

# *Seminole County Public Schools*

The Mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.



[www.scps.k12.fl.us](http://www.scps.k12.fl.us)

## **Indian Trails Middle School**

### **School Improvement Plan 2021-2022**

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## Purpose and Outline of the SIP

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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 Strategic Plan, designed to help district leadership make the necessary connections between school and district system initiatives. 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.

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## School Information

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### **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.

### **Describe how the school involved parents and the community in developing this plan and how it will be shared with all stakeholders and in a language parents can understand.**

We used the Snapshot survey results to help guide the plan.

### **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.**

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) ensuring students show evidence of “owning their data” and scheduling student led conferences, as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

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## Supportive Environment

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**Describe how the school addresses building a positive school culture and environment. Include how the school culture and environment will impact positive student experiences. (e.g. PBS supports)**

ITMS utilizes a school-wide PBIS (Positive Behavior Intervention Supports), which address three levels of support to foster and build a positive school culture and environment. Additionally, ITMS has a Multi-Tier System of Support (MTSS) for students with academic and/or behavioral needs. ITMS has an (Academic Intervention Program) AIP, with identified students that may need support and are paired with a mentor. Students needing positive mentorship or intervention may be referred to their counselor, who will meet with a team (counselor, district mental health counselor, social worker, dean, and/or AP over PBIS/MTSS/AIP) to determine their area of need and pair that student with the individual to best support the individual student's needs.

**Identify stakeholders and their role in promoting a positive culture and environment at the school. Stakeholder groups may include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.**

All stakeholders are a part of ITMS PBIS, which helps to foster and promote a positive culture and environment. This may include but is not limited to: teaches, students, families of students, volunteers/PTSA, district service providers, and community members. Additional stakeholders may be direct service providers, social services, business partners, and dividends.

**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.**

Indian Trails provides students with 2 guidance counselors during the school day to meet with students to provide counseling. ITMS also has a school social workder and a district mental health counselor assigned to our school. Additionally, student needs as identified through the MTSS and discipline processes are addressed and referred to appropriate resources on campus on an as needed basis. Likewise, the School Resource Deputy (SRD) is available to meet with students and families, if needed. Further, a threat assessment team has been established with processes and procedures to support students in a systematic manner. We also have Social Emotional curriculum built into our SPARK time.

## List the members of the leadership team.

Name	Title	Email	Responsibilities
Ms. Trish Elkharchafi	Principal	<a href="mailto:patricia_elkharchafi@scps.k12.fl.us">patricia_elkharchafi@scps.k12.fl.us</a>	Evaluate Assistant Principals/Dean/Guidance Counselors/Instructional Coach/FTE/Executive Secretary/Bookkeeper/School Safety Guard; Operations of the School; Obtain and Evaluate Data Within Your Departments/School; Staffing/Personnel; Standards Based Initiatives; Guidance Department; School Budget; 5 Essentials/SIP; Pre-Plan & Closing Activities; CIT; SAC/PTSA; Community Relations; Winter Springs Cluster; ITMS Teacher Handbook; Supervision Schedule; Maps; Social Media/Parent Newsletter
Ms. Jamie Barnes	Assistant Principal	<a href="mailto:jamie_barnes@scps.k12.fl.us">jamie_barnes@scps.k12.fl.us</a>	Supervision before, during and after school; Evaluate ESE/ESE Paraprofessionals/Science/Sustainable Living Program teacher/Custodians; Obtain & Evaluate Data Within Your Departments/School; Induction Program w/ Teachers You Supervise; Oversee IEPs, EPs, Gifted, and 504 Compliance; SST Administrator; ESE Articulation Coordinator; ESE Health/Special Olympics Initiative Coordinator; 4.0 Breakfast/Honor Roll; PBIS; Teacher of the Year/Employee of the Year; Oversee Clinic/Injury Reports/Health Screenings/Tdap; COVID Safety Manager (CSM); SPARK time activities; AIP/MTSS Liaison; Workman Comp Back-Up
Ms. Stephanie Gaudio	Assistant Principal	<a href="mailto:stephanie_gaudio@scps.k12.fl.us">stephanie_gaudio@scps.k12.fl.us</a>	Supervision before, during and after school; Evaluate Social Studies/Electives/Elective Paraprofessionals/Reading/Language Arts/ESOL; Obtain & Evaluate Data Within Your Departments/School; Master Schedule; Induction Program w/ Teachers You Supervise; 6th Grade Night; First Day of School (Both Semesters); Schedule Pick-Up; Open House; Curriculum Guide; Bell/Lunch Schedules; Title IX Contact; Awards Night; Social Media Back-Up; Scheduled Tours (Thursday, 9:30)

