

Table of Contents

- SIP Authority 1
- I. School Information 2
 - A. School Mission and Vision 2
 - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2
 - C. Demographic Data..... 10
 - D. Early Warning Systems 11
- II. Needs Assessment/Data Review 14
 - A. ESSA School, District, State Comparison 15
 - B. ESSA School-Level Data Review 16
 - C. ESSA Subgroup Data Review 17
 - D. Accountability Components by Subgroup..... 18
 - E. Grade Level Data Review 21
- III. Planning for Improvement..... 22
- IV. Positive Learning Environment 30
- V. Title I Requirements (optional)..... 33
- VI. ATSI, TSI and CSI Resource Review 36
- VII. Budget to Support Areas of Focus 37

School Board Approval

This plan was approved by the Seminole County School Board on Board Approved 10/07/2025.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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 Department 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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of the Indian Trails Middle School Community is to provide all students a safe, supportive environment where academic excellence is encouraged, individual strengths and talents are fostered, and respect for the rights of others prevail.

Provide the school's vision statement

The Indian Trails Middle School staff will create a positive, student centered learning environment where all students are expected to reach their potential both in the classroom and in the community. To accomplish this, we believe in cultivating strong relationships between all students and staff through collaboration, active engagement, and mutual accountability.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Trish Elkharchafi

patricia_elkharchafi@scps.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Evaluate Assistant Principals, Deans, School Administration Manager, Reading, Behavior Interventionist

Responsible for:

- Staffing/Personnel

- Obtain & Evaluate Data Within Departments
- Fundraisers (approved by AP, Bookkeeper, and then principal)
- School Budget/Flex Funds
- Benchmark/Standards Based Initiatives
- SIP
- Pre-Plan & Closing Activities
- Field Trip (approved by AP, Bookkeeper, and then principal)
- CIT/SAC/PTSA Meetings/Community Relations
- Winter Springs Cluster, Rotary
- ITMS Teacher Handbook
- Parent/Staff Newsletters

Leadership Team Member #2

Employee's Name

Bailey Holmquist

bailey_holmquist@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Designee. Evaluate ELA, Social Studies, ESE, ESOL, LEAP, JROTC, Reading Coach, Virtual Lab, Yearbook, Creative Writing, OOTM, WOLF TV

Responsible for:

- ESE, Gifted, 504, SST Compliance, Articulation, ESE transition Lead
- Social Media/Website Updates
- High School Transition/Summer School Contact
- Dividends/Business Partners/Community Relations
- PTSA Admin. lead
- Teacher of the Year/Employee of the Year
- 6th Grade Night lead; 4.0 Awards lead;
- End of Year Awards lead
- 8th Grade End of Year Events lead
- Title IX/ADA Contact Monitor PD items are completed

Leadership Team Member #3

Employee's Name

Adam Kiefer

adam_kiefer@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Evaluate Math, Science, Robotics, Guidance, PE, Sustainable, Nutrition & Wellness, Fine Arts, Renewable Energy, Culinary, Spanish, AIP (Data Folders Check), Math Instructional Coach

Responsible for:

- Master Schedule (work with counselors and Piazza)
- Curriculum Guide/Registration (work with counselors and Piazza)
- Schedule Pick Up (both semesters), 1st Week Procedures Lead (with SAM)
- SAC Admin lead
- SIP Lead
- Induction Program/Certification
- Intern Coordinator
- Open House (Grades 6-8)
- Maps
- Facilities Back Up
- Bell/Lunch schedules - Ensure compliance with contract
- CSM Back Up, Clinic Back Up, Injury Report Back Up, Workman Comp Back Up
- K-Zone Liaison (if we have it)

Leadership Team Member #4

Employee's Name

Grade Turner

turnergm@scps.k12.fl.us

Position Title

School Administration Manager (SAM)

Job Duties and Responsibilities

Evaluate Clinic, FTE, Paras, Front Desk Secretary, Guidance Secretary, Bookkeeper, School Safety Guard, Custodians

Responsible for:

- Testing Lead (work with counselors and testing team)
- Technology Inventory/School Inventory
- Facilities, Facilitron, Map Backup
- School Pictures/IDs (with Sukhu)
- 5 Essentials/Snapshot lead
- Clinic lead/Health Screening/ Injury Report lead/ Tdap/ Workman Comp/ COVID Safety

manager lead (CSM)

