

Seminole County Public Schools

INDIAN TRAILS MIDDLE SCHOOL



2024-25 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 10
 - D. Demographic Data 11
 - E. Early Warning Systems 12
- II. Needs Assessment/Data Review 15
 - A. ESSA School, District, State Comparison 16
 - B. ESSA School-Level Data Review 17
 - C. ESSA Subgroup Data Review 18
 - D. Accountability Components by Subgroup 21
 - E. Grade Level Data Review 24
- III. Planning for Improvement 25
- IV. Positive Culture and Environment 32
- V. Title I Requirements (optional) 35
- VI. ATSI, TSI and CSI Resource Review 37
- VII. Budget to Support Areas of Focus 38

School Board Approval

This plan was approved by the Seminole County School Board on 10/8/24.

SIP Authority

Section 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

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

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

Position Title

Principal

Job Duties and Responsibilities

Evaluate Assistant Principals, Deans, Instructional Coaches, Reading teachers, and the bookkeeper/ Executive Secretary.

Responsible for:

Obtain & Evaluate Data Within Your Departments

Staffing/Personnel

School Budget/Flex Funds

Benchmark/Standards Based Initiatives

5 Essentials/SIP

Pre-Plan & Closing Activities

Parent Newsletter
CIT/SAC/PTSA Meetings/Community Relations
Winter Springs Cluster
ITMS Teacher Handbook
Rotary
Field Trip (approved by AP, Bookkeeper, and then principal)
Fundraisers (approved by AP, Bookkeeper, and then principal)

Leadership Team Member #2

Employee's Name

Jamie Barnes

Position Title

Assistant Principal

Job Duties and Responsibilities

Designee. Evaluate guidance, science, AIP, Clinic, FTE, PE, PE para, front desk secretary, guidance secretary, sustainable living, nutrition and wellness, renewable, culinary, fine arts, virtual lab, and iSeries (LEAP).

Responsible for:

Master Schedule (work with Counselors and Piazza)
Curriculum Guide/Registration (work with counselors)
End of Year Awards lead/8th Grade End of Year Events lead (w/ Holmquist)
Induction Program
Clinic lead/Injury Report lead/Tdap/Workman Comp
MTSS lead Liaison
6th Grade Night (co-lead with Holmquist)
Maps Lead, Attendance Lead
Bell/Lunch Schedules-Ensure compliance w/ contract
5 Essentials/Snapshot lead
COVID Safety manager lead (CSM)
High School Transition/Summer School Contact
Discipline 6th Grade Back-Up Title IX Contact
Social Media/Website Updates Lead
Schedule Pick-Up/1st Week Procedures (w/ Kiefer)

Leadership Team Member #3

Employee's Name

Bailey Holmquist

Position Title

Assistant Principal

Job Duties and Responsibilities

Evaluate: ELA, ESE, ESOL, ESE Paras, Spanish (World Languages).

Responsible for:

ESE, Gifted, 504, SST Compliance, Articulation, and Lead

Social Media/Website Updates Back-up

Discipline 8th Grade Back-up

Yearbook Evaluation

Dividends/Business Partners/Community Relations

PTSA Admin. lead

Teacher of the Year/Employee of the Year

6th Grade Night lead; 4.0 Breakfast lead; Awards Night (colead)/8th Grade End of Year Events
colead (w/ Barnes)

Leadership Team Member #4

Employee's Name

Grace Turner

Position Title

Dean

Job Duties and Responsibilities

Supervise before, during and after school/Supervision Schedule

School Discipline/Discipline Committee/Journeys Reentry

TA Chair

Dress Code/ After School Detention/Saturday School

Transportation Liaison

Bully Contact & Hope Scholarship: A-L

Mentor Coordinator/Restorative Practices

School Safety/Fire Drills/CRD/CYD/Em. Mgmt./Raptor

Red Ribbon Week

School Pictures/IDs

Student/Staff Recognition PBS/MTSS (A-L)/SPARK Lessons w/ PBS team

Veteran's Day

Leadership Team Member #5

Employee's Name

Amalo Alce

Position Title

Dean

Job Duties and Responsibilities

Supervise before, during & after school, Supervision backup
School Discipline/Discipline Committee/Journeys Reentry
Transportation Back-up
First Day of School Set-Up/Plan(Both Semesters)
Facilities Liaison; Minga Liaison
School Safety/Fire Drills/CRD/CYD, etc... Back-up
Bully Contact & Hope Scholarship: M-Z
Mentor Coordinator/Restorative Practices
Student/Staff Recognition PBS/MTSS (M-Z)/SPARK Lessons w/ PBS team
Wellness Champion Workplace Giving Campaign Coordinator (Foundation) Sports/Clubs
Coordinator
TA Co-Chair

