

Seminole County Public Schools

Indian Trails Middle School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	16
Positive Culture & Environment	0
Budget to Support Goals	0

Indian Trails Middle School

415 TUSKAWILLA RD, Winter Springs, FL 32708

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

Demographics

Principal: Patricia Elkharchafi

Start Date for this Principal: 6/14/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	47%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (57%) 2018-19: A (67%) 2017-18: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Seminole County School Board on 10/25/2022.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	0

Indian Trails Middle School

415 TUSKAWILLA RD, Winter Springs, FL 32708

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Middle School 6-8</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>47%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>42%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B	A	A	A

School Board Approval

This plan was approved by the Seminole County School Board on 10/25/2022.

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Elkharchafi, Patrica	Principal	Assistant Principals/ SAM/ Reading Operations of the School Obtain & Evaluate Data Within Your Departments Staffing/Personnel Standards Based Initiatives Guidance Department School Budget/Flex Funds 5 Essentials/SIP Pre-Plan & Closing Activities CIT SAC/PTSA Meetings/Community Relations Winter Springs Cluster ITMS Teacher Handbook Rotary Social Media/Parent Newsletter
Barnes, Jaime	Assistant Principal	ESE/Science/Inst. Coach/AIP/Vir. Lab/Beh. Int. Supervision before, during and after school Induction Program w/ Teachers You Supervise Obtain & Evaluate Data Within Your Departments Oversee IEP's, EP's, Gifted, and 504's Compliance SST Administrator/ESE Articulation Coordinator Awards Nights/8th Grade End of Year Events Teacher of the Year/Employee of the Year Transportation/Maps Back-Up CSM Back-Up/Clinic Back-Up/Injury Report Back-Up Student/Staff Recognition MTSS Liaison 6th Grade Night Website Supervision Schedule/School Tours (Thursday, 9:30) 6th Grade Discipline Back-Up
Pierre, Claudomy	Assistant Principal	Social Studies/Math/Guidance Supervision before, during and after school Obtain & Evaluate Data Within Your Departments Master Schedule Induction Program w/ Teachers You Supervise First Day of School Set-Up/Plan(Both Semesters) Schedule Pick-Up Open House Curriculum Guide Bell/Lunch Schedules-Ensure compliance w/ contract Title IX Contact Awards Nights/8th Grade End of Year Events Facilities Back-Up 8th Grade Discipline Back-Up

Name	Position Title	Job Duties and Responsibilities
Robinson, Kathleen	Assistant Principal	All Electives/iSeries/ELA/ESOL Supervision before, during and after school Obtain & Evaluate Data Within Your Departments Testing Coordinator-work with counselors Technology Inventory/Textbooks Induction Program w/ Teachers You Supervise COVID Safety manager (CSM) High School Transition/Summer School Contact Social Media/Website Back-Up 5 Essentials lead/PTSA/4.0 Breakfast/Honor Roll Teach-In/Veteran's Day Dividends/Business Partners/Community Relations Workplace Giving Campaign Coord. (Foundation) 5 Star Notebook/Golden School K-Zone Liaison/ Intern Coordinator 6th Grade Night 7th Grade Discipline Back-Up
Siriani, Justin	Other	School Safety Guard/ Secretaries/ FTE/ Clerical/ Custodial/Clinic/All Paras (Except Virtual Lab) Supervise before, during and after school School Discipline/Discipline Committee/Journeys Reentry Dress Code/ After School Detention/Saturday School Transportation Liaison Bully Contact/ Red Ribbon Week/ Hope Scholarship SAC admin. lead/SIP Wellness Champion Mentor Coordinator/Restorative Practices Field Trip Coordinator School Safety/Fire Drills/CRD/CYD/Em. Mgmt./Raptor School Pictures Sports/Clubs Coordinator PBS/MTSS/SPARK Lessons Liaison Supervision Schedule/Maps Oversee Clinic/Injury Reports/Health Screenings/Tdap Workman Comp Back-Up Facilities Fundraisers

Demographic Information

Principal start date

Monday 6/14/2021, Patricia Elkharchafi

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

Total number of teacher positions allocated to the school

51

Total number of students enrolled at the school

1,216

Identify the number of instructional staff who left the school during the 2021-22 school year.

17

Identify the number of instructional staff who joined the school during the 2022-23 school year.

17

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	418	405	397	0	0	0	0	1220
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	6	9	5	0	0	0	0	20
Course failure in ELA	0	0	0	0	0	0	3	12	27	0	0	0	0	42
Course failure in Math	0	0	0	0	0	0	4	20	11	0	0	0	0	35
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	44	62	90	0	0	0	0	196
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	63	94	70	0	0	0	0	227
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	4	36	25	0	0	0	0	65

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	17	21	13	0	0	0	0	51
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 8/16/2022