Ms. Christine Strang

Assistant Principal

[strangcz@scps.k12.fl.us](mailto:strangcz@scps.k12.fl.us)

Supervision before, during and after school; Evaluate Front Office/Secretaries/Math/iSeries/Culinary/Renewable Energy/Robotics teachers; Obtain & Evaluate Data Within Your Departments/School; Testing Coordinator; Technology Inventory/Textbooks; Transportation Back-Up; Induction Program w/ Teachers You Supervise; Intern Coordinator; High School Transition/Summer School Contact; Virtual Lab Contact; 5 Essentials/Snapshot Survey/SIP; PTSA; Master Calendar; Dividends/Business Partners/Community Relations/Rotary; Workplace Giving Campaign Coordinator; 5 Star Notebook; Golden School

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Joshua Fogel

Dean

[fogeljm@scps.k12.fl.us](mailto:fogeljm@scps.k12.fl.us)

Supervision before, during and after school; School Discipline/Discipline Committee/Journeys Reentry; Transportation Liaison; Facilities; Bully Contact/Red Ribbon Week/Hope Scholarship; SAC/SIP; After School Detention/Saturday School Coordinator; Teach-in; Veteran's Day; Mentor Coordinator/Restorative Practices; Field Trip Coordinator; School Safety (including fire/code red/code yellow drills); Emergency Management; School Pictures; K-Zone Liaison; CSM Back-Up; Sports Coordinator; Wellness Champion; Student/Staff Recognition; Award's Night; Fundraisers; PBS Team Member (Discipline Data)

**List the members of the literacy leadership team.**

<b>Name</b>	<b>Title</b>	<b>Email</b>	<b>Responsibilities</b>
Stephanie Gaudio	Assistant Principal	<a href="mailto:stephanie_gaudio@scps.k12.fl.us">stephanie_gaudio@scps.k12.fl.us</a>	Supervise Reading, Language Arts, ESOL, Literacy Initiatives
Nicole Baselice	Instructional Coach	<a href="mailto:baselinz@scps.k12.fl.us">baselinz@scps.k12.fl.us</a>	Instructional School-wide coach; Literacy; Math; Science; High Yield Instructional Strategies; Math/Literacy Night; School-Wide Professional Development; Tropicana Speech; Read to Lead; Math Competition; PD points; AIP/MTSS; New Teacher Orientation Mentor; Yearbook Liaison
Danielle Young	ELA Curriculum Leader and ELA teacher	<a href="mailto:danielle_young@scps.k12.fl.us">danielle_young@scps.k12.fl.us</a>	ELA Curriculum Leader
Amanda Deering	ELA Curriculum Leader and ELA teacher	<a href="mailto:deerinaz@scps.k12.fl.us">deerinaz@scps.k12.fl.us</a>	ELA Curriculum Leader and ELA teacher
Belle Briatico	6th Grade Reading Teacher	<a href="mailto:briatibz@scps.k12.fl.us">briatibz@scps.k12.fl.us</a>	6th Grade Reading Teacher
Julie Meyer	7th/8th Grade Reading Teacher	<a href="mailto:julie_meyer@scps.k12.fl.us">julie_meyer@scps.k12.fl.us</a>	7th/8th Grade Reading Teacher

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## Student Transition and Readiness

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### 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.**

School counselors advise students in a variety of methods through classroom presentations, grade level presentations, and/or individual meetings. Career planning is also incorporated in the iConnect, iJourneys, and iChallenge courses offered to our students. Business partners and guest speakers are brought in at times throughout the school year to broaden perspectives for students to see content relevancy in real-world job applications through the speakers interactions.

**Identify the career and technical education programs available to students and industry or community organizations.**

Special area teachers integrate thinking skills and academic competencies that are necessary for future employment in highly skilled occupations. Culinary, Robotics, Renewable Energy, Agriscience/Sustainable Living, iConnect, iJourney, and iChallenge are available to students.

