

Seminole County Public Schools

# Indian Trails Middle School



2016-17 Schoolwide Improvement Plan

## Indian Trails Middle School

415 TUSKAWILLA RD, Winter Springs, FL 32708

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0711>

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	40%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

### School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	A*	A	A

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
<b>8-Step Planning and Problem Solving Implementation</b>	<b>16</b>
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	19
<b>Appendix 1: Implementation Timeline</b>	<b>42</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>45</b>
Professional Development Opportunities	45
Technical Assistance Items	51
<b>Appendix 3: Budget to Support Goals</b>	<b>51</b>

## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Indian Trails Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

##### b. Provide the school's vision statement.

Indian Trails Middle School will be a place where students are encouraged to actively participate, to work collaboratively, to create real world solutions, and to develop personal connections to their learning as they "Invent their Future."

#### 2. School Environment

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

During homeroom, held once a week, teachers involve the students in cooperative activities in which students are encouraged to share. Teachers model the activities, leading the sharing and therefore building relationships between students and between student and teacher.

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

Indian Trails Middle School uses Positive Behavior Support in the classroom and around campus. On a school-wide level, PBS relies on accurate and reliable discipline referral data to understand the behaviors occurring across campus. An analysis of the data allows a school team to identify the problem areas, brainstorm interventions such as where and what to teach, reward the students exhibiting the expected behavior, and communicate findings to the staff, students, and families. The PBS process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented.

PBS provides a positive and effective alternative to the traditional methods of discipline. PBS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance. PBS is consistent with the Individuals with Disabilities Education Act, which advocates the use of positive behavior interventions and school-based disciplinary strategies that reduce or eliminate the need to use suspension and expulsion as disciplinary options.

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

The Indian Trails Middle School PBS Team has established a clear set of behavioral expectations which are posted around campus and taught in homeroom activities. These expectations, which are the basis of the discipline process, focus on safety, responsibility and respect. Once teachers have taught these expectations to the class, they track student behavior using the Behavior Step Form. When they have exhausted all four steps of the process, a student can be given a referral. Members

of the administration team meet with teachers who report difficulty in any of these steps to reinforce the process and provide guidance. Teachers new to ITMS are trained in the PBS process by the New Teacher Mentor.

**d. 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 available at any time during the school day to meet with students to provide counseling. 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 Officer is available to meet with and counsel students.

### 3. Early Warning Systems

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

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

The school has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention).

To identify at-risk students in compliance with 1001.42, F.S., middle schools utilize an early warning identification report. This report specifically identifies students who meet two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics). In addition the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.

**b. Provide the following data related to the school's early warning system**

**1. The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	6	13	10	0	0	0	0	29	
One or more suspensions	0	0	0	0	0	0	2	2	5	0	0	0	0	9	
Course failure in ELA or Math	0	0	0	0	0	0	2	11	20	0	0	0	0	33	
Level 1 on statewide assessment	0	0	0	0	0	0	6	13	21	0	0	0	0	40	

**The number of students identified by the system as exhibiting two or more early warning indicators:**



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	6	15	24	0	0	0	0	45

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.**

Students identified by the early warning system will receive one or more of the following intervention opportunities: academic intervention class, intensive reading or math class, encouragement to attend tutoring and/or boost camps, referral to student study team, referral to social worker or counselor, or consultation with grade level administrator or dean.

**B. Family and Community Engagement**

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

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

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

**a. Will the school use its PIP to satisfy this question?**

No

**1. PIP Link**

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

**2. Description**

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/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

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

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

**C. Effective Leadership**

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

**1. School Leadership Team**



### a. Membership

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

Name	Title
Sileo, Lesley	Principal
Neal, Mary	Assistant Principal
Laudani, Melissa	Assistant Principal
Gaudio, Stephanie	Administrative Support
Rish, James	Dean

### b. Duties

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

The Indian Trails Leadership Team consists of Dr. Lesley Sileo - Principal, Dr. Mary Neal - Assistant Principal, Melissa Laudani - Assistant Principal, and Stephanie Gaudio - School Administration Manager. The Principal and Assistant Principals serve as instructional leaders for the different curriculum areas (Mary Neal - Math, Science, and ESE; Melissa Laudani - Language Arts, Reading, Social Studies, and ESOL. Dr. Sileo works directly with the Electives team. Stephanie Gaudio performs multiple managerial tasks in her role as School Administration Manager. Together, the administrative team meets weekly with Dr. Sileo to discuss campus-wide issues and collaborate on all school-based decisions, including professional development, resources, and teaching methodology among other topics.

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

Indian Trails Middle School will coordinate Supplemental Academic Instruction funds to provide intervention for students in need of remediation. This funding source is coordinated to maximize the number of students and the amount of services available for academic interventions. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

## **2. School Advisory Council (SAC)**

### a. Membership

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

Name	Stakeholder Group
Lesley Sileo, Ed.D.	Principal
Kim Lalwani	Parent
Dena Brister	Parent
Stephen Schricker	Parent
Kim Ngo	Parent
Manal Soheli	Teacher
Maryam Behbood	Parent
Michael Serra	Parent
Karen Holmes	Parent
Candace Ruffin	Parent
Erin Millwater	Education Support Employee
Lynn Gaught	Teacher
Lesley Sileo	Principal
Cara Roesner	Parent
Jaclyn Myers	Teacher
Stephanie Gaudio	Education Support Employee
Allen Roosa	Parent
Jami Parkhill	Parent
Dan Finley	Parent
Jon Thornton	Parent
Nancy Fraser	Parent

## **b. Duties**

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

#### **a. Evaluation of last year's school improvement plan**

All SAC members review last year's school improvement plan and compare the goals with the outcome of the State Science Assessment, the Florida State Assessments, and the End Of Course Exams as well as the results of our progress monitoring assessments.

#### **b. Development of this school improvement plan**

All SAC members review and are encouraged to provide input/suggestions to the the school improvement plan in order to assist with setting goals for increasing student achievement.

#### **c. Preparation of the school's annual budget and plan**

Members of the SAC Committee assist the Principal with the annual school budget as it relates to performance indicators. They discuss the allocation of funds and approve a plan for spending these funds to support the School Improvement Plan.

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

The SIP funds were used to purchase school planners (\$3850) in the 2015-2016 school year.

