades

Kym Bisbe- specializes/coordinates with first and second grade

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Using data such as FCAT, STAR, and performance matters, the leadership team selects programs and professional development and provides support for successful implementation in the classrooms. Students and teachers are monitored to celebrate accomplishments as well as provide specific interventions when needed. Leadership works to develop a climate where teachers feel trusted and trust the decisions of the principals.

Students are celebrated quarterly at principals parties for following rules and striving to be the best learners they can be. They are also celebrated monthly for showing improvements in the classroom at the principals picnics. Students are also rewarded with token charms for specific accomplishments such as honor roll.

Title II funds are used to secure professional development for staff. The professional development is strictly tied to student achievement and progress monitoring. These funds will be used to secure a trainer from Core Connections to provide training to teachers on writing in response to text and creative writing. Teachers will be coached to address individual student needs. This process is a continuous process throughout the school year.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Cooper Bisbe	Student
Kym Bisbe	Teacher
Rosa Gale	Education Support Employee
Ann Fainer	Principal
Maureen Malloy	Parent
Jennifer Troia	Parent
Wendy Holmes	Parent
James Douglass	Business/Community
Michelle Douglass	Parent
Stephanie Evans	Parent
Jennifer Andoscia	Parent
Hali Martin	Parent
Amber Dietrich	Parent
John Serpe	Parent
Danielle Fitzsimmons	Parent
Debbie Lane	Parent
Melissa Malone	Parent
Lori Lohr	Teacher
Deborah DiTomaso	Teacher
Helen Garcia-Valdez	Teacher
Nicole Decker	Teacher
Debbie Suhrie	Teacher
Alexandra Sanchez	Teacher
Jennifer Milstein	Teacher
Marlo Bromfield	Teacher
Hector Garcia	Business/Community
Rachel Garcia	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

In reading for 2014 we had a target of 81% of our students meeting or exceeding standards. We did not achieve that goal, 77% met or exceeded in 2014. Our targets in the subgroups black, Hispanic, ESOL, SLD, and ED were met through Safe Harbor in 2014. Our subgroup of white students did not meet the target, instead maintained 79% achievement.

In math for 2014 we had a target of 80% of our students meeting or exceeding standards. We did not achieve that goal, 75% met or exceeded in 2014. Our subgroup of Asian students met the progress target in 2014. Our black, Hispanic, white, ESOL, SLD, and ED did not make their respective targets. In science or target was 85% at or above grade level. We did not make this goal. In 2014 68% of our fifth grade students scored at or above grade level.

Development of this school improvement plan

SAC members work with the school team to create the SIP using crucial data. During a SAC meeting members review the SIP and are provided the opportunity to ask questions, make recommendations and approve revisions prior to voting and reaching consensus on the approval or revocation of the drafted SIP.

Preparation of the school's annual budget and plan

Summer planning with the leadership team PLC and administrative team planning brainstormed school wide PD needs and secured some trainers for writing and PLC training for all teachers. Training needs are assessed monthly with the leadership PLCs.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School Improvement Funds are not available at this time.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Bisbe, Kym	Instructional Media
Eva, Kathy	Instructional Coach
Zaiser, Jill	Instructional Coach
Fainer, Ann	Principal
Milstein, Jennifer	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Closely monitor the tier ii and iii students to make sure they are making progress in reading. Plan professional development opportunities to further train our teachers on the CCSS. Review reading data using Performance Matters and STAR, formative assessments and teacher input to determine specific needs for targeted students.

Classroom Teacher

- Keep ongoing progress monitoring notes and weekly data points in a MTSS folder (curriculum assessments, STAR or EL, or FCAT scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend MTSS Team meetings to collaborate on & monitor students who are struggling every 9 weeks
- Implement interventions designed by MTSS Team for students in Tier 2 & 3
- Deliver instructional interventions with fidelity
- Provide ELL interventions at all tiers

Instructional coaches and Specialist and Media specialist- Jill Zaiser, Kathy Eva and Kym Bisbe

- Implement Tier 2 & 3 interventions at some grade levels

- Keep progress monitoring notes & anecdotes of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist – Jill Muller

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

School Psychologist

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

ESE Teacher

- Consult with MTSS Team regarding Tier 3 interventions
- Incorporate MTSS data when making eligibility decisions

Specialist (Behavior, OT, PT, ASD)