## Middle School Essential Instructional Priority # 1 – Quality Instruction

### Essential Instructional Priority #1: Quality Instruction

All Seminole County Public Schools will strive for excellence in English/Language Arts, Mathematics and Science based on the current Florida Department of Education A+ Accountability Program.

- A. Lessons aligned to Florida/B.E.S.T./Next Generation Sunshine State Standards at the appropriate level of complexity
- B. Ongoing feedback loop between leadership and teacher, students and teachers and student with students
- C. PLC focused on data, instructional planning and student evidence of learning

*All SCPS schools serving K-8 students have an Early Warning system in place that is in compliance with s. 1001.42(18)(b), F.S.; SCPS academic intervention/support programs and/or dropout prevention programs reflected per s. 1003.53(2)(b), F.S.*

*\*All data targets are reported as percentages with the exception of 5E data targets, which are reported as scale scores.*

ELA		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	
Learning Gains	B.1.1	
Learning Gains of the Low 25%	B.1.1	
Learning Gains for High 1 levels	B.1.1	
Learning Gains for High 2 levels	B.1.1	
Learning Gains for Low 3 levels	B.1.1	
Learning Gains for sub group: Black	B.1.1	
Learning Gains for sub group: Hispanic	B.1.1	
Learning Gains for sub group: White	B.1.1	
Learning Gains for sub group: Mul	B.1.1	
Learning Gains for sub group: SWD	B.1.1	
Learning Gains for sub group: FRL	B.1.1	
Learning Gains for sub group: ELL	B.1.1	

Social Studies		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	

Common Assessments			
Indicators	Grade Level/Subject	Strategic Plan	Target
ELA Common Assessment students scoring on grade level	Gr 6	B.2.4	
	Gr 7	B.2.4	
	Gr 8	B.2.4	
Social Studies Common Assessment students scoring on grade level	Gr 6	B.2.4	
	Gr 7	B.2.4	
	Gr 8	B.2.4	

5 Essentials		
5E_SM_Classroom Rigor	B.1.1	
5E Ambitious Instruction	B.1.1	
5E Collaborative Teachers	B.1.1	



## Middle School Essential Instructional Priority #1 – Quality Instruction

<b>Math</b>		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	
Learning Gains	B.1.1	
Learning Gains of the Low 25%	B.1.1	
Learning Gains for High 1 levels	B.1.1	
Learning Gains for High 2 levels	B.1.1	
Learning Gains for Low 3 levels	B.1.1	
Learning Gains for sub group: Black	B.1.1	
Learning Gains for sub group: Hispanic	B.1.1	
Learning Gains for sub group: White	B.1.1	
Learning Gains for sub group: Mul	B.1.1	
Learning Gains for sub group: SWD	B.1.1	
Learning Gains for sub group: FRL	B.1.1	
Learning Gains for sub group: ELL	B.1.1	
Algebra 1 Achievement for sub group: Black	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: Hispanic	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: White	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: Mul	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: SWD	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: FRL	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: ELL	B.1.1; B.1.2	
Algebra 1 Access Gap	B.1.1; B.1.2	

<b>Science</b>		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	

<b>Middle School Acceleration</b>		
Indicators	Strategic Plan	Target
Middle School Acceleration	B.1.1	
Middle School Acceleration: Black	B.1.1	
Middle School Acceleration: Hispanic	B.1.1	
Middle School Acceleration: White	B.1.1	
Middle School Acceleration: Mul	B.1.1	
Middle School Acceleration: SWD	B.1.1	
Middle School Acceleration: FRL	B.1.1	
Middle School Acceleration: ELL	B.1.1	

<b>Common Assessments</b>			
Indicators	Grade Level/Subject	Strategic Plan	Target
Math Common Assessment students scoring on grade level	Grade 6	B.2.4	
	Grade 7	B.2.4	
	Grade 8	B.2.4	
	Algebra 1	B.2.4	
	Geometry	B.2.4	
Science Common Assessment students scoring on grade level	Gr 6	B.2.4	
	Gr 7	B.2.4	
	Gr 8	B.2.4	