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

Yes

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

**3. Literacy Leadership Team (LLT)****a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Sileo, Lesley	Principal
Laudani, Melissa	Assistant Principal
Neal, Mary	Assistant Principal
Meyer, Julie	Teacher, K-12
Spradling, Tiffany	Instructional Technology
Everson, Tiffany	School Counselor
Howell, Katrina	Teacher, K-12
Metzler, Kelly	Teacher, K-12
Sohel, Manal	Teacher, K-12
Van Zyl, Traci	Teacher, K-12
Spain, Nicole	Teacher, K-12
Gaught, Lynn	Teacher, K-12
Cheshire, Jennifer	Teacher, K-12
Myers, Jaclyn	Teacher, K-12

**b. Duties****1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The LLT works with the school administration and the district support personnel to lead our Professional Learning Communities in the efforts to promote effective literacy strategies in all content areas and to utilize student data to drive instruction that is differentiated according to the needs of all students. High yield strategies are implemented and supported throughout the curriculum.

**D. Public and Collaborative Teaching**

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

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

Teachers teaching the same subject and grade level are provided with common plan periods to establish a Professional Learning Community. It is the goal of the PLC groups to foster collaborative lesson planning and assessment as well as to discuss data gathered from student assessments and discuss its impact on further instruction. Likewise, teachers are provided time with their whole department PLCs to collaborate in vertical teams.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's Instructional Practices Specialist and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year.

Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

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

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

#### **b. Instructional Strategies**

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

As with all Seminole County and Florida schools, state assessment data is used to determine student placement in intensive reading and math classes as well as participation in Advanced and High

School credit courses. Similarly, student grades, classroom assessments and progress monitoring data are used to determine the need for increased interventions and beginning the MTSS process.

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

**Strategy:** Summer Program

**Minutes added to school year:** 3,960

Summer Bridges is a three week summer program to help students accelerate their reading and/or math proficiency using the SRA Corrective Reading and Math Program. Students who qualify for Level B2 are invited to attend both programs. The B2 program focuses on decoding, fluency, vocabulary, and comprehension. Students who complete the program over the summer accelerate their reading and math by moving to the next level when school starts in August.

**Strategy Rationale**

Summer Bridges provides incoming sixth grade students with an avenue to increase their retention of the reading and math curriculum over the summer. Similarly, it introduces them to the middle school reading program, which is a big change from that in the elementary schools. It also provides students with a familiarity of the campus so that they are comfortable at the school when the regular school year starts in August.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Sohel, Manal, manal\_sohel@scps.k12.fl.us

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

B2 Corrective Reading and Math students are monitored daily by satisfactorily completing workbook pages, anchor tasks and daily fluency checks. Students are also progress monitored using formal SRA Mastery tests. Teachers also assess students' fluency progress by using state graded fluency assessments. Math is monitored through weekly ore/post assessments and daily anchor tasks.

**Strategy:** After School Program

**Minutes added to school year:** 5,220

This after school tutoring program provides individualized, need-based instruction, engaging learning time, and personalized communication with progress monitoring.

**Strategy Rationale**

After school tutorial provides a much needed intervention for students who need assistance beyond the scope of the regular school day.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Neal, Mary, mary\_neal@scps.k12.fl.us

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

Student progress is monitored through course grades, classroom assessments, and improved problem solving.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

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

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

For the incoming 6th grade students, ITMS hosts 5th grade field trips, holds 5th grade parent nights, and hosts Summer Bridges reading and math camp. In the fall, we invite the counselors from our feeder elementary schools to visit our campus and articulate with our counselors to ensure a smooth transition for students. For outgoing 8th grade students, ITMS brings in county contacts to promote the various high school magnet options, as well as bringing in counselors from our zoned schools, Oviedo and Winter Springs, for HS scheduling orientation. Students are provided time to meet with those counselors on a one-on-one basis as needed within the regular school day to ensure that they select the appropriate courses. A summer transition program for rising 9th graders is in place to aid students identified as needing assistance in making the transition to high school coursework.

### b. College and Career Readiness

**1. 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 in individual meetings. Career planning is also incorporated in the iConnect and iJourneys courses offered to our students.

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

Special area teachers integrate thinking skills and academic competencies that are necessary for future employment in highly skilled occupations.

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

Indian Trails Middle School has implemented a Renewable Energy Program of Exploration in conjunction with Keeth Elementary and Winter Springs High School. A culinary arts program has also been implemented. This program provides the opportunity for students to continue in this field of study through the Culinary Arts programs at Oviedo High School or Winter Springs High School.

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

ITMS provides opportunities for high school credit courses in Spanish, Algebra and Geometry. Our band students perform at a football game at each of two high schools for Middle School Band Nights. Seventh grade students participate in the Duke TIP program to prepare them for the SAT exam. Our district has aligned our curriculum for a K-12 continuum of coursework. Our students participate in field trips to local high schools, and they are visited by high school representatives to notify them of their high school course selections and magnet options. Seventh and eighth grade students take iJourneys and iConnect courses, which provide career information to students.

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

### C. Strategic Goals



## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Through enrichment, intervention, utilization of research-based best practices, and continuous analysis of individual student progress, the administrators and teachers at Indian Trails Middle School will work to ensure a minimum of one year of growth (ALG) for one year of instruction for all students in ELA, Math, and Science.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1.** Through enrichment, intervention, utilization of research-based best practices, and continuous analysis of individual student progress, the administrators and teachers at Indian Trails Middle School will work to ensure a minimum of one year of growth (ALG) for one year of instruction for all students in ELA, Math, and Science. **1a**

 G086303

### Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	50.0
FCAT 2.0 Science Proficiency	80.0
FSA ELA Achievement	75.0
ELA/Reading Gains	65.0
FSA Mathematics Achievement	70.0
Math Gains	65.0
5Es Score: Supportive Environment	50.0

### Targeted Barriers to Achieving the Goal **3**

- Teachers need additional research-based strategies and resources to support differentiated instruction to aid individual students.
- Our school's performance on the 5 Essentials Survey was designated as weak in the area of Supportive Environment according to our students.
- Our parents would like a stronger partnership with the teachers at our school in their children's education.

### Resources Available to Help Reduce or Eliminate the Barriers **2**

- MTSS Team - AP, 2 guidance counselors, instructional coaches, ESE teacher
- Intervention classes taught by Academic Intervention teacher
- After School Tutorial
- Instructional Coach addressing all content areas
- Structured homeroom time in Master Schedule dedicated to intervention
- EOC Boost Camps
- Summer Bridges Mathematics and Reading Program
- Teacher & Student tracking of data
- Parent Outreach, including: ITMS website, social media outlets, newsletter, Remind 101, and eCampus
- PLC planning time
- Interactive Notebooks in Science and Social Studies classes
- Instructional plan resources
- EdInsight

**Plan to Monitor Progress Toward G1. 8**

Student performance data will be collected and continuously monitored through the use of EdInsight. The Early Warning System will be employed to identify highest risk students, and strategies will be put into place to support them. The success and supports of the lowest 30%, highest 30%, and the AO students will be monitored throughout the school year. Teachers will be provided professional development to aid them in meeting our goals for students.