- Consult with MTSS Team
- Provide staff trainings

Social Worker

- Attend MTSS Team meetings when requested
- Conduct social-developmental history interviews and share with MTSS Team

Principal/Assistant Principal

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

Jennifer Milstein-behavior chairperson- she attends MTSS district trainings and shares with the team

Notifies parents and holds MTSS behavior meetings

Jennifer Milstein ESOL/ELL Representative

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

Jill Zaiser-reading specialist -3rd-5th grade leader -

notifies and runs the MTSS meeting with both parents and teachers

Sara Campos- guidance counselor -K-2nd grad leader- she notifies and runs the MTSS meeting with both parents and teachers

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

Collaborate with RTI team on effective instruction and specific interventions

Assists with planning and/or implementation of intervention strategies

The MTSS Problem-Solving team at Trafalgar Elementary meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual. Data analysis comparison of cohort schools at the district level, classrooms by teacher, and individual student level will be used to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The master schedule provides daily common planning for all grade levels. On a weekly basis, grade levels are required to meet as a PLC to discuss student progress and determine student mastery of standards. Support instructional staff, such as ESE, and Reading support, arrange time in their schedule to meet with the grade levels to which they are assigned to participate in the weekly PLCs. Grade level chairs also use this common planning time to hold grade level meetings and share information gleaned from Leadership meetings. Administrators attend PLCs and help support the PLC process. ESE teachers co-teach with general education teachers in the classroom. Pull out services are given to address testing needs or individual needs. Reading and math support also co-teach with the classroom teachers during specific blocks of time in our intensive classes.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Preschool meeting with all teachers new to Trafalgar Elementary. Focus of the meeting is to review school policies and procedures, and review instructional staff handbook.

Persons Responsible:

Principal

Assistant Principal

Curriculum Specialist

2. New teachers or new teachers to Trafalgar are assigned peer mentors and meet regularly.

Persons Responsible:

Assistant Principal

3. Regular Meetings of new teachers with the administration and curriculum specialist.

Persons Responsible:

Principal

Assistant Principal

Curriculum Specialist

4. Active Volunteer Program that provides support in the classroom with adults working with students.

Persons Responsible:

Volunteer Coordinator

Teachers

Parents

Administrators

5. Adult support (paraprofessionals) working daily with students in all grade level classrooms.

Persons Responsible:

Administrators

Paraprofessionals

6. Strong partnership with our PTO resulting in teachers writing mini-grants for additional materials and funding for their classrooms.

Persons Responsible:

Teachers

PTO President and Board

Administrators

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

Administrators

Curriculum Specialist

Math/Language

Arts/Reading/Writing/Data

trainers

Ongoing

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

Curriculum Specialist

Guidance Counselor

Ongoing

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

1. At Trafalgar Elementary School, our new teachers are assigned a teacher mentor. The teacher mentors are teachers on the same grade level and are required to meet with the new teachers at least weekly, and perform the requirements as outlined in the school's district's APPLES new teacher program.
2. New teachers are given an orientation during the pre-school week to familiarize them with the school, procedures, handbook, campus and any issues/concerns they may have.
3. New teachers are given the opportunity to observe other teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Trafalgar Elementary uses the state selected reading program (Reading Street) and Go Math! for math curriculum. National Geographic and P-Sell are used for science and McGraw Hill Florida Social Studies. We follow district guidelines and academic plans. Teachers plan in PLC's weekly to ensure that materials and lessons are aligned to Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The PLC process is designed to identify areas in which students are struggling early and provide intervention as soon as a need arises. Students are grouped on a weekly basis based on the results of formative assessments on specific standards. Those students who have not yet mastered a specific standard are given intervention strategies from the reading series to reinforce and reteach skills. Students who have already mastered standards are given enrichment through projects, deepening of the skills and higher level passages on which to apply skills.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 1,260

The extended day program is a twice weekly program for 4th and 5th graders who may be struggling in Reading. The teachers of the program have identified weaknesses and designed lessons to reteach and enhance the learning of the necessary skills.

Strategy Rationale

The purpose of the extended day program is to provide targeted, reteaching strategies to students who have not yet mastered grade level skills. Certified classroom teachers are the instructors in the program and research-based curriculum is used.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Fainer, Ann, annwf@leeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students begin the program with a pre-test. All students will take the same assessment. Teachers will then score and determine the skills with the greatest need. Formative assessments will be used by teachers frequently to determine student progress toward mastery. At the end of the program, students will take a post-test and the state test. Overall student learning gains and state test scores will be the indicator of effectiveness.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Prior to the start of the school year, an orientation session is held to familiarize students and families with the expectations of the new school year. A separate Meet Your Teacher event is held for incoming Kindergarten students and families a few days before school starts. This event serves to help families become familiar with procedures and meet their child's new teacher with a smaller crowd.