## Essential Instructional Priority 1 – Quality Instruction

### Student Owned Progress Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Student created action plans in all courses with course specific student data standards mastery tracking in planners.	Students, All Teachers, Nicole Baselice (Instructional Coach), Trish Elkharchafi (Principal), Jamie Barnes (AP), Stephanie Gaudio (AP), Christine Strang (AP)	Throughout Each Quarter and PLC Meeting	Y	In class bimonthly; in planners each quarter; as well as continual class data tracking based on formative assessments.	Data located within Planners
FSA, C9A and Course Grade goal setting and reflection	Students, All Teachers, Nicole Baselice (Instructional Coach), Trish Elkharchafi (Principal), Jamie Barnes (AP), Stephanie Gaudio (AP), Christine Strang (AP)	Throughout Each Quarter and PLC Meeting	Y	Goals Set Beginning of Each Quarter.	Planners
Data chats based upon standards mastery in classroom formative/summative assessments	Students, All Teachers, Nicole Baselice (Instructional Coach), Trish Elkharchafi (Principal), Jamie Barnes (AP), Stephanie Gaudio (AP), Christine Strang (AP)	Throughout Each Quarter and PLC Meeting	Y	Weekly In Class Observation	In classroom activities and structured meetings with supervising admin. during school wide data chats.

Student required to attend parent teacher conferences

Ms. Harrington (when setting up conferences, students should attend)

Continuous

N

Weekly

Notes from Student/Parent/Teacher conferences

## Low 30% Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Standards mastery tracking by teacher per class.	Students, All Teachers, Nicole Baselice (Instructional Coach), Trish Elkharchafi (Principal), Jamie Barnes (AP), Stephanie Gaudio (AP), Christine Strang (AP)	Throughout Each Quarter and PLC Meeting	Y	Bi-Weekly	Standards Mastery Data Spreadsheets, PLC Agendas and Notes, student self data tracking
LQ and Low level 3 provided intervention in class room time through common assessment and PLC intervention strategies.	Students, All Teachers, Nicole Baselice (Instructional Coach), Trish Elkharchafi (Principal), Jamie Barnes (AP), Stephanie Gaudio (AP), Christine Strang (AP)	Throughout Each Quarter and PLC Meeting	Y	Weekly during classroom time	Data tracked by teacher and leadership team monitoring in PLC meetings/notes.
Grade level PLCs create standards based intervention activities for LQ and ALL students during classroom time.	Students, All Teachers, Nicole Baselice (Instructional Coach), Trish Elkharchafi (Principal), Jamie Barnes (AP), Stephanie Gaudio (AP), Christine Strang (AP)	Throughout Each Quarter and PLC Meeting	Y	Weekly during classroom time	Learning Experiences

After Q1, Q2, and Q3 C9A Assessments, the four core PLCs (ELA, Math, 8th Science, Civics) will receive one day of planning time to create systemic interventions/extensions and provided student specific plans for all students tracking/not tracking.

Admin, Teachers

October 2022,  
January 2022,  
March 2022

N

3X this Year

Action Plans

## High Level 1 and 2 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Students assigned to Principal, APs, Guidance Counselors, AIP teachers and Instructional Coach.	Students, All Teachers, Nicole Baselice (Instructional Coach), Trish Elkharchafi (Principal), Jamie Barnes (AP), Stephanie Gaudio (AP), Christine Strang (AP), Ms. Everson (Guidance), Ms. Duffey (Guidance), Ms. Van Zyl (AIP 6th), Ms. Holguin (AIP 7th), Mr. Robinson (AIP 8th)	Weekly Data Tracking, Quarterly Action Plans	Y	Daily for Data Tracking, Bi-Weekly in Admin Meetings, Quarterly C9A Analysis	Data Tracking Sheets, Action Plans, Quarterly Meeting Documentation
PLCs/AIP team create in class interventions to address student need by going to targeted standard focused areas.	Students, All Teachers, Nicole Baselice (Instructional Coach), Trish Elkharchafi (Principal), Jamie Barnes (AP), Stephanie Gaudio (AP), Christine Strang (AP), Ms. Everson (Guidance), Ms. Duffey (Guidance), Ms. Van Zyl (AIP 6th), Ms. Holguin (AIP 7th), Mr. Robinson (AIP 8th)	Weekly Data Tracking, Quarterly Action Plans	Y	Daily for Data Tracking, Quarterly C9A Analysis	Actions Plans in learning experiences for PLC Structured interventions

