



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Indian Trails Middle School

415 TUSKAWILLA RD

Winter Springs, FL 32708

407-320-4350

[http://www.scps.k12.fl.us/schools/
schoolinfopage.cfm?schoolnumber=0711](http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0711)

School Demographics

School Type Middle School	Title I No	Free and Reduced Lunch Rate 44%
Alternative/ESE Center No	Charter School No	Minority Rate 36%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Indian Trails Middle School

Principal

Lois Chavis

School Advisory Council chair

Tracy Seeley

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Lois Chavis	Principal
Dr. Mary Neal	Assistant Principal
Kevin Duncan	Assistant Principal
Fred Lyster	Dean
Erik Fernandez	Dean
Sarah Nix	Literacy Coach
Tiffany Everson	School Counselor
Manfred McRory	School Counselor

District-Level Information

District

Seminole

Superintendent

Dr. Walt Griffin

Date of school board approval of SIP

11/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Principal Lois Chavis
 Sarah Nix, Reading Teacher
 Brian Peterson, ESE Teacher
 Yashika Edwards, Teacher
 Debbie White, non-instructional
 Tracy Seely, SAC Chairperson, parent
 Julie Dorney, SAC Vice Chair, parent
 Annette Lampel, parent
 Carol Waters, Parent

Julie Epley, Parent
 Rob Rice, Parent

Involvement of the SAC in the development of the SIP

All SAC members review and are encouraged to provide input/suggestions to the the school improvement plan.

Activities of the SAC for the upcoming school year

The SAC meets monthly to discuss various school data, new legislative direction for FL schools, parental input and/or concerns, and to review progress toward meeting SIP goals.

Projected use of school improvement funds, including the amount allocated to each project

The SIP funds have been allocated for student resources including supplies and printed materials for the 2013-14 school year.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Lois Chavis

Principal

Years as Administrator: 17

Years at Current School: 5

Credentials

BA in Business Administration
 M.ED in Educational Leadership K-12
 Certification in Business Ed (K-12), M/J Math 7-9
 Gifted Endorsement

Performance Record

2010-2011 Recognized by FLDOE as high performing school receiving school grade of A
 2011-2012 Recognized by FLDOE as a high performing school receiving school grade of A
 2012 2013 Recognized by FLDOE as a high performing school receiving school grade of A

Dr. Mary Neal		
Asst Principal	Years as Administrator: 15	Years at Current School: 0
Credentials	Ed.D. in Educational Leadership M.Ed. in Science Education B.S. in Biology Education	
Performance Record	Markham Woods Middle School, Assistant Principal 2010-2011 School Grade A Markham Woods Middle School, Assistant Principal 2011-2012 School Grade A Tuskawilla Middle School, Assistant Principal 2012-2013 School Grade A	

Kevin Duncan		
Asst Principal	Years as Administrator: 0	Years at Current School: 0
Credentials	MAEd. in Educational Leadership BPS in Business Educational Leadership all levels Social Science 6-12 Social Science 5-9 Business Education 6-12	
Performance Record	Wekiva High School-Orange County, FL, as Administrative Dean 2010-2011 School Grade B 2011-2012 School Grade B 2012-2013 School Grade Pending	

Instructional Coaches

# of instructional coaches	1
# receiving effective rating or higher (not entered because basis is < 10)	
Instructional Coach Information:	

Sarah Nix		
Full-time / School-based	Years as Coach: 15	Years at Current School: 20
Areas	Reading/Literacy	
Credentials	B.S. Ed. in Elementary Education Grades 1-6 MS. Ed. Reading Education Grades 1-12 Certified in Language Arts Grades 5-9 Certified in ESOL	
Performance Record	Literacy Coach at Indian Trails Middle School 2010-2011 School Grade A 2011-2012 School Grade A 2012-2013 School Grade A	

Classroom Teachers

# of classroom teachers	61
# receiving effective rating or higher	0%
# Highly Qualified Teachers	98%
# certified in-field	58, 95%
# ESOL endorsed	13, 21%
# reading endorsed	16, 26%
# with advanced degrees	28, 46%
# National Board Certified	10, 16%
# first-year teachers	4, 7%
# with 1-5 years of experience	15, 25%
# with 6-14 years of experience	16, 26%
# with 15 or more years of experience	26, 43%

Education Paraprofessionals

of paraprofessionals

2

Highly Qualified

2, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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 reputation of being an "A" school district brings to us thousands of highly qualified applicants. 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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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 was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher's given situation. 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school has a core Multi-Tiered System of Supports (MTSS) 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 determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school principal assigns individual Tier 3 students to individual school counselors, deans, and assistant principals for regular monitoring. This includes counseling sessions and support facilitation for these students as determined necessary by the MTSS Leadership Team. All members of the leadership team contribute to the creation of the School Improvement Team.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

In the regular MTSS meetings, the interventions for individual students are studied and adjusted as needed to increase student success. Assistant Principals conduct walkthrough evaluations in individual classrooms to monitor both instruction and appropriate student interventions and support..