During the summer prior to their entry to our school, each student is given a reading assessment of Kindergarten skills. The assessment covers letter names/sounds, blending, phonological awareness, print/letter knowledge, and basic school readiness.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** The percent of students making learning gains in Math will increase from 73% to 82% as measured by the Spring 2015 FSA.
- G2.** The percent of students making learning gains in Reading will increase from 66% to 70% as measured by the Spring 2015 FSA.
- G3.** The percent of students scoring proficient (level 3 or higher) on the Science SSS Spring 2015 assessment will increase from 68% to 75%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. The percent of students making learning gains in Math will increase from 73% to 82% as measured by the Spring 2015 FSA. 1a

G042859

Targets Supported 1b

Indicator	Annual Target
Math Gains	82.0
Math Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- Highly Qualified Teachers
- District Support
- Online capabilities
- PLCs
- Administration- instructional leaders
- Ongoing curriculum training

Targeted Barriers to Achieving the Goal 3

- New state assessment

Plan to Monitor Progress Toward G1. 8

Beginning, mid, and end of year tests on PM

Person Responsible

Ann Fainer

Schedule

Semiannually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Math tests grades from beginning to mid to end of year show improvement from all students

G2. The percent of students making learning gains in Reading will increase from 66% to 70% as measured by the Spring 2015 FSA. **1a**

G042733

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - White	85.0
AMO Reading - African American	82.0
AMO Reading - ED	78.0
AMO Reading - SWD	69.0
AMO Reading - Hispanic	77.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	65.0

Resources Available to Support the Goal **2**

- Highly qualified staff
- District support
- Online resources
- Ongoing curriculum training
- Administrative support
- PLCs

Targeted Barriers to Achieving the Goal **3**

- the new state assessment

G3. The percent of students scoring proficient (level 3 or higher) on the Science SSS Spring 2015 assessment will increase from 68% to 75%. 1a

G039868

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	75.0

Resources Available to Support the Goal 2

- Highly Qualified teachers
- District support
- online capabilities
- PLCs
- Administration- instructional leaders
- Ongoing curriculum training

Targeted Barriers to Achieving the Goal 3

- P-Sell alignment to District academic plan

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Ann Fainer

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

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

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. The percent of students making learning gains in Math will increase from 73% to 82% as measured by the Spring 2015 FSA. **1**

 G042859

G1.B1 New state assessment **2**

 B104699

G1.B1.S1 Math journals will be kept at all grade levels **4**

 S122802

Strategy Rationale

Students can look back and use their interactive journals to study before any test. Students can also look back in journals for corrective feedback after testing.

Action Step 1 **5**

All teachers will assist students in keeping a math journal all year long.

Person Responsible

Ann Fainer

Schedule

Daily, from 9/2/2014 to 5/29/2015

Evidence of Completion

Lesson plans and student products

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Student journals will be displayed and explained at parent teacher conferences, students will use journals to study before unit tests.

Person Responsible

Ann Fainer

Schedule

Biweekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Teacher lesson plans and student products

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Students test grades from unit tests

Person Responsible

Ann Fainer

Schedule

Every 6 Weeks, from 9/29/2014 to 5/29/2015

Evidence of Completion

PM math grades from unit tests

G2. The percent of students making learning gains in Reading will increase from 66% to 70% as measured by the Spring 2015 FSA. 1

G042733

G2.B2 the new state assessment 2

B104340

G2.B2.S1 Utilize the online resource for practice tests 4

S115509

Strategy Rationale

The online practice tests give exposure to the format of the new assessment and familiarize students with the expectations

Action Step 1 5

Teachers will provide time for students to practice with the online assessment.

Person Responsible

Ann Fainer

Schedule

Monthly, from 10/1/2014 to 3/31/2015

Evidence of Completion

Teacher lesson plans, walkthroughs, observation

Action Step 2 5

Teachers and administrators will host an informational parent session.

Person Responsible

Jennifer Milstein

Schedule

On 12/4/2014

Evidence of Completion

Sign in sheets, power point presentation

Action Step 3 5

All teachers will participate in Writing training.