**Person Responsible**

Lesley Sileo

**Schedule**

Weekly, from 8/10/2016 to 5/26/2017

**Evidence of Completion**

Lesson plans, PLC records, student surveys, EdInsight data, records of AO conferences, grades

## Action Plan for Improvement

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

**G1.** Through enrichment, intervention, utilization of research-based best practices, and continuous analysis of individual student progress, the administrators and teachers at Indian Trails Middle School will work to ensure a minimum of one year of growth (ALG) for one year of instruction for all students in ELA, Math, and Science.

1

G086303

**G1.B1** Teachers need additional research-based strategies and resources to support differentiated instruction to aid individual students. 2

B229309

**G1.B1.S1** Provide opportunities for teachers to reflect upon ways to reach individual students. 4

S241826

### Strategy Rationale

Meeting individual student needs will aid them in their academic success.

### Action Step 1 5

Monitor 9 week exam data to track progress of our lowest 30% and highest 30% students as well as our advanced opportunity students. Provide data templates to teachers to support them in our school-wide commitment to consistently monitor the progress of all students.

#### Person Responsible

Stephanie Gaudio

#### Schedule

Quarterly, from 10/17/2016 to 5/26/2017

#### Evidence of Completion

9 week exam data spreadsheets

### Action Step 2 5

Provide training in high yield instructional strategies focusing on student-centered instruction with rigor.

#### Person Responsible

Stephanie Gaudio

#### Schedule

Semiannually, from 10/5/2016 to 5/26/2017

#### Evidence of Completion

PD materials and learning logs

### Action Step 3 5

Provide PD on use of collaborative structures.

**Person Responsible**

Stephanie Gaudio

**Schedule**

Semiannually, from 8/4/2016 to 10/13/2016

**Evidence of Completion**

PD materials and learning logs

### Action Step 4 5

Provide training in differentiated instruction using technology in a blended learning model for teachers in each of the core subject areas.

**Person Responsible**

Manal Sohel

**Schedule**

On 10/13/2016

**Evidence of Completion**

DI plans and learning logs

### Action Step 5 5

Differentiate instruction for advanced courses, including differentiation on 9 week exams.

**Person Responsible**

Lesley Sileo

**Schedule**

Quarterly, from 8/10/2016 to 5/26/2017

**Evidence of Completion**

Lesson plans, 9 week exams

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

Administrators will participate as members of the PLCs for the subjects that they supervise. At the PLC sessions, teachers and administrators will monitor student data and discuss ways to implement high-yield strategies and collaborative structures in their classrooms.

**Person Responsible**

Lesley Sileo

**Schedule**

Weekly, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

Lesson plans and PLC notes will reflect implementation of strategies.

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

Student performance on assessments will be monitored for effectiveness of instruction. Administrators will be able to witness high-yield strategies and collaborative structures when conducting classroom observations.

**Person Responsible**

Lesley Sileo

**Schedule**

Weekly, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

Feedback will be documented in iObservation. 9 week exam data will confirm student progress.



**G1.B1.S2** Provide common planning time for teachers with common grade levels and subject areas **4**

 S241827

**Strategy Rationale**

Common planning time facilitates discussion geared toward meeting the needs of all students.

**Action Step 1** **5**

Teachers meet in Professional Learning Communities weekly to review student common assessment data and plan for differentiation of instruction for their students.

**Person Responsible**

Lesley Sileo

**Schedule**

Weekly, from 8/10/2016 to 5/26/2017

**Evidence of Completion**

Lesson plans, PLC minutes, and differentiated classroom instruction.

**Action Step 2** **5**

Time will be set aside for teachers to retrieve data on their lowest 30%, highest 30% and advanced opportunity students. They will then plan for ways to differentiate instruction to meet the needs of the various students in their classes.

**Person Responsible**

Stephanie Gaudio

**Schedule**

Quarterly, from 10/13/2016 to 5/26/2017

**Evidence of Completion**

Lesson plans will reflect ways that teachers will differentiate their instruction.

### Action Step 3 5

Teachers will utilize the resources provided in the district's instructional plans for their given subject areas.

**Person Responsible**

Lesley Sileo

**Schedule**

Weekly, from 8/10/2016 to 5/26/2017

**Evidence of Completion**

Lesson plans will reflect use of the strategies and resources found in the instructional plans.

### Action Step 4 5

CAR-PD teachers will attend training and observe their counterparts at another middle school.

**Person Responsible**

Manal Sohel

**Schedule**

On 9/21/2016

**Evidence of Completion**

PD Learning Logs

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Instructional coach and administrators will aid teachers in planning sessions in their PLCs. Lesson plans will be monitored and classroom observations will be conducted.

**Person Responsible**

Lesley Sileo

**Schedule**

Weekly, from 8/10/2016 to 5/26/2017

**Evidence of Completion**

Lesson plans, PLC notes, and iObservation feedback

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Administrators will be regular participants in PLC sessions and will conduct regular classroom observations.

**Person Responsible**

Lesley Sileo

**Schedule**

Weekly, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

Lesson plans and iObservation feedback

**G1.B1.S3** Utilize school and district personnel to aid teachers in planning for improved classroom instruction. **4**

 S241828

### Strategy Rationale

Subject area specialists and instructional coaches can provide ideas, resources, and strategies to aid teachers in planning for differentiated and rigorous instruction for all students.

### Action Step 1 **5**

Utilize our instructional coach to aid teachers in implementation of teaching strategies.

#### Person Responsible

Manal Sohel

#### Schedule

Daily, from 8/10/2016 to 5/26/2017

#### Evidence of Completion

The instructional coach will keep records of her interactions and sessions with teachers.

### Action Step 2 **5**

Provide mentors to new teachers on our campus.

#### Person Responsible

Lesley Sileo

#### Schedule

Weekly, from 8/10/2016 to 5/26/2017

#### Evidence of Completion

Mentors will be able to describe and/or document sessions spent assisting the new teachers.

### Action Step 3 5

Provide digital learning leaders to aid teachers with implementation of technology in their classrooms.