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data is monitored through the use of Discovery Education, Skyward, EdInsight, and Blackboard. The district's Assessment and Accountability Department also downloads progress monitoring data into the above systems for school analysis. Discipline data is entered on a daily basis and reported to the district and state as required.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Leadership team members have received training through district initiatives. School counselors, team administrator, dean, and an ESE teacher received additional training in late August. Additional trainings will be provided as needed and offered during the school year. Parents are an integral part of the MTSS Team. They contribute to the discussion of problems, interventions, progress, and celebrations of student successes.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Summer Program**Minutes added to school year:** 4,326

Summer Bridges is a six week summer program to help students accelerate their reading in the SRA Corrective Reading Program. Students who qualified for Level B2 and our Read to Achieve program were invited to attend. The B2 program focused on decoding, fluency, vocabulary, and comprehension. Students who completed the program over the summer accelerated their reading by moving to the next level when school started in August. Those who completed all the Read to Achieve Program requirements were able to accelerate their reading by moving to the second semester of the program when school began.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

B2 Corrective Reading students were monitored daily by satisfactorily completing workbook pages and daily fluency checks. Students were also progress monitored using formal SRA Mastery tests or Read to Achieve formal weekly tests. Teachers also assessed students' fluency progress by using state graded fluency assessments.

Who is responsible for monitoring implementation of this strategy?

The program was monitored by the Indian Trails Middle School Instructional Literacy Coach and by our District Reading Coordinator who visited the school.

Strategy: Summer Program**Minutes added to school year:** 1,680

Two math camps were offered at Indian Trails in June of 2013. The first camp was for all incoming 6th grade students taking Advanced Mathematics 1. It focused on reviewing and refining the skills necessary for Advanced Math. The 2nd camp was a continuation of the first camp for those students who were signed up for the GEM program and for students who were going to be taking 7th grade Advanced Mathematics 2. The camp provided opportunities for the students to cooperatively learn with their peers who were interested in mathematics or who just wanted to improve their math skills. The students explored and investigated math problems as math detectives.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

The success of these students in their current math courses provides evidence of the camp's success.

Who is responsible for monitoring implementation of this strategy?

Math teacher Erick Wong

Strategy: Before or 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 Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Student progress is monitored through course grades, portfolios, district created DE probes, and FCAT Explorer.

Who is responsible for monitoring implementation of this strategy?

Fred Lyster, Dean

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Dr. Mary Neal	Assistant Principal
Sarah Nix	Literacy Coach
Julie Meyer	ESE Teacher
Kelly Metzler	Language Arts Teacher
Susan Lief	Language Arts Teacher
Lynn Striepe	Language Arts Curric. Leader
Wells, Mary Alice	Writing Teacher
Gibeault, Nikki	Language Arts Teacher
Holt, Alexis	Science Teacher
Chavis, Lois	Principal

How the school-based LLT functions

The Literacy Leadership Team is responsible for creating the school's writing plan, in accordance with the district's writing initiatives. Recommendations are also made for school-wide professional development in literacy strategies, including reciprocal teaching, close reading, use of text-based evidence and lesson study. The team also engages in the review of data collected through the common assessments, program fidelity and quality instructional techniques, and the fostering of cooperation among teachers through cooperative structures.

Major initiatives of the LLT

The PLC forum component will continue to provide support to school administrators in fostering collaboration among the various teams at school to improve and strengthen skills in facilitating the work of the PLC units. Emphasis will be on building sustainable, collaborative structures that improve

instruction and increase student achievement.

The district's Content Support Team will be utilized to work with teams of teachers to continue to work on implementation and integration of the Common Core State Standards throughout the curriculum.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Literacy is central to the life and success of any school. Our vision of literacy reaches beyond reading strategies to incorporate a broader approach that involves students in reading, speaking, writing and habits of thinking as they are practiced in specific disciplines of English language arts, history, math, science, and every content our students encounter. This emphasis on disciplinary knowledge paired with critical thinking skills allows the secondary teacher to give all students the opportunity to engage in sophisticated, challenging academic work. School leaders function as instructional leaders, helping the entire school community function as a community of practice, working in concert to study, develop, share, and learn from state-of-the-art methods for developing literacy skills and capacity.

All teachers are provided professional development in reading strategies, such as reciprocal teaching, close reading, and strategies for reading in the content areas. The literacy coach models lessons and works with individual and groups of teachers to provide support for implementation of reading strategies.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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 Computer Applications and Business1 career planning course.