- Attendance Lead/MTSS Admin.
- Textbooks/School Libib Inventory/Inventory Control
- Schedule Pick-Up (both semesters)/1st Week Procedures (w/ Kiefer)
- Discipline Back-Up
- Bell/Lunch Schedules-Ensure compliance w/ contract backup
- Workplace Giving Campaign Coordinator (Foundation)
- Transportation Liaison
- School Safety/Fire Drills/CRD/CYD/Em. Mgmt./Raptor

Leadership Team Member #5

Employee's Name

Amalo Alce

amalo_alce@scps.k12.fl.us

Position Title

Dean

Job Duties and Responsibilities

Supervise before, during & after school, Supervision backup School Discipline/Discipline Committee/
Journeys Reentry
TA Chair/MTSS Chair
Dress Code/after School Detention/Saturday School
Minga Liaison
Transportation Back-up
School Safety/Fire Drills/CRD/CYD, etc... Back-up
Bully Contact & Hope Scholarship: M-Z
Mentor Coordinator/Restorative Practices
MTSS (M-Z)
Sports/Clubs Coordinator & Wellness Champion

Leadership Team Member #6

Employee's Name

Dena Miranda

miranddz@scps.k12.fl.us

Position Title

Dean

Job Duties and Responsibilities

Supervise before, during and after school/School Discipline/Discipline Committee/Journeys Reentry
TA Co-Chair
Dress Code/ After School Detention/Saturday School.
Red Ribbon Week
Bully Contact & Hope Scholarship: A-L
Mentor Coordinator/Restorative Practices
Veteran's Day-Work with JROTC teacher
Student/Staff Recognitions/Incentives/Celebrations PBS Admin. Lead/SPARK Lessons w/ PBS team
MTSS (A-L)

Leadership Team Member #7

Employee's Name

Alexa Castro

castroay@scps.k12.fl.us

Position Title

Instructional Coach

Job Duties and Responsibilities

Coaching School-Wide: Literacy, ELA, Reading
High-Yield Literacy Strategies across all content areas
Literacy/Math Night with Saunders
Teach-In
Tropicana Speech
Read to Lead/Battle of the Books
Finding Your Voice
MTSS Intervention for ELA/SS
Testing team member
PD Points
Data tracking/instructional focus guru for ELA/SS
Write Score liaison and coordinator
i-Ready Reading
NEST Support with Ms. Saunders
Hispanic Heritage Month
eCampus updates
Tier 2 Intervention for ELA
8th Grade End of Year Field Trip lead