**Person Responsible**

Lesley Sileo

**Schedule**

Monthly, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

PD materials and learning logs

### Action Step 4 5

Encourage staff members to take on leadership roles in areas of their strength.

**Person Responsible**

Lesley Sileo

**Schedule**

Quarterly, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

PD sessions can be led by emerging and seasoned leaders on campus.

### Action Step 5 5

Invite district subject area specialists to provide training to teachers in their subject area on campus.

**Person Responsible**

Stephanie Gaudio

**Schedule**

Quarterly, from 8/4/2016 to 5/26/2017

***Evidence of Completion***

PD materials and Learning Logs

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Monitor Professional Development opportunities provided to staff.

**Person Responsible**

Stephanie Gaudio

**Schedule**

Quarterly, from 8/4/2016 to 5/26/2017

**Evidence of Completion**

PD materials and Learning Logs

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Monitor lesson plans and observe strategies and materials being implemented in classrooms.

**Person Responsible**

Lesley Sileo

**Schedule**

Weekly, from 8/10/2016 to 5/26/2017


**Evidence of Completion**

Lesson plans, data on student performance, and iObservation feedback

**G1.B2** Our school's performance on the 5 Essentials Survey was designated as weak in the area of Supportive Environment according to our students. **2**

 B229310

**G1.B2.S1** Strengthen the supportive connections between individual students and members of the school staff. **4**

 S241829

### Strategy Rationale

A more supportive environment will provide students a greater sense of trust, safety and support from their school.

### Action Step 1 **5**

Provide academic intervention for students performing in our lowest 30 % in ELA, Mathematics, and Science through our AIP class.

#### Person Responsible

Donnie Robinson

#### Schedule

Daily, from 8/10/2016 to 5/26/2017

#### Evidence of Completion

Class rosters and student grades

### Action Step 2 **5**

Provide after school tutoring in mathematics for students in grades 6, 7, and 8.

#### Person Responsible

Mary Neal

#### Schedule

Weekly, from 10/10/2016 to 4/6/2017

#### Evidence of Completion

Records of student attendance at tutorial sessions



### Action Step 3 5

Design homeroom activities that support team building and student connections with the homeroom teacher

**Person Responsible**

Stephanie Gaudio

**Schedule**

Weekly, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

Records of products produced by homeroom students, such as goal-setting records

### Action Step 4 5

Make referrals to the school social worker for students who show a need for this support

**Person Responsible**

Melissa Laudani

**Schedule**

Monthly, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

Guidance records of social worker referrals

### Action Step 5 5

Monitor placement of our highest 30% and advanced opportunity students.

**Person Responsible**

Melissa Laudani

**Schedule**

Quarterly, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

Administrator and counselor records

### Action Step 6 5

Share information regarding WIDA, 504 plans, and IEPs with classroom teachers to promote greater understanding of student needs.

**Person Responsible**

Lesley Sileo

**Schedule**

Annually, from 8/10/2016 to 5/26/2017

**Evidence of Completion**

Copies of IEP service pages and 504s given to teachers

### Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administrative team will meet to plan and review progress of action steps.

**Person Responsible**

Lesley Sileo

**Schedule**

Weekly, from 8/10/2016 to 5/26/2017

**Evidence of Completion**

Notes of weekly administrative meetings.

### Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The administrative team, Literacy Leadership Team and PLCs will meet regularly to discuss results of action steps.

**Person Responsible**

Lesley Sileo

**Schedule**

Weekly, from 8/10/2016 to 5/26/2017

**Evidence of Completion**

Student grades, results of student surveys, and records of student participation in school-wide initiatives

**G1.B2.S2** Utilize tools that can aid our school in promoting a supportive environment for our students.

4

S241830

### Strategy Rationale

These tools will aid us in tracking the progress and level of support given to all students, including those in our lowest 30% and our highest 30%.

### Action Step 1 5

Utilize EdInsight to track the performance of each student, including the use of the Early Warning System to identify and track our lowest 30% of our students.

#### Person Responsible

Melissa Laudani

#### Schedule

Weekly, from 8/10/2016 to 5/26/2017

#### Evidence of Completion

EdInsight records and records of MTSS meetings

### Action Step 2 5

Employ the use of interactive notebooks in science and social studies classes.

#### Person Responsible

Lesley Sileo

#### Schedule

Daily, from 8/10/2016 to 5/26/2017

#### Evidence of Completion

Students' interactive notebooks

### Action Step 3 5

Use Member Center to track the progress of individual students in intensive reading classes.

**Person Responsible**

Manal Sohel

**Schedule**

Weekly, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

Member Center records

### Action Step 4 5

Use Voyager Sopris to track the progress of our ELL students.

**Person Responsible**

Priscilla Sprys

**Schedule**

Weekly, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

Voyager Sopris records

### Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

The MTSS Team and Student Study Teams will meet weekly to review student progress. Lesson plans will reflect use of interactive notebooks as well as use of reading and ESOL tools.

**Person Responsible**

Lesley Sileo

**Schedule**

Weekly, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

EdInsight records, lesson plans, iObservation records

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2** 7

The Administrative and Literacy Leadership Teams will meet regularly to review implementation of tools and monitor their progress.

**Person Responsible**

Lesley Sileo

**Schedule**

Weekly, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

Minutes of Administrative team and Literacy Leadership Team meetings, iObservation records of classroom visits

**G1.B2.S3** Employ high-yield strategies in the classroom that are differentiated for the needs of all students. 4

 S241831

### Strategy Rationale

These strategies have been proven to be successful at improving instruction and meeting the needs of all students.

### Action Step 1 5

Provide Boost Camps designed to aid students in reviewing for state exams in Science, Social Studies, and Mathematics.

#### Person Responsible

Mary Neal

#### Schedule

Weekly, from 3/4/2017 to 4/8/2017

#### Evidence of Completion

Boost Camp attendance records

### Action Step 2 5

Provide intense instruction for students who struggle in reading and math with our Summer Bridges Program.

#### Person Responsible

Manal Sohel

#### Schedule

Daily, from 6/13/2016 to 7/8/2016

#### Evidence of Completion

Records of attendance at Summer Bridges classes

### Action Step 3 5

Aid students in setting academic goals and in tracking their progress toward meeting those goals.

**Person Responsible**

Stephanie Gaudio

**Schedule**

Quarterly, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

Records of student goal-setting in homeroom classes and in individual courses

### Action Step 4 5

Utilize the Positive Behavior Support program to aid students in making good behavioral choices and to reward them for doing so.