C9A analysis by standard at end of quarter with Action Plan by PLC.	Students, All Teachers, Nicole Baselice (Instructional Coach), Trish Elkharchafi (Principal), Jamie Barnes (AP), Stephanie Gaudio (AP), Christine Strang (AP), Ms. Everson (Guidance), Ms. Duffey (Guidance), Ms. Van Zyl (AIP 6th), Ms. Holguin (AIP 7th), Mr. Robinson (AIP 8th)	Weekly Data Tracking, Quarterly Action Plans	Y	Quarterly C9A Analysis	Action Plans
Semester meetings by supervising assistant principal and/or principal with teacher.	All Teachers, Trish Elkharchafi (Principal), Jamie Barnes (AP), Stephanie Gaudio (AP), Christine Strang (AP)	Weekly Data Tracking, Quarterly Action Plans	Y	Semester Meetings	Quarterly Meeting Documentation
Teachers will monitor standards tracking data to be discussed with both administration and PLC	Students, All Teachers, Nicole Baselice (Instructional Coach), Trish Elkharchafi (Principal), Jamie Barnes (AP), Stephanie Gaudio (AP), Christine Strang (AP), Ms. Everson (Guidance), Ms. Duffey (Guidance), Ms. Van Zyl (AIP 6th), Ms. Holguin (AIP 7th), Mr. Robinson (AIP 8th)	Weekly Data Tracking, Quarterly Action Plans	Y	Daily for Data Tracking, Quarterly C9A Analysis	Data Tracking Sheets, Action Plans, Quarterly Meeting Documentation

After Q1, Q2, and Q3 C9A Assessments, the four core PLCs (ELA, Math, 8th Science, Civics) will receive one day of planning time to create systemic interventions/extensions and provided student specific plans for all students tracking/not tracking.

Admin, Teachers

October 2021,  
January 2022,  
March 2022

N

3X this Year

Action Plans



### Low Level 3 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Teachers to monitor all students in data tracking, meet with supervising assistant principal and/or principal with teacher once a semester to discuss Low Level 3 interventions.	All Teachers, Ms. Elkharchafi (Principal), Ms. Barnes (AP), Ms. Gaudio (AP), Ms. Strang (AP)	Ongoing	N	Daily	Meeting Notes
Classroom Intervention Time- Students will be reassigned and rotate between classes, if applicable, based upon teacher data tracking and feedback/areas of need.	All Teachers, Nicole Baselice (Instructional Coach), Trish Elkharchafi (Principal), Jamie Barnes (AP), Stephanie Gaudio (AP), Christine Strang (AP), Ms. Everson (Guidance), Ms. Duffey (Guidance)	Ongoing	N	Quarterly	PLC planning of targeted interventions for students and Data Tracking
PLCs create interventions to address student need.	All Teachers, Nicole Baselice (Instructional Coach), Trish Elkharchafi (Principal), Jamie Barnes (AP), Stephanie Gaudio (AP), Christine Strang (AP), Ms. Everson (Guidance), Ms. Duffey (Guidance)	Bi-Weekly Data Tracking, Quarterly Action Plans	Y	Daily for Data Tracking, Bi-Weekly in Admin Meetings, Quarterly C9A Analysis	Data Tracking Sheets, Action Plans, Quarterly Meeting Documentation

C9A analysis by standard at end of quarter with Action Plan by PLC.	All Teachers, Nicole Baselice (Instructional Coach), Trish Elkharchafi (Principal), Jamie Barnes (AP), Stephanie Gaudio (AP), Christine Strang (AP), Ms. Everson (Guidance), Ms. Duffey (Guidance)	Bi-Weekly Data Tracking, Quarterly Action Plans	Y	Daily for Data Tracking, Bi-Weekly in Admin Meetings, Quarterly C9A Analysis	Data Tracking Sheets, Action Plans, Quarterly Meeting Documentation
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After Q1, Q2, and Q3 C9A Assessments, the four core PLCs (ELA, Math, 8th Science, Civics) will receive one day of planning time to create systemic interventions/extensions and provided student specific plans for all students tracking/not tracking.	Admin, Teachers	October 2021, January 2022, March 2022	N	3X this Year	Action Plans
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## Tutorial Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
After-school tutoring programs are available for students pending teacher availability. Dates and times will be determined by the tutorial teacher(s). ESOL, Reading, and math students will be targeted for involvement in tutoring.	Teachers who run the tutoring program, Ms. Elkharchafi (Principal), Ms. Gaudio (AP), Ms. Barnes (AP)	Weekly	N	Weekly	Tutoring Sign in Sheets
AM, Lunch, PM tutoring, pending teacher availability.	Tutorial Teachers, Ms. Elkharchafi, APs.	Ongoing	N	Weekly	Sign In Logs

## Middle School Essential Instructional Priority #2 – Conditions for Learning

### Essential Instructional Priority #2: Conditions for Learning

The district has identified the conditions for learning as physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning and student conduct. System focus on continuous improvement of these conditions will benefit student learning.