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	70%	No	80%
American Indian				
Asian	90%	80%	No	91%
Black/African American	57%	50%	No	61%
Hispanic	68%	57%	No	71%
White	83%	76%	No	84%
English language learners	46%	26%	No	51%
Students with disabilities	47%	29%	No	52%
Economically disadvantaged	62%	56%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	256	26%	30%
Students scoring at or above Achievement Level 4	447	45%	48%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		25%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		10%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	636	66%	69%
Students in lowest 25% making learning gains (FCAT 2.0)	136	56%	60%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	15	65%	68%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	11	48%	51%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	15	65%	70%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	294	77%	82%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		25%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	77%	71%	No	79%
American Indian				
Asian	90%	87%	No	91%
Black/African American	59%	35%	No	63%
Hispanic	67%	57%	No	70%
White	83%	79%	No	84%
English language learners	49%	43%	No	54%
Students with disabilities	43%	31%	No	48%
Economically disadvantaged	61%	57%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	307	31%	35%
Students scoring at or above Achievement Level 4	401	40%	43%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		24%
Students scoring at or above Level 7	[data excluded for privacy reasons]		10%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	680	71%	74%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	140	57%	60%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	229	73%	76%
Middle school performance on high school EOC and industry certifications	219	96%	98%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	75	37%	39%
Students scoring at or above Achievement Level 4	116	58%	60%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		0%
Students scoring at or above Achievement Level 4	30	100%	100%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	102	27%	30%
Students scoring at or above Achievement Level 4	137	36%	39%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		20%
Students scoring at or above Level 7	[data excluded for privacy reasons]		25%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		6
Participation in STEM-related experiences provided for students	350	33%	40%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	93	9%	10%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	1	1%	1%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	116	11%	10%
Students who fail a mathematics course	74	7%	6%
Students who fail an English Language Arts course	27	3%	2%
Students who fail two or more courses in any subject	32	3%	2%
Students who receive two or more behavior referrals	77	7%	6%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	59	5%	4%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

The faculty and staff at Indian Trails Middle School encourage parental involvement in order to provide needed support for student growth and achievement. Parents are invited to participate in conferences with teachers, to be a part of our PTSA and SAC Committees, to become a Dividend volunteer, and to come to Open House and Curriculum Night activities. Parents are encouraged to log into our Skyward Parent Portal on a regular basis to view their children's academic progress and attendance. In the 2013-2014 school year, we continue to inform our parents about this great resource and to provide multiple and ongoing opportunities to sign up for this access.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent logged into Skyward Parent Portal at least once during school year	451	48%	56%

Goals Summary

- G1.** All teachers will increase writing in their content areas with an emphasis on specific student writing expectations.
- G2.** All teachers will use the Continuous Improvement Model to improve reading instruction across all disciplines with the result of increasing student achievement as measured by the 2014 FCAT 2.0 Reading Assessment.
- G3.** All mathematics teachers will use the Continuous Improvement Model to improve mathematics instruction with the result of increasing student achievement as measured by the FCAT 2.0 Mathematics Assessment.

Goals Detail

G1. All teachers will increase writing in their content areas with an emphasis on specific student writing expectations.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- Writing Prompts 1 and 2
- Literacy Coach
- Teacher with close reading expertise
- Language Arts teachers trained in use of writing rubric
- Data available for teachers to utilize
- Additional budget dollars in this year's professional development allocation
- District support through writing initiative
- Creative writing teacher and course
- ESE staff
- Professional Learning Communities

Targeted Barriers to Achieving the Goal

- Not all teachers comfortable teaching writing in their content areas

- Teachers concerned that writing is time consuming and may hamper efforts to cover all necessary benchmarks

Plan to Monitor Progress Toward the Goal

The expectation is that students scoring 3.5 or higher on FCAT Writing will increase from 77% to 80%. This will be accomplished through the use of professional development and adoption of improved writing strategies in the classroom.

Person or Persons Responsible

Administrators and teachers

Target Dates or Schedule:

Ongoing throughout the school year

Evidence of Completion:

PD sessions Lesson plans PLC documentation Student writing products

G2. All teachers will use the Continuous Improvement Model to improve reading instruction across all disciplines with the result of increasing student achievement as measured by the 2014 FCAT 2.0 Reading Assessment.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Reading Edge, SRA Corrective Reading and Read to Achieve programs
- Independent reading time on Thursday mornings
- Literacy Coach
- Literacy Leadership Team
- After school tutorial
- MTSS team
- School counselors
- ESSS support
- District Content Support Team
- Strong district support

Targeted Barriers to Achieving the Goal

- Not all content area teachers familiar with reading strategies
- Due to lack of previous success, some students lack motivation

Plan to Monitor Progress Toward the Goal

Students' achievement in reading will increase for all students as a result of implemented reading strategies and support systems for students lacking motivation.

Person or Persons Responsible

All staff

Target Dates or Schedule:

Ongoing throughout the school year

Evidence of Completion:

Increased student scores on progress monitoring and FCAT assessments.