Person Responsible

Ann Fainer

Schedule

Every 2 Months, from 8/25/2014 to 2/27/2015

Evidence of Completion

Training session notes, sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Lesson plan monitoring, walkthroughs

Person Responsible

Ann Fainer

Schedule

Monthly, from 9/8/2014 to 3/31/2015

Evidence of Completion

Lesson plans, walkthrough data

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Person Responsible

Ann Fainer

Schedule

Evidence of Completion

G3. The percent of students scoring proficient (level 3 or higher) on the Science SSS Spring 2015 assessment will increase from 68% to 75%. 1

G039868

G3.B1 P-Sell alignment to District academic plan 2

B096312

G3.B1.S1 Use of planning time and designated grade level planning days to map curriculum and determine how district assessments it with P-Sell. 4

S115499

Strategy Rationale

In order for curriculum to match the progress monitoring, the topics taught need to match what is being assessed. Lesson plans and curriculum mapping need to occur in order to make the appropriate links. School leaders will provide full or half day trainings to conduct PLC work and map curriculum.

Action Step 1 5

Provision of planning time

Person Responsible

Ann Fainer

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Planning day agendas and specific products will be given to school leaders at the end of the day.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Lesson plan monitoring and grade level meetings

Person Responsible

Ann Fainer

Schedule

Quarterly, from 9/22/2014 to 6/1/2015

Evidence of Completion

Documentation of meetings with grade level. Agendas from all trainings.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Communication with district level personnel regarding how the assessments are aligned

Person Responsible

Ann Fainer

Schedule

Quarterly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Documentation of communications with the coordinator for P-Sell and district level personnel

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.A1	Teachers will provide time for students to practice with the online assessment.	Fainer, Ann	10/1/2014	Teacher lesson plans, walkthroughs, observation	3/31/2015 monthly
G1.B1.S1.A1	All teachers will assist students in keeping a math journal all year long.	Fainer, Ann	9/2/2014	Lesson plans and student products	5/29/2015 daily
G3.B1.S1.A1	Provision of planning time	Fainer, Ann	9/1/2014	Planning day agendas and specific products will be given to school leaders at the end of the day.	5/29/2015 quarterly
G2.B2.S1.A2	Teachers and administrators will host an informational parent session.	Milstein, Jennifer	12/4/2014	Sign in sheets, power point presentation	12/4/2014 one-time
G2.B2.S1.A3	All teachers will participate in Writing training.	Fainer, Ann	8/25/2014	Training session notes, sign in sheets	2/27/2015 every-2-months
G1.MA1	Beginning, mid, and end of year tests on PM	Fainer, Ann	8/18/2014	Math tests grades from beginning to mid to end of year show improvement from all students	5/29/2015 semiannually
G1.B1.S1.MA1	Students test grades from unit tests	Fainer, Ann	9/29/2014	PM math grades from unit tests	5/29/2015 every-6-weeks
G1.B1.S1.MA1	Student journals will be displayed and explained at parent teacher conferences, students will use journals to study before unit tests.	Fainer, Ann	9/22/2014	Teacher lesson plans and student products	5/29/2015 biweekly
G2.B2.S1.MA1	[no content entered]	Fainer, Ann		one-time	
G2.B2.S1.MA1	Lesson plan monitoring, walkthroughs	Fainer, Ann	9/8/2014	Lesson plans, walkthrough data	3/31/2015 monthly
G3.MA1	Walkthroughs, lesson plans, student grades, formative assessments, monthly grade level data meetings	Fainer, Ann	9/15/2014	Baseline, Mid-year and EOY assessments (district and curriculum based)	5/29/2015 monthly
G3.B1.S1.MA1	Communication with district level personnel regarding how the assessments are aligned	Fainer, Ann	9/1/2014	Documentation of communications with the coordinator for P-Sell and district level personnel	6/1/2015 quarterly
G3.B1.S1.MA1	Lesson plan monitoring and grade level meetings	Fainer, Ann	9/22/2014	Documentation of meetings with grade level. Agendas from all trainings.	6/1/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

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

G2. The percent of students making learning gains in Reading will increase from 66% to 70% as measured by the Spring 2015 FSA.

G2.B2 the new state assessment

G2.B2.S1 Utilize the online resource for practice tests

PD Opportunity 1

All teachers will participate in Writing training.

Facilitator

Core Connections

Participants

all teachers

Schedule

Every 2 Months, from 8/25/2014 to 2/27/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Grand Total	0