- A. Cultivation of positive, appropriate relationships resulting in increasing engagement of all students
- B. Development of a student centered culture
- C. Continued focus on campus safety and building a culture of respect
- D. Sharing collective responsibility for the success of all students in the school

*\*All 5E data targets are reported as scale scores, SCPS Safety data targets are out of 10, and other data targets are reported as percentages.*

Indicators	Strategic Plan	Target
5E Supportive Environment	D.1	
SCPS Safety Survey	D.1	
5E_SE_Academic Personalism	D.3	

Indicators	Strategic Plan	Target
5E_SE_Student-Teacher Trust	D.3	
5E_CT_Collective Responsibility	B.1.1	
Students with 10+ Absences	D.2	

## Essential Instructional Priority 2 – Conditions for Learning

### Attendance Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Daily Updates to Principal Regarding Teacher Taking Attendance	Secretaries Ms. Elkharchafi (Principal)	Weekly	N	Monthly	Attendance Mailings, MTSS Meeting Notes
Mailings and Phone Calls to parents when student shows multiple absences	Secretaries, social worker, MTSS Team, counselors, principal (Ms. Elkharchafi)	Weekly	N	Monthly	Attendance Mailings, MTSS Meeting Notes
MTSS Team Weekly Meetings to evaluate student attendance	MTSS Team, Secretary, Admin.	Weekly	N	Monthly	Attendance Mailings, MTSS Meeting Notes

## Safety Survey Action Plan

<b>Topic Item</b>	<b>Strategy/ Action</b>	<b>Person(s) Responsible</b>	<b>Deliverable Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>	<b>What evidence will there be to reflect monitoring for this strategy?</b>
Outside Supervision	Have a person stand at the end of sidewalk by gate separating Keeth and ITMS.	Para	8/10/2021	N	Every afternoon at 3:55 (M, T, Th, F) and 2:55 (Wed)	Supervising AP will monitor that para is in their spot.
Bathroom Signout Sheets	Staff will be responsible for having signout sheets in each classroom and limiting bathroom use to 1 at a time.	Mr. Fogel (dean), Mr. Moore (Security) and Teachers	8/10/2021	Y	Daily	Sign out sheets
Bathroom Cleanliness	Have the bathrooms deep cleaned each semester and maintained the remainder of the times in-between the deep-clean by custodians.	Mr. Fogel (Dean), Ms. Elkharchafi (Principal), Custodians	January 2022, June 2022	N	Winter and Summer	Cleaner bathrooms more consistently

## Communication about Safety Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Conduct Code Red Drills and Fire Drills to prepare in the event of an emergency	Joshua Fogel (Dean)	Monthly	Y	Monthly	Raptor Records
Supervision in Hallways, Stairwell, and Bathroom Area	All faculty/staff, School Safety Guard, and administration	Daily	N	Daily	Supervision schedule
Reimagine SPARK PBIS Lessons and Activities. One lesson each month for SPARK Time focused on data-driven behavioral needs, school-wide expectations, Social Emotional Learning and Restorative Practices	Ms. Barnes and PBS Team	Monthly	Y	Monthly	SPARK time activities
Discipline data monitored weekly by the Dean and distributed to staff the last Friday of each month.	Mr. Fogel	Weekly	N	Monthly	Reports to staff of discipline trends

## Building Relationships and Connecting with Stakeholders Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
A monthly newsletter will be shared via social media and email through School Messenger to families noting items that are occurring at ITMS to foster connections and communication.	Ms. Elkharchafi (principal)	Monthly	N	1st Friday of every Month	The Newsletter
Principal and school representative(s) will participate in PTSA and SAC meetings to foster relationships and a working partnership with all stakeholders.	Ms. Elkharchafi (principal), Ms. Strang (AP), Mr. Fogel (Dean), teacher representatives, ITMS student representative, ITMS parents	9/9/2021	N	Monthly	meeting minutes
Literacy Night	Stephanie Gaudio (AP), Nicole Baselice (Instructional Coach), Literacy Team	November 4, 2021	N	1 time per year	Parent sign-in sheet and literacy night ancillaries