G3. All mathematics teachers will use the Continuous Improvement Model to improve mathematics instruction with the result of increasing student achievement as measured by the FCAT 2.0 Mathematics Assessment.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- Discovery Education probes
- Discovery Education resources
- Tutoring after school and at lunchtime
- Math Counts
- Math Club
- Literacy Coach
- Professional Development in CCSS

Targeted Barriers to Achieving the Goal

- Attendance issues with some students
- Need for additional support to implement the Common Core State Standards

Plan to Monitor Progress Toward the Goal

Monitor mathematics classrooms for high-quality instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Throughout the school year.

Evidence of Completion:

Increased student scores on progress monitoring and FCAT assessments.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All teachers will increase writing in their content areas with an emphasis on specific student writing expectations.

G1.B4 Not all teachers comfortable teaching writing in their content areas

G1.B4.S1 Teachers may target writing indicators on their Deliberate Practice Plans.

Action Step 1

Provide PD on writing Deliberate Practice Plans

Person or Persons Responsible

Administration

Target Dates or Schedule

August 28, 2013 and September 4, 2013

Evidence of Completion

PowerPoint, sign-in sheets, learning logs

Facilitator:

Mary Neal, AP

Participants:

Administration

Action Step 2

Discuss Marzano indicators and strategies

Person or Persons Responsible

Professional Learning Communities

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC agendas, teacher reflections

Action Step 3

Provide instructional feedback through iObservation

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

iObservation documentation

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Monitor teachers' initial Deliberate Practice Plans and subsequent reflections

Person or Persons Responsible

Administration

Target Dates or Schedule

Fall, winter, spring

Evidence of Completion

Feedback given on Deliberate Practice Plans

Plan to Monitor Effectiveness of G1.B4.S1

Evaluate teacher success on chosen indicators

Person or Persons Responsible

Administration

Target Dates or Schedule

Spring

Evidence of Completion

Formal evaluations

G1.B4.S2 Teachers brainstorm writing activities in the Professional Learning Communities (PLCs) and observe one another using the strategies.

Action Step 1

Discuss writing activities

Person or Persons Responsible

PLC members

Target Dates or Schedule

Ongoing

Evidence of Completion

iObsevation documentation

Action Step 2

Observe one another using strategies in the classroom

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teachers provide peer feedback in PLCs

Action Step 3

Model instructional strategies for teachers

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

As needed throughout school year

Evidence of Completion

Teachers implement new strategies learned

Plan to Monitor Fidelity of Implementation of G1.B4.S2

Participate in PLC discussions and observe classroom implementation

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC notes, lesson plans

Plan to Monitor Effectiveness of G1.B4.S2

Analyze student writing data

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule

After writing prompts and after FCAT scores are released

Evidence of Completion

Student writing scores will increase from Writing Prompt 1 to Writing Prompt 2 to the FCAT Writing Assessment.

G1.B4.S3 Provide Professional Development on close reading and using text-based evidence in writing.

Action Step 1

Provide training in close reading to staff

Person or Persons Responsible

Literacy Coach and Language Arts teacher

Target Dates or Schedule

September 25, 2013

Evidence of Completion

Sign-in sheets and learning logs

Facilitator:

Sarah Nix and Nikki Gibeault

Participants:

Literacy Coach and Language Arts teacher

Action Step 2

Provide training on use of text-based evidence to faculty

Person or Persons Responsible

Literacy Coach and Language Arts teacher

Target Dates or Schedule

October 30, 2013

Evidence of Completion

Sign-in sheets and learning logs

Facilitator:

Sarah Nix and Nikki Gibeault

Participants:

Literacy Coach and Language Arts teacher

Action Step 3

Provide training for implementation of writing strategies for the Common Core State Standards

Person or Persons Responsible

District Strong Core Team

Target Dates or Schedule

January 29, 2014 and April 30, 2014

Evidence of Completion

Sign-in sheets and learning logs

Facilitator:

District Strong Core Team

Participants:

District Strong Core Team

Plan to Monitor Fidelity of Implementation of G1.B4.S3

Arrange for PD training in close reading and text-based evidence

Person or Persons Responsible

Administration, Literacy Coach

Target Dates or Schedule

September, October, January, April

Evidence of Completion

PD agendas, sign-in sheets, teacher learning logs

Plan to Monitor Effectiveness of G1.B4.S3

Monitor student writings for increased level of understanding and depth of content comprehension

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans indicate needed remediation and/or extensions of concepts.

G1.B4.S4 Continue Building Academic Vocabulary (BAV) instruction to improve student vocabulary and writing.