Leadership Team Member #6

Employee's Name

Cianetta Saunders

Position Title

Instructional Coach

Job Duties and Responsibilities

Coaching School-Wide: Math, Science
STAR Champion
Math/Literacy Night w/ Castro
Master Calendar (w/ PD topics/dates)/other important dates
Testing team member
i-Ready Math
NEST Support/Induction Program Lead
AIP/MTSS/Intervention for Math/Science
Math Competition
Data tracking/instructional focus guru for Math/Science

Black History Month

SAC Committee

Leadership Team Member #7

Employee's Name

Alexa Castro

Position Title

Instructional Coach

Job Duties and Responsibilities

Coaching School-Wide: Literacy, ELA, Social Studies

High-Yield Instructional Strategies

Literacy Night with Saunders

Teach-In

Tropicana Speech

Read to Lead/Battle of the Books

AIP/MTSS Intervention for ELA/SS

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

PD Points

Data tracking/instructional focus guru for ELA/SS

Write Score liaison

i-Ready Reading

NEST Support

Hispanic Heritage Month

Leadership Team Member #8

Employee's Name

Brady Boardman

Position Title

Electives Curriculum Leader, Chorus Teacher

Job Duties and Responsibilities

Chorus and musical theatre teacher, Electives curriculum leader

Leadership Team Member #9

Employee's Name

Alexandria Collins

Position Title

ELA Curriculum Leader, ELA Teacher

Job Duties and Responsibilities

ELA teacher, WOLF TV teacher, ELA Curriculum Leader

Leadership Team Member #10

Employee's Name

Andrea Friscia

Position Title

ESE Curriculum Leader, ESE Teacher

Job Duties and Responsibilities

ESE Teacher, ESE Curriculum Leader

Leadership Team Member #11

Employee's Name

Lydia Manfredi

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

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

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

Adam Kiefer

Position Title

Assistant Principal

Job Duties and Responsibilities

Evaluate Social Studies, Math, Robotics, School Safety Guard, Custodians

Responsible for:

Testing lead-Work with counselors and testing team

Technology Inventory/School Inventory

CSM Back-Up, Clinic Back-Up/Injury Report Back-Up/ Workman Comp Back-Up

Discipline 7th Grade Back-up

Maps Back-Up

Intern Coordinator

Open House

Schedule Pick-Up/1st Week Procedures Lead (w/ Barnes)

SAC admin. lead/SIP lead

K-Zone Liaison (if we have it)

Facilities Back-up

Textbooks/School Libib Inventory

Bell/Lunch Schedules-Ensure compliance w/ contract Backup

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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. (ESEA 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 2023-2024 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.

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. (ESEA 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.

D. Demographic Data

2024-25 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
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	43.3%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	45.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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>	2023-24: B 2022-23: B* 2021-22: B 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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
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

Current Year 2024-25

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							41	45	56	142

Current Year 2024-25

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							5	12		17
Students retained two or more times								7		7

Prior Year (2023-24) 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							48	62	56	166
One or more suspensions							20	43	23	86
Course failure in ELA							3	26	4	33
Course failure in Math							5	7	1	13
Level 1 on statewide ELA assessment							50	92	88	230
Level 1 on statewide Math assessment							63	77	72	212
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

Prior Year (2023-24) 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							46	83	71	200

Prior Year (2023-24) 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							10	18		28
Students retained two or more times							2	1		3

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

Please note that 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 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	64	57	53	57	54	49	61	59	50
ELA Grade 3 Achievement **			21						
ELA Learning Gains	57	56	56				45		
ELA Learning Gains Lowest 25%	53	50	50				27		
Math Achievement *	64	65	60	58	61	56	61	37	36
Math Learning Gains	61	65	62				54		
Math Learning Gains Lowest 25%	62	60	60				45		
Science Achievement *	50	56	51	55	56	49	66	62	53
Social Studies Achievement *	79	73	70	75	72	68	76	62	58
Graduation Rate								59	49
Middle School Acceleration	78	77	74	73	76	73	81	51	49
College and Career Readiness								76	70
ELP Progress	85	65	49	56	50	40	61	80	76