**Person Responsible**

James Rish

**Schedule**

Weekly, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

Discipline records and records of PBS Celebrations

### Action Step 5 5

Implement research-based best practices in the classroom

**Person Responsible**

Lesley Sileo

**Schedule**

Daily, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

PLC records, lesson plans, and iObservation records



### Action Step 6 5

Analyze student data to determine how best to meet the needs of each student in the classroom.

**Person Responsible**

Stephanie Gaudio

**Schedule**

Weekly, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

Student assessment data, lesson plans, and student grades

### Action Step 7 5

Employ use of rigorous questions to deepen the level of student understanding of concepts.

**Person Responsible**

Lesley Sileo

**Schedule**

Daily, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

Lesson plans, PLC notes, iObservation records

### Action Step 8 5

Implement differentiated instructional plans in core subject area classes.

**Person Responsible**

Manal Sohel

**Schedule**

Weekly, from 10/17/2016 to 5/26/2017

***Evidence of Completion***

Lesson plans, PLC notes

**Plan to Monitor Fidelity of Implementation of G1.B2.S3** 6

Classroom walkthroughs and evaluations, monitoring discussions at PLC meetings, review of lesson plans

**Person Responsible**

Lesley Sileo

**Schedule**

Weekly, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

iObservation records, PLC records, lesson plans

**Plan to Monitor Effectiveness of Implementation of G1.B2.S3** 7

Progress toward these initiatives will be reviewed at the weekly Administrative and Literacy Leadership Team meetings.

**Person Responsible**

Lesley Sileo


**Schedule**

Weekly, from 8/10/2016 to 5/26/2017


***Evidence of Completion***

Administrative team minutes, Literacy Leadership Team minutes, PLC records, Lesson Plans

**G1.B3** Our parents would like a stronger partnership with the teachers at our school in their children's education. 2

 B229311

**G1.B3.S1** Increase connections with students' families to improve relationships with students and provide a more supportive environment. 4

 S241832

### Strategy Rationale

Reaching out to families will make students feel more supported in their academic efforts.

### Action Step 1 5

Increase the ways in which academic and school information is shared with students.

#### Person Responsible

Lesley Sileo

#### Schedule

Weekly, from 8/10/2016 to 5/26/2017

#### Evidence of Completion

Parent sign-in sheets from school activities, attendance at school events, numbers of parent volunteers, records of parent participation in conferences and meetings regarding their children

### Action Step 2 5

Provide opportunities for parents to visit the school for academic events.

#### Person Responsible

Lesley Sileo

#### Schedule

Quarterly, from 8/8/2016 to 5/26/2017

#### Evidence of Completion

Attendance records for schedule pickup, Open House, STEM Day, Teach-In, and Family Science Night

### Action Step 3 5

Provide opportunities for parents to receive school information in Spanish if needed. This includes the Principal's weekly phone call to families as well as various documents sent home.

**Person Responsible**

Lesley Sileo

**Schedule**

Weekly, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

Records of parents utilizing the Spanish materials and callouts.

### Action Step 4 5

Provide training on eCampus for teachers to aid them in their communications efforts with families.

**Person Responsible**

Stephanie Gaudio

**Schedule**

On 9/7/2016

***Evidence of Completion***

Learning Logs and eCampus pages

### Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Monitor opportunities provided to families to encourage their participation in school events.

**Person Responsible**

Stephanie Gaudio

**Schedule**

Quarterly, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

The school's 5 Star documentation will show evidence of parent participation in school events.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Parent and student participation will be documented for different events and clubs at school.

**Person Responsible**

Stephanie Gaudio

**Schedule**

Quarterly, from 8/10/2016 to 5/26/2017

***Evidence of Completion***




















Attendance records and numbers of families participating in school events will be monitored and recorded in the school's 5 Star School documentation.







## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.B2.S3.A2 A313039	Provide intense instruction for students who struggle in reading and math with our Summer Bridges...	Sohel, Manal	6/13/2016	Records of attendance at Summer Bridges classes	7/8/2016 daily
G1.B3.S1.A4 A313049	Provide training on eCampus for teachers to aid them in their communications efforts with families.	Gaudio, Stephanie	9/7/2016	Learning Logs and eCampus pages	9/7/2016 one-time
G1.B1.S2.A4 A313022	CAR-PD teachers will attend training and observe their counterparts at another middle school.	Sohel, Manal	9/21/2016	PD Learning Logs	9/21/2016 one-time
G1.B1.S1.A3 A313016	Provide PD on use of collaborative structures.	Gaudio, Stephanie	8/4/2016	PD materials and learning logs	10/13/2016 semiannually
G1.B1.S1.A4 A313017	Provide training in differentiated instruction using technology in a blended learning model for...	Sohel, Manal	9/8/2016	DI plans and learning logs	10/13/2016 one-time
G1.B2.S1.A2 A313029	Provide after school tutoring in mathematics for students in grades 6, 7, and 8.	Neal, Mary	10/10/2016	Records of student attendance at tutorial sessions	4/6/2017 weekly
G1.B2.S3.A1 A313038	Provide Boost Camps designed to aid students in reviewing for state exams in Science, Social...	Neal, Mary	3/4/2017	Boost Camp attendance records	4/8/2017 weekly
G1.MA1 M322712	Student performance data will be collected and continuously monitored through the use of...	Sileo, Lesley	8/10/2016	Lesson plans, PLC records, student surveys, EdInsight data, records of AO conferences, grades	5/26/2017 weekly
G1.B1.S1.MA1 M322698	Student performance on assessments will be monitored for effectiveness of instruction....	Sileo, Lesley	8/10/2016	Feedback will be documented in iObservation. 9 week exam data will confirm student progress.	5/26/2017 weekly
G1.B1.S1.MA1 M322699	Administrators will participate as members of the PLCs for the subjects that they supervise. At...	Sileo, Lesley	8/10/2016	Lesson plans and PLC notes will reflect implementation of strategies.	5/26/2017 weekly
G1.B1.S1.A1 A313014	Monitor 9 week exam data to track progress of our lowest 30% and highest 30% students as well as...	Gaudio, Stephanie	10/17/2016	9 week exam data spreadsheets	5/26/2017 quarterly
G1.B1.S1.A2 A313015	Provide training in high yield instructional strategies focusing on student-centered instruction...	Gaudio, Stephanie	10/5/2016	PD materials and learning logs	5/26/2017 semiannually
G1.B1.S1.A5 A313018	Differentiate instruction for advanced courses, including differentiation on 9 week exams.	Sileo, Lesley	8/10/2016	Lesson plans, 9 week exams	5/26/2017 quarterly
G1.B2.S1.MA1 M322704	The administrative team, Literacy Leadership Team and PLCs will meet regularly to discuss results...	Sileo, Lesley	8/10/2016	Student grades, results of student surveys, and records of student participation in school-wide initiatives	5/26/2017 weekly
G1.B2.S1.MA1 M322705	Administrative team will meet to plan and review progress of action steps.	Sileo, Lesley	8/10/2016	Notes of weekly administrative meetings.	5/26/2017 weekly
G1.B2.S1.A1 A313028	Provide academic intervention for students performing in our lowest 30 % in ELA, Mathematics, and...	Robinson, Donnie	8/10/2016	Class rosters and student grades	5/26/2017 daily
G1.B2.S1.A3 A313030	Design homeroom activities that support team building and student connections with the homeroom...	Gaudio, Stephanie	8/10/2016	Records of products produced by homeroom students, such as goal-setting records	5/26/2017 weekly
G1.B2.S1.A4 A313031	Make referrals to the school social worker for students who show a need for this support	Laudani, Melissa	8/10/2016	Guidance records of social worker referrals	5/26/2017 monthly
G1.B2.S1.A5 A313032	Monitor placement of our highest 30% and advanced opportunity students.	Laudani, Melissa	8/10/2016	Administrator and counselor records	5/26/2017 quarterly