Action Step 1

Train teachers who are unfamiliar with BAV strategies

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

Fall, 2013

Evidence of Completion

Teachers use BAV strategies and document them in their lesson plans

Action Step 2

Regularly implement BAV strategies in their classrooms

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, classroom displays, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B4.S4

Monitor classrooms and lesson plans for evidence of BAV lessons

Person or Persons Responsible

Administration, Literacy Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom displays, feedback for walkthrough sessions, lesson plans

Plan to Monitor Effectiveness of G1.B4.S4

Monitor student understanding of vocabulary

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Use of academic vocabulary in student writings

G1.B5 Teachers concerned that writing is time consuming and may hamper efforts to cover all necessary benchmarks

G1.B5.S1 Utilize bell work as a writing opportunity while taking attendance.

Action Step 1

Present PD on writing across content areas

Person or Persons Responsible

Strong Core Team

Target Dates or Schedule

April 30

Evidence of Completion

Sign-in sheets, learning logs

Facilitator:

Strong Core Team

Participants:

Strong Core Team

Action Step 2

Plan bell work ideas in PLC sessions

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, PLC agendas

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Monitor bell work through administrative walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Feedback in iObservation

Plan to Monitor Effectiveness of G1.B5.S1

Evaluate quality of student responses in bell work activities

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student bell work responses

G1.B5.S2 Replace some multiple choice items with essay items on tests.

Action Step 1

Present close reading training to faculty

Person or Persons Responsible

Literacy Coach and Language Arts teacher

Target Dates or Schedule

Sept. 25, 2013

Evidence of Completion

Sign-in sheets and learning logs

Facilitator:

Sarah Nix and Nikki Gibeault

Participants:

Literacy Coach and Language Arts teacher

Action Step 2

Teach students how to use close reading techniques

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans

Action Step 3

Present Common Core State Standards training to faculty

Person or Persons Responsible

Strong Core Team

Target Dates or Schedule

January 29, 2014 February 26, 2014 April 30, 2014

Evidence of Completion

Sign-in sheets and learning logs

Facilitator:

District Strong Core Team

Participants:

Strong Core Team

Plan to Monitor Fidelity of Implementation of G1.B5.S2

Monitor creation and use of common assessments utilizing written responses

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Common assessments

Plan to Monitor Effectiveness of G1.B5.S2

Evaluate quality of student responses on essay items from assessments

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student essay responses on assessments

G1.B5.S3 Assign fewer questions/problems but require greater depth of written responses.

Action Step 1

Provide PD on text-based evidence

Person or Persons Responsible

Literacy Coach and Language Arts teacher

Target Dates or Schedule

October 30, 2014

Evidence of Completion

Sign-in sheets and learning logs

Facilitator:

Sarah Nix and Nikki Gibeault

Participants:

Literacy Coach and Language Arts teacher

Action Step 2

Teach students how to use text-based evidence in their writing

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans

Action Step 3

Provide PD on use of Discovery Education probes to determine areas for students to display knowledge in their written responses

Person or Persons Responsible

Math Curriculum Leader

Target Dates or Schedule

November 20, 2014

Evidence of Completion

Sign-in sheet and learning logs

Facilitator:

Kim Hamilton

Participants:

Math Curriculum Leader

Plan to Monitor Fidelity of Implementation of G1.B5.S3

Monitor use of higher order questions in class discussions and on assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Feedback in iObservation; Assessments

Plan to Monitor Effectiveness of G1.B5.S3

Monitor quality of student responses in class discussions and student writings

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quality of class discussions and student writing products

G2. All teachers will use the Continuous Improvement Model to improve reading instruction across all disciplines with the result of increasing student achievement as measured by the 2014 FCAT 2.0 Reading Assessment.

G2.B4 Not all content area teachers familiar with reading strategies

G2.B4.S1 Provide literacy professional development to all teachers.

Action Step 1

Provide training in close reading to all teachers.

Person or Persons Responsible

Literacy Coach and Language Arts teacher

Target Dates or Schedule

September 25, 2013

Evidence of Completion

Sign-in sheets and learning logs

Facilitator:

Sarah Nix and Nikki Gibeault

Participants:

All teachers

Action Step 2

Provide training in use of text-based evidence to all teachers.

Person or Persons Responsible

Literacy Coach and Language Arts teacher

Target Dates or Schedule

October 30, 2013

Evidence of Completion

Sign-in sheets and learning logs

Facilitator:

Sarah Nix and Nikki Gibeault

Participants:

All teachers

Action Step 3

Provide training in Common Core State Standards strategies to all teachers.

Person or Persons Responsible

Strong Core Team

Target Dates or Schedule

October 23, 2013 January 29, 2014 April 30, 2014

Evidence of Completion

Sign-in sheets and learning logs

Facilitator:

Strong Core Team

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Arrange for literacy professional development opportunities

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout school year

Evidence of Completion

Training agendas, sign-in sheets, and learning logs

Plan to Monitor Effectiveness of G2.B4.S1

Track level of student success with the literacy strategies

Person or Persons Responsible

Teachers

Target Dates or Schedule

After school and district assessments

Evidence of Completion

Improved student progress monitoring assessment scores and student grades

G2.B4.S2 Utilize literacy coach to assist all teachers with implementation of literacy strategies.