*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 (FPP) 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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	65%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	653
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
65%	66%	58%	53%		68%	63%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 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.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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	43%	No		
English Language Learners	48%	No		
Asian Students	85%	No		
Black/African American Students	50%	No		
Hispanic Students	60%	No		
Multiracial Students	65%	No		
White Students	67%	No		
Economically Disadvantaged Students	57%	No		

2022-23 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	32%	Yes	2	
English Language Learners	56%	No		
Asian Students	90%	No		
Black/African American Students	40%	Yes	1	
Hispanic Students	57%	No		
Multiracial Students	62%	No		
White Students	68%	No		
Economically Disadvantaged Students	56%	No		

2021-22 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	38%	Yes	1	
English Language Learners	50%	No		
Native American Students				
Asian Students	81%	No		
Black/African American Students	46%	No		
Hispanic Students	55%	No		
Multiracial Students	55%	No		
Pacific Islander Students				
White Students	59%	No		
Economically Disadvantaged Students	48%	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. (pre-populated)

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%

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	61%		45%	27%	61%	54%	45%	66%	76%	81%			61%
Students With Disabilities	29%		39%	27%	30%	45%	40%	29%	38%	67%			
English Language Learners	38%		45%	52%	44%	58%	52%	29%	70%				61%
Native American Students													
Asian Students	68%		71%		90%	76%		75%	100%	88%			
Black/African American Students	42%		40%	26%	37%	55%	48%	55%	46%	65%			
Hispanic Students	56%		44%	33%	53%	50%	44%	61%	65%	82%			65%
Multiracial Students	52%		51%	15%	58%	54%		56%	80%	73%			
Pacific Islander Students													
White Students	66%		44%	21%	66%	54%	44%	70%	82%	81%			
Economically Disadvantaged Students	46%		36%	25%	46%	48%	39%	50%	63%	71%			56%

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	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	6	74%	59%	15%	54%	20%
Ela	7	62%	56%	6%	50%	12%
Ela	8	53%	53%	0%	51%	2%
Math	6	52%	67%	-15%	56%	-4%
Math	7	69%	69%	0%	47%	22%
Math	8	28%	30%	-2%	54%	-26%
Science	8	49%	54%	-5%	45%	4%
Civics		78%	72%	6%	67%	11%
Algebra		79%	53%	26%	50%	29%
Geometry		90%	55%	35%	52%	38%
Biology		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

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?

6th Grade ELA increased by 18 points. 6th Grade implemented Tier 2 with fidelity down to the benchmarks specific to the students' needs. In addition, the reading teacher worked to implement various items on the instructional plan specific to what ELA was working on.

Lowest Performance

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

8th Grade Science decreased from 54% to 50%. There was a new teacher in this content area, increased need to develop Conditions for Learning, and lower overall performance in ELA for this grade. Additional contributing factors included student performance in the areas of Earth & Space Science and Life Science, both of which were lower than the district and the state. Low performing benchmarks in these areas were SC.6.E.7.5, SC.7.E.6.2, SC.6.E.6.5, SC.8.E.5.7, SC.8.E.5.9, SC.8.E.5.5, SC.7.L.16.1 and SC.7.L.17.2.

Greatest Decline

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

8th Grade Science decreased from 54% to 50%. There was a new teacher in this content area, increased need to develop Conditions for Learning, and lower overall performance in ELA for this grade.

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.

6th Grade Math was lower than that state average (52% for ITMS and state was 56%); however, some of our 6th grade students are accelerated into RAMP class, which takes the 7th grade math state assessment.

EWS Areas of Concern

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

- Students absent 10% or more school days
- Number of students meeting two or more indicators

Highest Priorities

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

- 8th Grade Science
- 8th Grade ELA
- 6th Grade Math

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 Science

Area of Focus Description and Rationale

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

8th grade science was identified as a crucial need from the previous year's data as proficiency decreased by 4% points from 54% to 50% proficient on the Statewide Science Assessment.

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.

During the 2024-25 school year, student proficiency on the Statewide Science Assessment (SSA) will increase 15 percentage points to reach an overall proficiency of 65%.