Leadership Team Member #8

Employee's Name

Cianetta Saunders

saundecz@scps.k12.fl.us

Position Title

Instructional Coach

Job Duties and Responsibilities

Coaching School-Wide: Math

Math/Literacy Night w/ Castro

Math Competition

Master Calendar (w/ PD topics/dates)/other important dates

Testing team member

i-Ready Math

NEST Lead/Induction Program Lead

AIP/MTSS/Intervention for Math/Science

Tier 2 Intervention for Math

School-wide weekly enrichment lessons for the year

Data tracking/instructional focus guru for Math/Science

Field Day lead

Black History Month

SAC Committee

ITMS Google Drive updates

Leadership Team Member #9

Employee's Name

Alexandria Collins

collinak@scps.k12.fl.us

Position Title

ELA Curriculum Leader

Job Duties and Responsibilities

ELA teacher, WOLF TV teacher, ELA Curriculum Leader

Leadership Team Member #10

Employee's Name

Sherry Hogan

sherry_hogan@scps.k12.fl.us

Position Title

Electives Curriculum Leader, PE Teacher

Job Duties and Responsibilities

Physical Education Teacher, Electives Curriculum Leader

Leadership Team Member #11

Employee's Name

Lydia Manfredi

lydia_manfredi@scps.k12.fl.us

Position Title

Math Curriculum Leader, Math Teacher

Job Duties and Responsibilities

Math Teacher, Math Curriculum Leader

Leadership Team Member #12

Employee's Name

Gwendolyn Miller

gwendolyn_miller@scps.k12.fl.us

Position Title

Science Curriculum Leader, Science Teacher

Job Duties and Responsibilities

Science Teacher, Sustainable Living Teacher, Science Curriculum Leader

Leadership Team Member #13

Employee's Name

Triina O'Rourke

triina_orourke@scps.k12.fl.us

Position Title

Social Studies Curriculum Leader, Social Studies Teacher

Job Duties and Responsibilities

Social Studies Teacher, Social Studies Curriculum Leader

Leadership Team Member #14

Employee's Name

Heather Williams

williahz1@scps.k12.fl.us

Position Title

ESE Curriculum Leader, ESE Teacher

Job Duties and Responsibilities

ESE Teacher, ESE Curriculum Leader

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

To guide our plan, we used the 2025-2026 Snapshot survey results, the Student Safety survey, and Panorama survey. The Snapshot survey was accessed through Qualitics and was available to all stakeholders including parents/guardians, staff, students, and community members. Students were also able to provide information through the Student Safety survey. Both instructional and non-instructional personnel were able to provide additional data via the Panorama survey.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Our School Improvement Plan will be continuously modeled for effective implementation as part of our weekly leadership team meetings and during teacher led PLC meetings each week. Throughout the year, adjustments will be made as needed after FAST progress monitoring assessments and quarterly Common Benchmark Assessment administrations.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	42.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: B 2022-23: B 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
School Enrollment							401	365	353	1,119
Absent 10% or more school days							49	45	50	144
One or more suspensions							22	25	28	75
Course failure in English Language Arts (ELA)							22	46	28	96
Course failure in Math							16	29	14	59
Level 1 on statewide ELA assessment							35	34	30	99
Level 1 on statewide Math assessment							42	39	42	123
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							5	10	2	17
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)							3	0	0	3

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators							50	60	50	160

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year							4	5	0	9
Students retained two or more times							1	1	0	2

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							59	61	60	180
One or more suspensions							12	21	35	68
Course failure in English Language Arts (ELA)							6	24	29	59
Course failure in Math							6	2	10	18
Level 1 on statewide ELA assessment							37	39	47	123
Level 1 on statewide Math assessment							39	43	47	129
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							41	45	56	142

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							5	12		17
Students retained two or more times								7		7

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	71	64	58	64	57	53	57	54	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	62	62	59	57	56	56			
ELA Lowest 25th Percentile	57	54	52	53	50	50			
Math Achievement*	67	69	63	64	65	60	58	61	56
Math Learning Gains	56	64	62	61	65	62			
Math Lowest 25th Percentile	56	57	57	62	60	60			
Science Achievement	67	62	54	50	56	51	55	56	49
Social Studies Achievement*	83	78	73	79	73	70	75	72	68
Graduation Rate									
Middle School Acceleration	77	82	77	78	77	74	73	76	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	81	66	53	85	65	49	56	50	40

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	68%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	677
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
68%	65%	66%	58%	53%		68%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	49%	No		
English Language Learners	52%	No		
Asian Students	78%	No		
Black/African American Students	50%	No		
Hispanic Students	66%	No		
Multiracial Students	63%	No		
White Students	68%	No		
Economically Disadvantaged Students	60%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	71%		62%	57%	67%	56%	56%	67%	83%	77%			81%
Students With Disabilities	37%		50%	50%	37%	45%	40%	38%	50%	76%			70%
English Language Learners	43%		56%	65%	36%	48%	52%	40%	47%				81%
Asian Students	87%		69%		81%	69%				85%			
Black/African American Students	49%		48%	37%	47%	52%	49%	53%	54%	57%			
Hispanic Students	65%		61%	64%	58%	55%	60%	61%	84%	75%			76%
Multiracial Students	71%		67%	60%	72%	59%	57%	36%	80%				
White Students	75%		63%	58%	72%	55%	54%	71%	86%	77%			
Economically Disadvantaged Students	59%		58%	55%	52%	51%	55%	55%	73%	67%			75%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	64%		57%	53%	64%	61%	62%	50%	79%	78%			85%
Students With Disabilities	30%		47%	46%	31%	57%	59%	20%	48%	53%			
English Language Learners	40%		58%	67%	28%	47%	48%	14%	45%				85%
Asian Students	81%		57%		100%	78%		82%	100%	100%			
Black/African American Students	39%		45%	45%	38%	54%	63%	31%	59%	77%			
Hispanic Students	62%		57%	58%	52%	57%	57%	35%	74%	60%			87%
Multiracial Students	65%		61%		64%	57%		60%	67%	82%			
White Students	67%		59%	53%	71%	64%	66%	59%	83%	82%			
Economically Disadvantaged Students	50%		53%	51%	49%	55%	56%	37%	66%	69%			83%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	57%				58%			55%	75%	73%			56%
Students With Disabilities	29%				32%			20%	46%				
English Language Learners	44%				39%			50%	69%				79%
Asian Students	81%				94%			83%	92%	100%			
Black/African American Students	35%				30%			28%	67%				
Hispanic Students	50%				48%			45%	69%	62%			70%
Multiracial Students	56%				58%			35%	88%	71%			
White Students	62%				64%			63%	78%	75%			
Economically Disadvantaged Students	44%				44%			40%	66%	62%			77%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