Action Step 1

Model literacy strategies for teachers in the classroom

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Teachers will implement strategies learned from the literacy coach

Action Step 2

Attend PLC sessions and assist teachers in planning for the utilization of literacy strategies in lesson plans

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Teachers will implement literacy strategies with their students.

Action Step 3

Mentor and assist new teachers with strategies such as reciprocal teaching and close reading

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

As needed throughout the school year

Evidence of Completion

New teachers will implement strategies in the classroom

Plan to Monitor Fidelity of Implementation of G2.B4.S2

Observe literacy coach in modeling and coaching activities

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Classroom walkthroughs and iObservation feedback

Plan to Monitor Effectiveness of G2.B4.S2

Track student progress with literacy strategies

Person or Persons Responsible

Teachers

Target Dates or Schedule

After student assessments

Evidence of Completion

Improved student progress monitoring scores and student class grades

G2.B4.S3 Teachers will work in content area groups to plan for and evaluate implementation of literacy strategies.

Action Step 1

Participate in PLC group discussions regarding their efforts to implement literacy strategies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

PLC agendas and teacher learning logs

Action Step 2

Implement lesson study in the classroom

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Lesson plans will reflect lesson study activities

Plan to Monitor Fidelity of Implementation of G2.B4.S3

Attend PLC sessions with teachers

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Evaluations in iObservation

Plan to Monitor Effectiveness of G2.B4.S3

Monitor PLC sessions and teacher reflections

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout school year

Evidence of Completion

Teacher evaluations in iObservation

G2.B6 Due to lack of previous success, some students lack motivation

G2.B6.S1 All students will set goals for tracking their progress.

Action Step 1

Students will set written goals in every subject area.

Person or Persons Responsible

All students

Target Dates or Schedule

August, 2013

Evidence of Completion

Student goals will be recorded on goal-setting forms.

Action Step 2

Students in reading classes will set interim goals related to their reading curriculum cycles.

Person or Persons Responsible

Students in reading classes

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Student reading data progress forms will be maintained in each reading class.

Plan to Monitor Fidelity of Implementation of G2.B6.S1

Teachers and administrators will monitor use of goal-setting charts.

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

August-September, 2013

Evidence of Completion

Goal-setting documentation

Plan to Monitor Effectiveness of G2.B6.S1

Goals will be revisited in order to track student progress.

Person or Persons Responsible

Students and teachers

Target Dates or Schedule

Periodically throughout the school year

Evidence of Completion

Improved student grades and test scores

G2.B6.S2 Students will celebrate goal-setting successes throughout the school year.

Action Step 1

In reading classes, students' successes will be celebrated after each reading cycle.

Person or Persons Responsible

Teachers and students

Target Dates or Schedule

After each 8 lesson reading cycle

Evidence of Completion

Student point charts and rewards given

Action Step 2

All classroom teachers will recognize individual student successes in the classroom on a periodic basis.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Periodically throughout the school year

Evidence of Completion

Classroom displays, lesson plans, and teacher reflections

Plan to Monitor Fidelity of Implementation of G2.B6.S2

Provide opportunities for celebrations of success.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Periodically throughout the school year

Evidence of Completion

Success celebrations held

Plan to Monitor Effectiveness of G2.B6.S2

Evaluate effect of celebrations on student success and motivation

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Teacher reflections on effects of success celebrations

G2.B6.S3 A system of supports will be available to all students as needed.

Action Step 1

Meet with individual students and their families to address academic progress.

Person or Persons Responsible

School counselors and teachers

Target Dates or Schedule

As needed throughout the school year

Evidence of Completion

Records of parent teacher conferences and visits to guidance

Action Step 2

Monitor the success of targeted students, providing additional assistance in the classroom where needed.

Person or Persons Responsible

Intervention Team members

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Intervention Team documentation

Action Step 3

Provide support facilitation in content area classrooms to targeted students.

Person or Persons Responsible

ESE teachers

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Support facilitation logs

Plan to Monitor Fidelity of Implementation of G2.B6.S3

Create opportunities for student supports, utilizing counselors, intervention team members, and ESE personnel

Person or Persons Responsible

Administration

Target Dates or Schedule

Fall, 2013

Evidence of Completion

Guidance, intervention team, and ESE support facilitation logs

Plan to Monitor Effectiveness of G2.B6.S3

Monitor student grades

Person or Persons Responsible

Administration, school counselors, and teachers

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Progress reports and report cards

G3. All mathematics teachers will use the Continuous Improvement Model to improve mathematics instruction with the result of increasing student achievement as measured by the FCAT 2.0 Mathematics Assessment.