### Optional Additional Action Plan

Topic Item	Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Collective Responsibility (Efficacy)	Use PLCs (Grade Level and Department) and Data Tracking to create a culture of trust. Admin Lead Curriculum Leader Meetings and Faculty Meetings, modeling instructional strategies for classroom use. New Teacher Meetings each month.	Curriculum Leaders, Ms. Elkharchafi (Principal), Ms. Gaudio (AP), Ms. Strang (AP), Ms. Barnes (AP), Ms. Baselice (Coach)	Weekly	N	Monthly	PLC Agendas Curriculum Leader Agendas New Teacher Meeting Agendas
Student- Teacher Trust	Mentoring Program: Students chosen for mentorship based upon MTSS Tiering and Behavior Data. Use of both citizen and teacher mentors. Additionally, other students that have met criteria for the academic intervention program (AIP) will have a mentor and meet with the mentor to focus on specific success criteria.	Mr. Fogel and Ms. Barnes to lead mentor program/AIP.	Quarterly	Y	Quarterly	Mentoring Program Documents Trainings

## Middle School Essential Instructional Priority #3 – Skills for Future Ready Graduates

### Essential Instructional Priority #3: Skills for Future Ready Graduates

Seminole County Public Schools will prepare each student for academic and job related success in the 21<sup>st</sup> century by offering rigorous learning environments.

- A. Utilization of College Board/Khan resources to support future ready skill development of all students
- B. Connecting iJourney and iConnect to planning for high school and post-secondary college and career paths
- C. Developing expectations for success in college and careers for all students

*\*All data targets are reported as percentages with the exception of the number of Digital Tools/Industry Certifications earned.*

Indicators	Strategic Plan	Target
AO students enrolled in advanced courses: Black	B.2.7	
AO students in advanced courses earning a grade of C or higher: Black	B.2.7	
AO students enrolled in advanced courses: Hispanic	B.2.7	
AO students in advanced courses earning a grade of C or higher: Hispanic	B.2.7	
AO students enrolled in advanced courses: FRL	B.2.7	
AO students in advanced courses earning a grade of C or higher: FRL	B.2.7	
Digital Tools/Industry Certifications Earned	C.3	

## Essential Instructional Priority 3 – Skills for Future Ready Graduates

### Advanced Opportunities and Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Standards based mastery tracking by teacher in each classroom.	Standards based mastery tracking by teacher in each classroom	Data tracking every 2 weeks	Y	Quarterly	Data tracking sheets
Edinsight Group for C9A Analysis	All Teachers, Ms. Elkharchafi (Principal), Ms. Gaudio (AP), Ms. Strang (AP), Ms. Barnes (AP)	C9A analysis the first PLC after C9A	Y	Quarterly	PLC Agenda, C9A Action Plans per PLC

## Increasing the Number of Digital Tools Earned Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
CTE Teachers will use a Pretest before giving actual CTE Gmetrix test to increase pass rate and determine student need.	CTE Teachers, Ms. Strang (AP), Ms. Baselice (Instructional Coach)	Ongoing	Y	Each semester	Master schedule, CTE Pass rate
AP over CTE to monitor progress on Pretests and tests to determine focus skills.	CTE Teachers, Ms. Strang (AP), Ms. Baselice (Instructional Coach)	Ongoing	Y	Each semester	Master schedule, CTE pass rate
Offer IJourney, IConnect and IChallenge Courses with enrollment of 1200 students	CTE Teachers, Ms. Strang (AP), Ms. Baselice (Instructional Coach)	Ongoing	Y	Each semester	Master schedule, CTE pass rate

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## Essential Instructional Priorities

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### Best Practices for Inclusive Education (BPIE)

- A. Supports implementation of improved inclusive practices for students with disabilities
- B. Designed to identify priority needs and organize resources
- C. Supports development of short and long term improvement strategies
- D. Aligns with the district level BPIE

*Once every 3 years, each school shall complete a Best Practices in Inclusive Education (BPIE) assessment and include improvement efforts in the school district's exceptional student education policies and procedures. The due date of the new BPIE is 3 years of less from the written date. § 1003.57, Florida Statutes*

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The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low-and highincidence disabilities, across all grades, in general education and natural contexts.