SUBJECT	GRADE	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	74%	66%	8%	60%	14%
ELA	7	71%	63%	8%	57%	14%
ELA	8	65%	62%	3%	55%	10%
Math	6	54%	71%	-17%	60%	-6%
Math	7	75%	72%	3%	50%	25%
Math	8	26%	33%	-7%	57%	-31%
Science	8	65%	61%	4%	49%	16%
Civics		82%	76%	6%	71%	11%
Algebra		76%	61%	15%	54%	22%
Geometry		96%	60%	36%	54%	42%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

Performance on the 8th grade science assessment increased 17 points over the past year. We solicited district support to assist with planning, engaged with the new curriculum, and focused on developing data driven instruction.

Lowest Performance

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

The data components with the lowest performance were Math Learning Gains and Math Learning gains for the lowest quartile. It was noticed that subgroups with the largest area for growth are High 1 students in 6th and 7th grade, High 2 students in 8th Grade, and proficient students completing the 6th grade Math FAST and Algebra 1 EOC.

Greatest Decline

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

Performance of mathematics students in the lowest quartile showed the greatest decline. Factors attributing to this decline was an underperformance of High 1 students in 6th and 7th grade and an underperformance of High 2 students in the Pre-Algebra classroom. We noticed a lack of collaborative structures within these classrooms.

Greatest Gap

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

The greatest gaps between school performance and the state average appear in proficiency in our 6th Grade Math and our 8th Grade Pre-Algebra students. Our acceleration model contributes to this gap, as our highest performing 6th grade math students take the 7th grade Math assessment and our proficient 8th grade students are enrolled in Pre-Algebra.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reviewing the EWS, the number of students absent 10% or more of the school year as well as the number of students performing at a Level 1 in Math are relatively constant from year to year.

Highest Priorities

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

1. Mathematics Learning Gain Performance
2. Middle School Acceleration
3. ELA Learning Gain Performance

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

ELA Learning Gain Performance will be an area of focus for all students. During the 2024-2025 school year, ELA proficiency increased 7% but learning gains only increased by 5%. Underperforming subgroups: Black students in 6th grade and Hispanic students and students with disabilities in 7th grade.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

1. The percentage of students demonstrating proficiency will increase a total of 4 percentage points from 71% to 75% on the 2026 ELA FAST PM3.
2. The percentage of students to make a learning gain will increase a total of 13 percentage points from 62% to 75% on the 2026 ELA FAST PM3.
3. The percentage of lowest quartile students to make a learning gain will increase a total of 18 percentage points from 57% to 75% on the 2026 ELA FAST PM3.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress monitoring will occur in PLCs by analyzing the data of common formative assessments, trends in student performance on district quarterly benchmark assessments and FAST PM1 and FAST PM2.

Person responsible for monitoring outcome

Bailey Holmquist, Trish Elkharchafi

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The following evidence-based interventions are available to middle schools to help them support students based upon the area of need of the individual student: Content Area Reading (demonstrates a rationale) and iReady (moderate evidence). For students with disabilities who are served in separate classroom environments for the majority of the instructional day, additional curriculum has been included to address reading deficits as needed: Reading Mastery (promising evidence), Corrective Reading (strong evidence), and Lexia Power Up (strong evidence). Lexia Power Up may also be used with students who are English Language Learners.

Rationale:

The following evidence-based interventions are available to middle schools to help them support students based upon the area of need of the individual student: Content Area Reading (demonstrates a rationale) and iReady (moderate evidence). For students with disabilities who are served in separate classroom environments for the majority of the instructional day, additional curriculum has been included to address reading deficits as needed: Reading Mastery (promising evidence), Corrective Reading (strong evidence), and Lexia Power Up (strong evidence). Lexia Power Up may also be used with students who are English Language Learners.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Benchmark Aligned Instruction

Person Monitoring:

Bailey Holmquist

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Each grade level ELA team meets weekly to collaborate on instruction, using data to drive decisions. During the PLC meetings, team members will utilize the benchmarks, achievement level descriptors, test specs, and curriculum resources to determine appropriate Tier 1 instruction. Administrators and/or instructional coaches will provide support to teachers through feedback and coaching cycles. This will be monitored through PLC notes, observational feedback, and student data from common PLC assessments, district assessments, and FAST Progress Monitoring.