**Seminole - 0711 - Indian Trails Middle School - 2016-17 SIP**

*Indian Trails Middle School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A6  A313033	Share information regarding WIDA, 504 plans, and IEPs with classroom teachers to promote greater...	Sileo, Lesley	8/10/2016	Copies of IEP service pages and 504s given to teachers	5/26/2017 annually
G1.B3.S1.MA1  M322710	Parent and student participation will be documented for different events and clubs at school.	Gaudio, Stephanie	8/10/2016	Attendance records and numbers of families participating in school events will be monitored and recorded in the school's 5 Star School documentation.	5/26/2017 quarterly
G1.B3.S1.MA1  M322711	Monitor opportunities provided to families to encourage their participation in school events.	Gaudio, Stephanie	8/10/2016	The school's 5 Star documentation will show evidence of parent participation in school events.	5/26/2017 quarterly
G1.B3.S1.A1  A313046	Increase the ways in which academic and school information is shared with students.	Sileo, Lesley	8/10/2016	Parent sign-in sheets from school activities, attendance at school events, numbers of parent volunteers, records of parent participation in conferences and meetings regarding their children	5/26/2017 weekly
G1.B3.S1.A2  A313047	Provide opportunities for parents to visit the school for academic events.	Sileo, Lesley	8/8/2016	Attendance records for schedule pickup, Open House, STEM Day, Teach-In, and Family Science Night	5/26/2017 quarterly
G1.B3.S1.A3  A313048	Provide opportunities for parents to receive school information in Spanish if needed. This...	Sileo, Lesley	8/10/2016	Records of parents utilizing the Spanish materials and callouts.	5/26/2017 weekly
G1.B1.S2.MA1  M322700	Administrators will be regular participants in PLC sessions and will conduct regular classroom...	Sileo, Lesley	8/10/2016	Lesson plans and iObservation feedback	5/26/2017 weekly
G1.B1.S2.MA1  M322701	Instructional coach and administrators will aid teachers in planning sessions in their PLCs....	Sileo, Lesley	8/10/2016	Lesson plans, PLC notes, and iObservation feedback	5/26/2017 weekly
G1.B1.S2.A1  A313019	Teachers meet in Professional Learning Communities weekly to review student common assessment data...	Sileo, Lesley	8/10/2016	Lesson plans, PLC minutes, and differentiated classroom instruction.	5/26/2017 weekly
G1.B1.S2.A2  A313020	Time will be set aside for teachers to retrieve data on their lowest 30%, highest 30% and advanced...	Gaudio, Stephanie	10/13/2016	Lesson plans will reflect ways that teachers will differentiate their instruction.	5/26/2017 quarterly
G1.B1.S2.A3  A313021	Teachers will utilize the resources provided in the district's instructional plans for their given...	Sileo, Lesley	8/10/2016	Lesson plans will reflect use of the strategies and resources found in the instructional plans.	5/26/2017 weekly
G1.B2.S2.MA1  M322706	The Administrative and Literacy Leadership Teams will meet regularly to review implementation of...	Sileo, Lesley	8/10/2016	Minutes of Administrative team and Literacy Leadership Team meetings, iObservation records of classroom visits	5/26/2017 weekly
G1.B2.S2.MA1  M322707	The MTSS Team and Student Study Teams will meet weekly to review student progress. Lesson plans...	Sileo, Lesley	8/10/2016	EdInsight records, lesson plans, iObservation records	5/26/2017 weekly
G1.B2.S2.A1  A313034	Utilize EdInsight to track the performance of each student, including the use of the Early Warning...	Laudani, Melissa	8/10/2016	EdInsight records and records of MTSS meetings	5/26/2017 weekly
G1.B2.S2.A2  A313035	Employ the use of interactive notebooks in science and social studies classes.	Sileo, Lesley	8/10/2016	Students' interactive notebooks	5/26/2017 daily
G1.B2.S2.A3  A313036	Use Member Center to track the progress of individual students in intensive reading classes.	Sohel, Manal	8/10/2016	Member Center records	5/26/2017 weekly
G1.B2.S2.A4  A313037	Use Voyager Sopris to track the progress of our ELL students.	Sprys, Priscilla	8/10/2016	Voyager Sopris records	5/26/2017 weekly
G1.B1.S3.MA1  M322702	Monitor lesson plans and observe strategies and materials being implemented in classrooms.	Sileo, Lesley	8/10/2016	Lesson plans, data on student performance, and iObservation feedback	5/26/2017 weekly
G1.B1.S3.MA1  M322703	Monitor Professional Development opportunities provided to staff.	Gaudio, Stephanie	8/4/2016	PD materials and Learning Logs	5/26/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.A1  A313023	Utilize our instructional coach to aid teachers in implementation of teaching strategies.	Sohel, Manal	8/10/2016	The instructional coach will keep records of her interactions and sessions with teachers.	5/26/2017 daily
G1.B1.S3.A2  A313024	Provide mentors to new teachers on our campus.	Sileo, Lesley	8/10/2016	Mentors will be able to describe and/or document sessions spent assisting the new teachers.	5/26/2017 weekly
G1.B1.S3.A3  A313025	Provide digital learning leaders to aid teachers with implementation of technology in their...	Sileo, Lesley	8/10/2016	PD materials and learning logs	5/26/2017 monthly
G1.B1.S3.A4  A313026	Encourage staff members to take on leadership roles in areas of their strength.	Sileo, Lesley	8/10/2016	PD sessions can be led by emerging and seasoned leaders on campus.	5/26/2017 quarterly
G1.B1.S3.A5  A313027	Invite district subject area specialists to provide training to teachers in their subject area on...	Gaudio, Stephanie	8/4/2016	PD materials and Learning Logs	5/26/2017 quarterly
G1.B2.S3.MA1  M322708	Progress toward these initiatives will be reviewed at the weekly Administrative and Literacy...	Sileo, Lesley	8/10/2016	Administrative team minutes, Literacy Leadership Team minutes, PLC records, Lesson Plans	5/26/2017 weekly
G1.B2.S3.MA1  M322709	Classroom walkthroughs and evaluations, monitoring discussions at PLC meetings, review of lesson...	Sileo, Lesley	8/10/2016	iObservation records, PLC records, lesson plans	5/26/2017 weekly
G1.B2.S3.A3  A313040	Aid students in setting academic goals and in tracking their progress toward meeting those goals.	Gaudio, Stephanie	8/10/2016	Records of student goal-setting in homeroom classes and in individual courses	5/26/2017 quarterly
G1.B2.S3.A4  A313041	Utilize the Positive Behavior Support program to aid students in making good behavioral choices and...	Rish, James	8/10/2016	Discipline records and records of PBS Celebrations	5/26/2017 weekly
G1.B2.S3.A5  A313042	Implement research-based best practices in the classroom	Sileo, Lesley	8/10/2016	PLC records, lesson plans, and iObservation records	5/26/2017 daily
G1.B2.S3.A6  A313043	Analyze student data to determine how best to meet the needs of each student in the classroom.	Gaudio, Stephanie	8/10/2016	Student assessment data, lesson plans, and student grades	5/26/2017 weekly
G1.B2.S3.A7  A313044	Employ use of rigorous questions to deepen the level of student understanding of concepts.	Sileo, Lesley	8/10/2016	Lesson plans, PLC notes, iObservation records	5/26/2017 daily
G1.B2.S3.A8  A313045	Implement differentiated instructional plans in core subject area classes.	Sohel, Manal	10/17/2016	Lesson plans, PLC notes	5/26/2017 weekly