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.

This area of focus will be monitored through data aligned PLC planning and collaboration, common formative assessment data and district progress monitoring assessment outcomes utilizing data routines to identify benchmark performance and needs.

Person responsible for monitoring outcome

Jamie Barnes, Trish Elkharchafi, Cianetta Saunders

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The following evidence-based interventions will be used to support the teaching of academic content and literacy to students based on the area of need of the individual student: Teaching sets of academic vocabulary words intensively across several days using a variety of instructional activities

(strong evidence) and provide small-group instructional intervention to students struggling in the areas of literacy (moderate evidence).

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Effective Tier 1 Instruction

Person Monitoring:

Jamie Barnes

By When/Frequency:

Ongoing

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

Description: All PLCs will actively engage in teaching of mastery 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, instructional coaches, and/or DTL content specialists 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 and district created Common Benchmark Assessments.

Action Step #2

Student Data Tracking and Goal Setting

Person Monitoring:

Jamie Barnes

By When/Frequency:

Quarterly

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

Description: Assist students with maintaining data sheets that consist of setting individual student goals and reflecting on their outcomes. Monitoring: Each quarter, students will participate in a Student Led Conference where they will talk about their past quarter grades, performance on the Common Benchmark Assessments, and upcoming quarterly goals.

Area of Focus #2

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

Instructional Practice specifically relating to ELA, Intervention, Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, 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 student academic interventions for ELA and Math. Although our proficiency, learning gains, and lowest quartile learning gains increased, there is still room for improvement, in particular with learning gains. ELA achievement data from the 2024 Spring assessment shows 64% of students proficient, 57% of our students making a learning gain, and 53% of lowest quartile students making learning gains. In Math, 2024 Spring Assessment data shows 64% of students proficient, 61% making learning gains, and 62% of lowest quartile students making gains.

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.

Increase of student achievement components for ELA and Math with the following results expected:

- The percentage of students on grade level will increase a total of 6 percentage points from 64% to 70% on the 2025 FAST PM3 ELA Reading Assessments.
- The percentage of students making a learning gain will increase a total of 18 percentage points from 57% to 75% on the 2025 FAST PM3 ELA Reading Assessments.
- The percentage of lowest quartile students making a learning gain will increase a total of 22 percentage points from 53% to 75% on the 2025 FAST PM3 ELA Reading Assessments.
- The percentage of students on grade level will increase a total of 6 percentage points from 64% to 70% on the 2025 Math Spring Statewide Assessments.
- The percentage of students making a learning gain will increase a total of 14 percentage points from 61% to 75% on the 2025 Math Spring Statewide Assessments.
- The percentage of lowest quartile students making a learning gain will increase a total of 13 percentage points from 62% to 75% on the 2025 Math Spring Statewide Assessments.

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.

Progress will be monitored towards the outcome by:

- Monitoring schoolwide performance towards trends on FAST Progress Monitoring Assessments for both ELA and Math.
- Monitoring quarterly performance towards benchmark acquisition utilizing district created Benchmark Assessments.

Person responsible for monitoring outcome

Bailey Holmquist (ELA), Adam Kiefer (Math), Trish Elkharchafi

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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), iReady (moderate evidence), Lexia (strong evidence), Corrective Reading (strong evidence), and Reading Mastery (promising evidence).

Rationale:

A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence- Based Reading Plan.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence, Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

The following evidence-based interventions are available to support students based upon the area of need of the individual student: iReady, SAVVAS enVision Math Diagnostic and Intervention System, Math Nation.

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, Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Effective Tier 1 Instruction

Person Monitoring:

Bailey Holmquist (ELA), Adam Kiefer (Math)

By When/Frequency:

Ongoing

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

step:

Description: All PLCs will actively engage in teaching of mastery 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

ELA and Math Interventions

Person Monitoring:

Bailey Holmquist (ELA), Adam Kiefer (Math)

By When/Frequency:

Quarterly

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 ELA and Math will be selected to receive that support through 30 minute intervention blocks occurring once per week as part of Tier 2 instruction. Classroom teachers will be assigned an instructional focus meant to help close the identified student benchmark gaps. 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 increased performance on FAST Progress Monitoring Assessments.