Action Step #2

Collaborative Walkthroughs

Person Monitoring:

Bailey Holmquist

By When/Frequency:

Quarterly through PLCs

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Each grade level will participate in peer walkthroughs, led by the district curriculum specialists; the administrator and instructional coach will join. Teachers will utilize the “Look Fors” best practices tool provided by the district and will engage in discussion of instructional strategies.

Area of Focus #2

Address the school’s highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

We will focus on Mathematics Learning Gain performance for all students. Although our Math proficiency increased by 3 percentage points, our Learning Gain performance decreased. Math Achievement data from the 2025 Spring Assessments shows 56% of all students achieved a learning gain and 56% of Lowest Quartile students achieved a learning gain. Largest underperforming subgroups include our High 1 students in 6th and 7th grade, High 2 students in 8th Grade, and proficient students completing the 6th grade Math FAST and Algebra 1 EOC.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

1. The percentage of students on grade level will increase a total of 8 percentage points from 67% to 75% on the 2026 Math Spring Statewide Assessments
2. The percentage of students making a learning gain will increase 19 percentage points from 56% to 75% on the 2025 Math Spring Statewide Assessments.
3. The percentage of lowest quartile students making a learning gain will increase a total of 19 percentage points from 56% to 75% on the 2025 Math Spring Statewide assessments.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

1. Progress will be monitored towards the outcome by:
 - Monitoring performance of target groups on IXL skill performance.
 - Monitoring schoolwide performance towards trends on FAST Progress Monitoring assessments for Math.

- Monitoring quarterly performance trends towards benchmark acquisition utilizing district created Benchmark Assessments

Person responsible for monitoring outcome

Adam Kiefer, Trish Elkharchafi

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The following evidence-based interventions are available to support students based upon the area of need of the individual student: iReady, Teacher Led Ready Florida BEST Math Instruction, Khan Academy, Seminole Numeracy Project.

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Effective Benchmark-Aligned Instruction

Person Monitoring:

Adam Kiefer

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Description: All Math Course PLCs will meet on a weekly basis to engage in the collaborative PLC cycle focusing on effective Tier 1 instruction to the appropriate achievement level descriptors. Administrators and/or instructional coaches will participate in the PLC meetings with teachers and provide instructional feedback through classroom observations and coaching cycles. Teachers in need of instructional support will receive it through their administrator or instructional coach to increase the effectiveness of core instruction. Monitoring: This will be monitored through PLC Notes, instructional feedback through coaching cycles and classroom observations, and student achievement through PLC created formative assessments, district created Common Benchmark Assessments, and FAST Progress Monitoring Assessments.

Action Step #2

Student Engagement

Person Monitoring:

Adam Kiefer

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Description: Classroom instruction will employ strategies to elevate student engagement utilizing appropriate student groupings and collaborative structures to increase mathematical discourse between students. Teachers identified as in need to support will receive professional learning through coaching cycles and modeling of engagement strategies within the classroom. The Math Department PLC will focus on an agreed upon cooperative learning strategy each month, aimed to increase engagement strategies used within the classroom. Monitoring: This will be monitored through instructional feedback through coaching cycles and classroom observations.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Acceleration**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

We will focus on Middle School Acceleration performance in relation to Algebra and Geometry B.E.S.T. EOC performance. Although our proficiency for Geometry increased 6%, our performance on the Algebra EOC decreased 4% resulting in an decrease in Middle Acceleration performance of 1%. In addition, when compared to the rest of the middle schools in our county, ITMS performance is 8 percentage points lower than the median.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

ITMS will increase their Middle School Acceleration performance by 15 percentage points from 77% to 92% on the 2026 Statewide Assessments. This will be achieved through the following outcomes.

- The percentage of eligible 8th grade students for acceleration enrolled in Algebra or Geometry will increase from 96% to 100%.
- The percentage of students passing the Algebra 1 EOC will increase from 76% to 90%.
- The percentage of students passing the Geometry EOC will increase from 96% to 100%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring student level quarterly performance towards benchmark acquisition utilizing the district created Benchmark Assessments.

Person responsible for monitoring outcome

Adam Kiefer, Trish Elkharchafi

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The following evidence-based interventions are available to support students based upon the area of need of the individual student: iReady, Teacher Led Ready Florida BEST Math Instruction, Khan Academy, Seminole Numeracy Project.