## V. Professional Development Opportunities

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

**G1.** Through enrichment, intervention, utilization of research-based best practices, and continuous analysis of individual student progress, the administrators and teachers at Indian Trails Middle School will work to ensure a minimum of one year of growth (ALG) for one year of instruction for all students in ELA, Math, and Science.

**G1.B1** Teachers need additional research-based strategies and resources to support differentiated instruction to aid individual students.

**G1.B1.S1** Provide opportunities for teachers to reflect upon ways to reach individual students.

### PD Opportunity 1

Monitor 9 week exam data to track progress of our lowest 30% and highest 30% students as well as our advanced opportunity students. Provide data templates to teachers to support them in our school-wide commitment to consistently monitor the progress of all students.

#### Facilitator

Administrative team

#### Participants

Teachers

#### Schedule

Quarterly, from 10/17/2016 to 5/26/2017

### PD Opportunity 2

Provide training in high yield instructional strategies focusing on student-centered instruction with rigor.

#### Facilitator

Administrative team and instructional coach

#### Participants

Instructional staff

#### Schedule

Semiannually, from 10/5/2016 to 5/26/2017

### PD Opportunity 3

Provide PD on use of collaborative structures.

**Facilitator**

Ilene Haney

**Participants**

Instructional staff

**Schedule**

Semiannually, from 8/4/2016 to 10/13/2016

### PD Opportunity 4

Provide training in differentiated instruction using technology in a blended learning model for teachers in each of the core subject areas.

**Facilitator**

Manal Sohel and the Department of Teaching and Learning

**Participants**

Core subject area teachers

**Schedule**

On 10/13/2016

**G1.B1.S2** Provide common planning time for teachers with common grade levels and subject areas

### PD Opportunity 1

CAR-PD teachers will attend training and observe their counterparts at another middle school.

**Facilitator**

Manal Sohel

**Participants**

CAR-PD teachers

**Schedule**

On 9/21/2016

**G1.B1.S3** Utilize school and district personnel to aid teachers in planning for improved classroom instruction.

### **PD Opportunity 1**

Utilize our instructional coach to aid teachers in implementation of teaching strategies.

#### **Facilitator**

Manal Sohel

#### **Participants**

Instructional staff

#### **Schedule**

Daily, from 8/10/2016 to 5/26/2017

### **PD Opportunity 2**

Provide mentors to new teachers on our campus.

#### **Facilitator**

Barbara Nauditt

#### **Participants**

New teachers

#### **Schedule**

Weekly, from 8/10/2016 to 5/26/2017

### **PD Opportunity 3**

Provide digital learning leaders to aid teachers with implementation of technology in their classrooms.

#### **Facilitator**

Digital learning leaders and Lillian Aviles

#### **Participants**

Instructional staff

#### **Schedule**

Monthly, from 8/10/2016 to 5/26/2017

#### **PD Opportunity 4**

Invite district subject area specialists to provide training to teachers in their subject area on campus.

##### **Facilitator**

Rachell Hallett, Ilene Haney, Lauren Hamilton, Stephanie Gaudio

##### **Participants**

Instructional staff

##### **Schedule**

Quarterly, from 8/4/2016 to 5/26/2017

**G1.B2** Our school's performance on the 5 Essentials Survey was designated as weak in the area of Supportive Environment according to our students.

**G1.B2.S2** Utilize tools that can aid our school in promoting a supportive environment for our students.

#### **PD Opportunity 1**

Utilize EdInsight to track the performance of each student, including the use of the Early Warning System to identify and track our lowest 30% of our students.

##### **Facilitator**

Jennifer Allman

##### **Participants**

MTSS Team

##### **Schedule**

Weekly, from 8/10/2016 to 5/26/2017

**G1.B2.S3** Employ high-yield strategies in the classroom that are differentiated for the needs of all students.

### **PD Opportunity 1**

Implement research-based best practices in the classroom

#### **Facilitator**

Ilene Haney, Rachel Hallet, Lauren Hamilton, MaryEllen Freeman

#### **Participants**

Instructional Staff

#### **Schedule**

Daily, from 8/10/2016 to 5/26/2017

### **PD Opportunity 2**

Analyze student data to determine how best to meet the needs of each student in the classroom.