Action Step #3

Student Data Tracking and Goal Setting

Person Monitoring:

Bailey Holmquist (ELA), Adam Kiefer (Math)

By When/Frequency:

Quarterly

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

Description: Assist students with maintaining data sheets that consist of setting individual student goals and reflecting on their outcomes. Monitoring: Each quarter, students will participate in a Student Led Conference where they will talk about their past quarter grades, performance on FAST Assessments, performance on the Common Benchmark Assessments, and upcoming quarterly goals.

Action Step #4

Literacy Training

Person Monitoring:

ELA Leaders

By When/Frequency:

Monthly

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

Literacy coaches, classroom teachers, and school administrators will receive a variety of professional learning and targeted support through district-facilitated trainings throughout the school year. Literacy

coaches will meet monthly with district curriculum specialists to analyze reading data based on Tier 3 intervention programs, review instructional strategies, and prepare professional learning to present to classroom teachers on their campuses. School administrators will meet with district curriculum specialists quarterly to review data points and benchmark-aligned instructional strategies. In addition, schools will receive targeted support from district curriculum specialists to facilitate the use of differentiated instructional techniques based on individual student needs. SCPS K-12 Comprehensive Reading Plan

IV. Positive Culture and 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 are chronically absent for 15 or more days of school. While the prior year showed a 2% reduction of ITMS students missing 15+ days of school (26% to 24%), this decrease was at a slower rate than the 3% reduction across all middle schools (27% to 24%).

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.

Reduction of chronic absenteeism across the ITMS school campus. The following results are expected:

- The percentage of students absent 15 or more days of school will decrease 5% from 24% to 19% during the 2024-25 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.

Leadership team will monitor this area of focus through:

- Ongoing monitoring of student attendance data (MTSS)
- Conditions for Learning observation data
- SCPS Safety Survey data and percentage of students identifying a trusted adult on campus.

Person responsible for monitoring outcome

Jamie Barnes, Trish Elkharchafi

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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 #1**

Foster Connections Between Students and Staff

Person Monitoring:

Jamie Barnes, Grace Turner, Amalo Alce,
Mercedes Williams

By When/Frequency:

Ongoing with Monthly Monitoring

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

Description: ITMS staff will foster connections between students and staff through PBIS and Conditions for Learning to ensure a safe and welcoming learning environment for all students. -Reinforce procedures for students and staff as it relates to the school-wide PBIS system. -Work with district based personnel in enhancing classroom Conditions for Learning through the Behavior Coaching Academy. -Conduct coaching cycles for implementation of Conditions for Learning. -Engage in Restorative Practices. Monitoring: We will monitor the impact of this action step by monitoring: -the percentage of students chronically absent. -the percentage of students projected to be chronically absent at the beginning of each month. -Percentage of student population earning a positive behavior referral and participation in PBIS celebrations. -Fidelity checks for Conditions for Learning.

Action Step #2

Monitoring Student Attendance

Person Monitoring:

Jamie Barnes, Colleen Masters, Patricia Hamilton, Ongoing
Daniel Lohrman

By When/Frequency:

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

Description: ITMS will monitor student attendance on an ongoing basis to identify students who are tracking to be chronically absent by the end of the school year. -Students identified to be tracking to chronically absent will be referred and monitored by the MTSS Team. -Identify students each month, who are tracking to be absent 15+ days by the end of the school year. -Complete SCPS Truancy procedures to fidelity for 5, 10, and 15 unexcused absences. -Provide systematic interventions for identified students including, but not limited to: Parent teacher conferences, attendance goal setting for students, parent teacher conferences, attendance agreements, referrals to SSW, and/or student mentoring -Parent outreach to promote school attendance through social media and School Messenger. Monitoring: We will monitor the impact of this action step by monitoring both the percentage of students chronically absent and the percentage of students projected to be chronically absent at the beginning of each month. The progress monitoring of these two metrics will allow us to make adjustments to our attendance support throughout the year.

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 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. (ESEA 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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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. (ESEA Section 1114(b)(7)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 ESSA, 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). (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. (ESEA 1114(b)(7)(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. (ESEA 1114(b)(7)(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. 1400 et seq. and ESEA 1114(b)(7)(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. (ESEA section 11149b)(7)(iii)(V)).

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. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process 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), rationale (i.e., data) and plan 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 2024-25 UniSIG funds but has chosen not to apply.

No

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