G3.B1 Attendance issues with some students

G3.B1.S1 Provide parents and students with information regarding tardy and truancy policies.

Action Step 1

Place attendance policy in parent newsletter.

Person or Persons Responsible

Administrative dean

Target Dates or Schedule

5 times throughout the school year

Evidence of Completion

Parent newsletter article

Action Step 2

Place attendance information in student planners and talk about it in classes

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

Beginning of school year and periodically throughout the year as needed

Evidence of Completion

Teachers' lesson plans

Action Step 3

Notify parents of children who accumulate substantial loss of instructional time due to late arrivals and early checkout from school that this loss of instructional time accrues and can result in disciplinary action/consequences.

Person or Persons Responsible

FTE clerk, school counselors, administration

Target Dates or Schedule

As needed throughout school year

Evidence of Completion

Letters sent home to parents

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

Provide parents and students with truancy information and follow up on those students with attendance issues.

Person or Persons Responsible

Administration, school counselors

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Copies of letters and information sent home; truancy documentation

Plan to Monitor Effectiveness of G3.B1.S1

Monitor attendance and truancy for specific students

Person or Persons Responsible

Administration, school counselors

Target Dates or Schedule

Throughout school year

Evidence of Completion

Attendance records will indicate improved attendance and improved grades.

G3.B1.S2 Monitor students with a history of attendance issues.

Action Step 1

Run a report from the previous school year to follow up on those students who have a history of attendance issues.

Person or Persons Responsible

FTE clerk, guidance, administration

Target Dates or Schedule

At beginning of school year

Evidence of Completion

List of targeted students for monitoring

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Use EdInsight and Skyward to identify students with a history of attendance issues for monitoring this school year.

Person or Persons Responsible

Administration, school counselors

Target Dates or Schedule

At the beginning of the school year

Evidence of Completion

A list of students with a history of attendance issues will be available.

Plan to Monitor Effectiveness of G3.B1.S2

Monitor those students with a history of poor attendance in the 2012-2013 school year.

Person or Persons Responsible

Intervention team

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Previously truant students will have improved attendance and academic performance.

G3.B6 Need for additional support to implement the Common Core State Standards

G3.B6.S1 Provide resources designed to assist with implementation of the Common Core State Standards.

Action Step 1

In the upcoming textbook adoption cycle, opt for materials that will support Common Core State Standards implementation.

Person or Persons Responsible

Textbook Adoption Committee members

Target Dates or Schedule

Fall, 2013

Evidence of Completion

Selection of materials to support Common Core

Action Step 2

Provide professional development for faculty in support of Common Core implementation.

Person or Persons Responsible

Administration, Literacy Coach, School Common Core Team, district Strong Core Team

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Training agendas, sign-in sheets, and learning logs

Facilitator:

Sarah Nix, Nikki Gibeault, School Common Core Team, district Strong Core Team

Participants:

All faculty

Plan to Monitor Fidelity of Implementation of G3.B6.S1

Arrange for professional development on Common Core State Standards

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout the school year

Evidence of Completion

A series of professional development opportunities aimed at supporting faculty with Common Core implementation

Plan to Monitor Effectiveness of G3.B6.S1

Observe Common Core strategies being implemented in the classroom and the improved quality of student writing, discussion, and research.

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Student work will reveal deeper understanding of topics and student performance on Common Core-style questions will improve.

Plan to Monitor Fidelity of Implementation of G3.B6.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B6.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Indian Trail Middle School will coordinate Supplemental Academic Instruction and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. All teachers will increase writing in their content areas with an emphasis on specific student writing expectations.

G1.B4 Not all teachers comfortable teaching writing in their content areas

G1.B4.S1 Teachers may target writing indicators on their Deliberate Practice Plans.

PD Opportunity 1

Provide PD on writing Deliberate Practice Plans

Facilitator

Mary Neal, AP

Participants

Administration

Target Dates or Schedule

August 28, 2013 and September 4, 2013

Evidence of Completion

PowerPoint, sign-in sheets, learning logs

G1.B4.S3 Provide Professional Development on close reading and using text-based evidence in writing.

PD Opportunity 1

Provide training in close reading to staff

Facilitator

Sarah Nix and Nikki Gibeault

Participants

Literacy Coach and Language Arts teacher

Target Dates or Schedule

September 25, 2013

Evidence of Completion

Sign-in sheets and learning logs

PD Opportunity 2

Provide training on use of text-based evidence to faculty

Facilitator

Sarah Nix and Nikki Gibeault

Participants

Literacy Coach and Language Arts teacher

Target Dates or Schedule

October 30, 2013

Evidence of Completion

Sign-in sheets and learning logs

PD Opportunity 3

Provide training for implementation of writing strategies for the Common Core State Standards

Facilitator

District Strong Core Team

Participants

District Strong Core Team

Target Dates or Schedule

January 29, 2014 and April 30, 2014

Evidence of Completion

Sign-in sheets and learning logs

G1.B5 Teachers concerned that writing is time consuming and may hamper efforts to cover all necessary benchmarks

G1.B5.S1 Utilize bell work as a writing opportunity while taking attendance.