#### **Facilitator**

Stephanie Gaudio

#### **Participants**

Instructional staff

#### **Schedule**

Weekly, from 8/10/2016 to 5/26/2017

### **PD Opportunity 3**

Employ use of rigorous questions to deepen the level of student understanding of concepts.

#### **Facilitator**

Stephanie Gaudio

#### **Participants**

Instructional staff

#### **Schedule**

Daily, from 8/10/2016 to 5/26/2017

#### **PD Opportunity 4**

Implement differentiated instructional plans in core subject area classes.

##### **Facilitator**

Core subject area department chairs

##### **Participants**

Core classroom teachers

##### **Schedule**

Weekly, from 10/17/2016 to 5/26/2017

**G1.B3** Our parents would like a stronger partnership with the teachers at our school in their children's education.

**G1.B3.S1** Increase connections with students' families to improve relationships with students and provide a more supportive environment.

#### **PD Opportunity 1**

Provide training on eCampus for teachers to aid them in their communications efforts with families.

##### **Facilitator**

Stephanie Gaudio

##### **Participants**

Instructional staff

##### **Schedule**

On 9/7/2016

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Monitor 9 week exam data to track progress of our lowest 30% and highest 30% students as well as our advanced opportunity students. Provide data templates to teachers to support them in our school-wide commitment to consistently monitor the progress of all students.				\$0.00
2	G1.B1.S1.A2	Provide training in high yield instructional strategies focusing on student-centered instruction with rigor.				\$0.00
3	G1.B1.S1.A3	Provide PD on use of collaborative structures.				\$0.00
4	G1.B1.S1.A4	Provide training in differentiated instruction using technology in a blended learning model for teachers in each of the core subject areas.				\$0.00
5	G1.B1.S1.A5	Differentiate instruction for advanced courses, including differentiation on 9 week exams.				\$0.00
6	G1.B1.S2.A1	Teachers meet in Professional Learning Communities weekly to review student common assessment data and plan for differentiation of instruction for their students.				\$0.00
7	G1.B1.S2.A2	Time will be set aside for teachers to retrieve data on their lowest 30%, highest 30% and advanced opportunity students. They will then plan for ways to differentiate instruction to meet the needs of the various students in their classes.				\$0.00
8	G1.B1.S2.A3	Teachers will utilize the resources provided in the district's instructional plans for their given subject areas.				\$0.00
9	G1.B1.S2.A4	CAR-PD teachers will attend training and observe their counterparts at another middle school.				\$252.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0711 - Indian Trails Middle School			\$252.00
			Notes: Subs were provided so that CAR-PD teachers could visit their counterparts at another middle school, then come back to school to debrief and plan.			
10	G1.B1.S3.A1	Utilize our instructional coach to aid teachers in implementation of teaching strategies.				\$0.00
11	G1.B1.S3.A2	Provide mentors to new teachers on our campus.				\$0.00
12	G1.B1.S3.A3	Provide digital learning leaders to aid teachers with implementation of technology in their classrooms.				\$0.00
13	G1.B1.S3.A4	Encourage staff members to take on leadership roles in areas of their strength.				\$0.00
14	G1.B1.S3.A5	Invite district subject area specialists to provide training to teachers in their subject area on campus.				\$714.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

			0711 - Indian Trails Middle School			\$714.00
			Notes: Subs were provided so that teams of subject area teachers could meet with district Teachers on Assignment to plan for rigorous academic instruction in their classrooms.			
15	G1.B2.S1.A1	Provide academic intervention for students performing in our lowest 30 % in ELA, Mathematics, and Science through our AIP class.				\$0.00
16	G1.B2.S1.A2	Provide after school tutoring in mathematics for students in grades 6, 7, and 8.				\$0.00
17	G1.B2.S1.A3	Design homeroom activities that support team building and student connections with the homeroom teacher				\$0.00
18	G1.B2.S1.A4	Make referrals to the school social worker for students who show a need for this support				\$0.00
19	G1.B2.S1.A5	Monitor placement of our highest 30% and advanced opportunity students.				\$0.00
20	G1.B2.S1.A6	Share information regarding WIDA, 504 plans, and IEPs with classroom teachers to promote greater understanding of student needs.				\$0.00
21	G1.B2.S2.A1	Utilize EdInsight to track the performance of each student, including the use of the Early Warning System to identify and track our lowest 30% of our students.				\$0.00
22	G1.B2.S2.A2	Employ the use of interactive notebooks in science and social studies classes.				\$0.00
23	G1.B2.S2.A3	Use Member Center to track the progress of individual students in intensive reading classes.				\$0.00
24	G1.B2.S2.A4	Use Voyager Sopris to track the progress of our ELL students.				\$0.00
25	G1.B2.S3.A1	Provide Boost Camps designed to aid students in reviewing for state exams in Science, Social Studies, and Mathematics.				\$0.00
26	G1.B2.S3.A2	Provide intense instruction for students who struggle in reading and math with our Summer Bridges Program.				\$0.00
27	G1.B2.S3.A3	Aid students in setting academic goals and in tracking their progress toward meeting those goals.				\$0.00
28	G1.B2.S3.A4	Utilize the Positive Behavior Support program to aid students in making good behavioral choices and to reward them for doing so.				\$0.00
29	G1.B2.S3.A5	Implement research-based best practices in the classroom				\$0.00
30	G1.B2.S3.A6	Analyze student data to determine how best to meet the needs of each student in the classroom.				\$0.00
31	G1.B2.S3.A7	Employ use of rigorous questions to deepen the level of student understanding of concepts.				\$0.00
32	G1.B2.S3.A8	Implement differentiated instructional plans in core subject area classes.				\$1,280.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0711 - Indian Trails Middle School			\$1,280.00



		Notes: Each core subject area will receive 4 sub days to allow teacher collaboration through peer observations. The SAC Committee voted to provide the funds for this initiative.	
33	G1.B3.S1.A1	Increase the ways in which academic and school information is shared with students.	\$0.00
34	G1.B3.S1.A2	Provide opportunities for parents to visit the school for academic events.	\$0.00
35	G1.B3.S1.A3	Provide opportunities for parents to receive school information in Spanish if needed. This includes the Principal's weekly phone call to families as well as various documents sent home.	\$0.00
36	G1.B3.S1.A4	Provide training on eCampus for teachers to aid them in their communications efforts with families.	\$0.00
Total:			\$2,246.00