Rationale:

All the listed interventions have research-based evidence for efficacy.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Effective Benchmark-Aligned Instruction

Person Monitoring:

Adam Kiefer

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Description: Algebra and Geometry PLCs will actively engage in teaching to the appropriate achievement level descriptors by planning through professional learning communities focusing on backward design and identifying students not showing mastery on essential grade level benchmarks. PLCs will participate in weekly collaboratively planning meetings focused around the following PLC questions as part of effective Tier 1 instruction. -What do we want all students to know and be able to do? -How will we know if they learn it? -How will we respond when some students do not learn? -How will we extend the learning for students who are already proficient? Administrators and/or instructional coaches will participate in the PLC meetings with teachers and provide instructional feedback through classroom observations and coaching cycles. Teachers in need of instructional support will receive it through their administrator or instructional coach to increase the effectiveness of core instruction. Monitoring: This will be monitored through PLC Notes, instructional feedback through coaching cycles and classroom observations, and student achievement through PLC created formative assessments, district created Common Benchmark Assessments, and FAST Progress Monitoring Assessments.

Action Step #2

Monitoring for Learning

Person Monitoring:

By When/Frequency:

Adam Kiefer

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Description: Students identified as in need of additional support to meet essential grade level benchmarks in Algebra will be either enrolled in supplemental instruction through Algebra Workshop or receive extra support through 30 minute intervention blocks occurring once per week as part of Tier 2 instruction. Instruction in Algebra Workshop will consist of strengthening foundational gaps while reinforcing grade level benchmarks. Tier 2 instruction will consist of classroom teachers closing identified student benchmark gaps with an assigned instructional focus. Monitoring: Impact of this action step will be monitored through student attendance and student achievement data through common PLC formative assessments, district created Benchmark Assessments, and performance on Spring EOC Assessments.

Action Step #3

Quarterly Planning and Data Analysis

Person Monitoring:

Adam Kiefer

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Description: After each quarter, the Algebra and Geometry PLC will meet to analyze performance data from the previous quarter, create intervention plans, and plan out essential grade level outcomes for the upcoming quarter. This will be facilitated by the Instructional Coach and District TOAs when available. Monitoring: Impact of this action step will be monitored by comparing performance on quarterly benchmark exams to prior year performance.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

We will focus on reducing the number of students who obtain 10 or more unexcused absences over the course of the year. This data metric, while below the district average, has been stagnant for the past three years (21% to 20% to 21%) while the district has shown a decrease (30% to 25% to 26%) over that same time period.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of students with 10 or more days of unexcused absences will decrease 5% from 21%

to 16% during the 2025-26 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

ITMS Leadership Team will monitor this area of focus through ongoing monitoring of student attendance data (MTSS) through regular attendance meetings to address students of concern with the attendance team, analyzing Conditions for Learning observation data, and monitoring SCPS Safety Survey data with the percentage of students identifying a trusted adult on campus.

Person responsible for monitoring outcome

Grace Turner, Trish Elkharchafi

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

State statute requires that school teams shall be diligent in facilitating intervention services and make all reasonable efforts to resolve nonattendance behavior. Using the MTSS problem-solving model, teams are responsible for providing and monitoring appropriate interventions for individual students. To ensure students are provided with the necessary resources and interventions, schools should form comprehensive teams with clear roles and responsibilities.

Rationale:

Through the use of evidence-based intervention supports, schools invest in fostering a culture that promotes engagement and attendance. However, some students struggle to attend school regularly. Unchecked absences can lead to lower achievement levels and gaps in knowledge that may prove challenging to overcome. It is critical for students and families to understand that absence due to arriving late, or missing full days, whether excused or unexcused can negatively affect learning. Efforts to curb tardiness, chronic absenteeism, and truancy can address the needs of students and families, mitigating student failure.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Foster Positive Connections between Students and Staff

Person Monitoring:

By When/Frequency:

Grace Turner, Amalo Alce, Dena Miranda,
Mercedes Williams

Ongoing with Monthly Monitoring

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

ITMS staff will foster connections between students and staff through PBIS and Conditions for Learning for the purpose of ensuring a safe and welcoming learning environment for all students. This will be done by: Reinforcing procedures for students and staff relating to the school wide PBIS System Continue working with district based personnel in enhancing classroom Conditions for Learning through the Behavior Coaching Academy Conduct Coaching cycles for implementation of Conditions for Learning We will monitor the impact of this action step by monitoring The percentage of students who have obtained 10 or more unexcused absences. The percentage of students projected to obtain 10 or more absences The percentage of the student population earning a positive behavior referral and participation in PBIS celebrations Fidelity checks for conditions for learning.

Action Step #2

Person Monitoring:

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00