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		
Number of students with a substantial reading deficiency		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	61%	59%	50%				63%	61%	54%
ELA Learning Gains	45%						57%	57%	54%
ELA Lowest 25th Percentile	27%						44%	45%	47%
Math Achievement	61%	37%	36%				71%	66%	58%
Math Learning Gains	54%						69%	64%	57%
Math Lowest 25th Percentile	45%						62%	52%	51%
Science Achievement	66%	62%	53%				64%	59%	51%
Social Studies Achievement	76%	62%	58%				88%	75%	72%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	59%	60%	-1%	54%	5%
Cohort Comparison						
07	2022					
	2019	65%	58%	7%	52%	13%
Cohort Comparison		-59%				
08	2022					
	2019	61%	61%	0%	56%	5%
Cohort Comparison		-65%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	72%	65%	7%	55%	17%
Cohort Comparison						
07	2022					
	2019	68%	61%	7%	54%	14%
Cohort Comparison		-72%				
08	2022					
	2019	32%	32%	0%	46%	-14%
Cohort Comparison		-68%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	64%	57%	7%	48%	16%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	87%	74%	13%	71%	16%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	87%	61%	26%	61%	26%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	96%	64%	32%	57%	39%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	29	39	27	30	45	40	29	38	67		
ELL	38	45	52	44	58	52	29	70			
ASN	68	71		90	76		75	100	88		
BLK	42	40	26	37	55	48	55	46	65		
HSP	56	44	33	53	50	44	61	65	82		
MUL	52	51	15	58	54		56	80	73		
WHT	66	44	21	66	54	44	70	82	81		
FRL	46	36	25	46	48	39	50	63	71		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	25	31	16	30	30	27	17	39	41		
ELL	49	53	47	43	49	33	29	46	36		
ASN	76	79		77	54		64	69	92		
BLK	42	45	20	40	32	27	42	68	71		
HSP	52	45	34	51	32	27	35	76	54		
MUL	59	50	9	64	48	36	69	67	85		
WHT	66	49	26	66	40	29	63	81	72		
FRL	46	43	28	44	30	24	36	64	49		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	43	41	33	58	56	21	54			
ELL	45	70	70	48	68	71		77			
ASN	83	69		89	80			100	95		
BLK	39	47	36	51	55	47	32	70	80		
HSP	49	48	39	56	62	60	56	80	74		
MUL	71	63		77	74		55	100	90		
WHT	69	60	50	78	72	67	72	91	87		
FRL	47	47	36	52	60	59	41	79	73		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	577
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	81
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Low performance of students with disabilities across all state assessment components.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Components in need of improvement include ELA learning gains and ELA low 25 learning gains.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Factors contributing to the low performance of students include disruption in instructional continuity due to the pandemic that further widened gaps in students' foundational skills. Actions to support improvement in these areas will include frequent formative progress monitoring with target support and acceleration in identified areas of need.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Components showing the most improvement include Math learning gains, Math low 25 learning gains and Science achievement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Deliberate monitoring of specific student groups contributed to this improvement. Actions included focus on the monitoring of the lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students along with standards based tutoring

What strategies will need to be implemented in order to accelerate learning?

Acceleration strategies will include strategic monitoring of lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students, more frequent common formative assessment to gather progress monitoring data and highly structured professional learning community discussions using this data to collaborate on strategies to accelerate student learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development will be focused on the development of highly effective professional learning communities and how school-based leaders can foster the growth and development of teacher collaboration for student success.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Increasing academic achievement of students with disabilities. ESSA Federal Percent of Points Index indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Increasing academic achievement of students with disabilities. ESSA Federal Percent of Points Index indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase achievement and learning gains for students with disabilities.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities.

Person responsible for monitoring outcome:

Patrica Elkharchafi (patricia_elkharchafi@scps.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Lessons aligned to B.E.S.T. benchmarks at the appropriate grade level of complexity with ongoing feedback loops between leadership and teachers, students and teachers and student with students and PLCs focused on data, instructional planning and student evidence of learning.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Standards based lessons differentiated to meet the needs of these specific student groups and data driven deliberate action planning will improve achievement and learning gains for our students. This strategy is aligned to having high expectations for all learners and teachers.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Student created action plans in all courses with course specific student data standards mastery tracking on planning sheet.

Standards mastery tracking by teacher per class.

Data chats based upon standards mastery in classroom formative/summative assessments

Common Benchmark analysis by standard at end of quarter by PLC

Tutorial Action Plan:

After school tutorial, am/pm/lunch tutorial

Person Responsible

Patrica Elkharchafi (patricia_elkharchafi@scps.k12.fl.us)

FAST Progressing Monitoring, Common Benchmark and Course Grade goal setting and reflection

Data chats based upon standards mastery in classroom formative/summative assessments

Student required to attend parent teacher conferences

LQ and Low level 30

provided interventions during classroom time and targeted Tier 2 intervention (as needed)

Grade level PLCs create standards-based intervention activities for LQ and ALL students during classroom time.

Person Responsible Patrica Elkharchafi (patricia_elkharchafi@scps.k12.fl.us)

PLCs create interventions to address student needs.

Common Benchmark analysis by standard at end of quarter with Action Plan by PLC.

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

Person Responsible Patrica Elkharchafi (patricia_elkharchafi@scps.k12.fl.us)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

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, schedule pickup 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 PTSA Boards, (6) inviting families to attend PTSA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

Identify the stakeholders and their role in promoting a positive school culture and environment.

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

Through our PTSA and SAC organizations, we use feedback and collaboration with stakeholders to include grade level student representatives to address a positive culture and school environment.