PD Opportunity 1

Present PD on writing across content areas

Facilitator

Strong Core Team

Participants

Strong Core Team

Target Dates or Schedule

April 30

Evidence of Completion

Sign-in sheets, learning logs

G1.B5.S2 Replace some multiple choice items with essay items on tests.

PD Opportunity 1

Present close reading training to faculty

Facilitator

Sarah Nix and Nikki Gibeault

Participants

Literacy Coach and Language Arts teacher

Target Dates or Schedule

Sept. 25, 2013

Evidence of Completion

Sign-in sheets and learning logs

PD Opportunity 2

Present Common Core State Standards training to faculty

Facilitator

District Strong Core Team

Participants

Strong Core Team

Target Dates or Schedule

January 29, 2014 February 26, 2014 April 30, 2014

Evidence of Completion

Sign-in sheets and learning logs

G1.B5.S3 Assign fewer questions/problems but require greater depth of written responses.

PD Opportunity 1

Provide PD on text-based evidence

Facilitator

Sarah Nix and Nikki Gibeault

Participants

Literacy Coach and Language Arts teacher

Target Dates or Schedule

October 30, 2014

Evidence of Completion

Sign-in sheets and learning logs

PD Opportunity 2

Provide PD on use of Discovery Education probes to determine areas for students to display knowledge in their written responses

Facilitator

Kim Hamilton

Participants

Math Curriculum Leader

Target Dates or Schedule

November 20, 2014

Evidence of Completion

Sign-in sheet and learning logs

G2. All teachers will use the Continuous Improvement Model to improve reading instruction across all disciplines with the result of increasing student achievement as measured by the 2014 FCAT 2.0 Reading Assessment.

G2.B4 Not all content area teachers familiar with reading strategies

G2.B4.S1 Provide literacy professional development to all teachers.

PD Opportunity 1

Provide training in close reading to all teachers.

Facilitator

Sarah Nix and Nikki Gibeault

Participants

All teachers

Target Dates or Schedule

September 25, 2013

Evidence of Completion

Sign-in sheets and learning logs

PD Opportunity 2

Provide training in use of text-based evidence to all teachers.

Facilitator

Sarah Nix and Nikki Gibeault

Participants

All teachers

Target Dates or Schedule

October 30, 2013

Evidence of Completion

Sign-in sheets and learning logs

PD Opportunity 3

Provide training in Common Core State Standards strategies to all teachers.

Facilitator

Strong Core Team

Participants

All teachers

Target Dates or Schedule

October 23, 2013 January 29, 2014 April 30, 2014

Evidence of Completion

Sign-in sheets and learning logs

G3. All mathematics teachers will use the Continuous Improvement Model to improve mathematics instruction with the result of increasing student achievement as measured by the FCAT 2.0 Mathematics Assessment.

G3.B6 Need for additional support to implement the Common Core State Standards

G3.B6.S1 Provide resources designed to assist with implementation of the Common Core State Standards.

PD Opportunity 1

Provide professional development for faculty in support of Common Core implementation.

Facilitator

Sarah Nix, Nikki Gibeault, School Common Core Team, district Strong Core Team

Participants

All faculty

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Training agendas, sign-in sheets, and learning logs

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	All teachers will increase writing in their content areas with an emphasis on specific student writing expectations.	\$250
G2.	All teachers will use the Continuous Improvement Model to improve reading instruction across all disciplines with the result of increasing student achievement as measured by the 2014 FCAT 2.0 Reading Assessment.	\$250
Total		\$500

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
PD funds	\$500	\$500
Total	\$500	\$500

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. All teachers will increase writing in their content areas with an emphasis on specific student writing expectations.

G1.B4 Not all teachers comfortable teaching writing in their content areas

G1.B4.S2 Teachers brainstorm writing activities in the Professional Learning Communities (PLCs) and observe one another using the strategies.

Action Step 2

Observe one another using strategies in the classroom

Resource Type

Personnel

Resource

Substitute teachers to cover classes

Funding Source

PD funds

Amount Needed

\$250

G2. All teachers will use the Continuous Improvement Model to improve reading instruction across all disciplines with the result of increasing student achievement as measured by the 2014 FCAT 2.0 Reading Assessment.

G2.B4 Not all content area teachers familiar with reading strategies

G2.B4.S3 Teachers will work in content area groups to plan for and evaluate implementation of literacy strategies.

Action Step 2

Implement lesson study in the classroom

Resource Type

Personnel

Resource

Substitute teachers to cover classes

Funding Source

PD funds

Amount Needed

\$250