Partially Almost

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The school has developed, and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the BPIE.

Partially Almost

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The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWDs.

Partially Almost

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## Action Plan

### Indicator 1

The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low-and highincidence disabilities, across all grades, in general education and natural contexts.

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Strategy/ Action Item 1	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
School analyzes data of all SWDs to identify current barriers and practices for the provision of educational services in general education classes and natural contexts. • School increases the number of SWDs who receive educational services in inclusive classrooms and natural contexts. • Data are collected, analyzed and shared with all teachers regarding student achievement of SWDs in general education and natural contexts. • Data chats are conducted with students to create strong accountability and high expectations	ESE Teachers, Ms. Barnes, Ms. Elkharchafi (Principal)	Ongoing	N	Quarterly	MTSS/Progress, Data Chats, Progress Reports, FSA Results

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## Indicator 2

The school has developed, and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the BPIE.

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Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
The school has developed a plan indicating goals related to inclusive practices. • The leadership team reviews and shares the language and intent of s. 1003.57(1)(f), F.S., with all staff and stakeholders. • Once every three years, the school completes a BPIE assessment and reports the results of all planned short- and long-term improvement efforts to the district. • The school leadership team analyzes data quarterly to monitor and evaluate progress toward meeting goals related to inclusive practices in the school. • All stakeholder groups are represented and involved in a collaborative system of decision making to implement and improve inclusive practices across the school. • The school provides access to goals related to shortand long-term improvement efforts on the school website and on request in the front office. • The school handbook or website includes information on the school's process of shared decision making. • Family input on inclusive practices is gathered in a variety of ways (surveys, interviews, focus groups, etc.).	ESE Teachers, Ms. Barnes, Ms. Elkharchafi (Principal)	Ongoing	N	Each Quarter	Students C9A Data, PLC Notes

### Indicator 3

The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWDs.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
There are clearly identified roles and responsibilities for the key person (e.g., ongoing communication, data analysis and progress monitoring of BPIE goals). • The key person is responsible for oversight and coordination of goals and action steps related to inclusive best practices. • The key person is identified in various school documents, such as: • - - Staff roster; • -- Professional Learning Community (PLC) minutes; • -- Team planning logs; • -- Staff handbook; • -- School website; and • -- Newsletters.	Ms. Barnes, ESE Staff, Ms. Elkharchafi (Principal)	Ongoing	N	Daily	PLC Notes



## Professional Development Plan

PD Activity	SIP Priority	Date or Schedule	Impact on improved instruction and use of assessment data	PD Participants	# Anticipated Participants	Position(s) Responsible
What Makes a Learning Gain?	1		Data Tracking, and Student Ownership of Data	All Staff	Approximately 70	Ms. Elkharchafi (Principal), Jamie Barnes (AP), Stephanie Gaudio (AP), Christine Strang (AP)
i-Ready	1		i-Ready Competency	Intensive Math, Reading, ESOL, Instructional Coach, Admin	9	Ms. Elkharchafi (Principal), Stephanie Gaudio (AP), Christine Strang (AP), Nicole Baseline (Instructional Coach), i-Ready Trainers
eCampus	1		Creating and Using Data from Assessments	All new ITMS teachers	17	Ms. Baselice (Coach)
Whats My Why?	1		Teachers will reflect on their reasons for teaching and create powerful messages for motivation of improvement of assessment data.	ALL ITMS teachers	Approximately 70	

Quality Instruction using 4 Questions	1		In utilizing and understanding the 4 questions when PLC planning, instructional practice will improve through collective planning and ownership, thereby increasing targeted intervention and improvement.	ALL Staff	Approximately 70	Ms. Elkharchafi (Principal), Ms. Barnes (AP), Ms. Gaudio (AP), Ms. Strang (AP)
PBIS - Relationships in Classroom Management	2		MTSS Academic/Behavior	All Staff	72	Ms. Barnes
Literacy Across Content/CarPD within your content	1	9/23/2021	Literacy Strategies in all Curriculums	ALL teachers	72	Kim Menard (District TOA), and Stephanie Gaudio (AP)
C9A as Predictive Tools (Reflection and Action Plans for Q2)	1		4 Questions that Guide our PLC	PLCs	72	Ms. Gaudio, Ms. Strang, Ms. Barnes, Ms. Baselice, Curriculum Leaders, Ms. Elkharchafi