

Flagler Schools

Indian Trails Middle School



2022-23 Schoolwide Improvement Plan

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Indian Trails Middle School

5505 BELLE TERRE PKWY, Palm Coast, FL 32137

www.flaglerschools.com

Demographics

Principal: Ryan Andrews

Start Date for this Principal: 7/18/2021

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)	53%
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: A (63%) 2018-19: A (71%) 2017-18: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
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 is pending approval by the Flagler County School Board.

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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">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>53%</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>41%</p>

School Grades History

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

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SIP Authority

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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. 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.

Flagler School District Mission

Flagler County Public Schools ensures educational success through high expectations and innovative thinking in a safe learning environment to empower students to reach their full potential as responsible, ethical, and productive citizens in a diverse and changing world.

Provide the school's vision statement.

Flagler School District Vision

As a courageous, innovative leader in education, Flagler County Public Schools will be the Nation’s premier learning organization where ALL students graduate as socially responsible citizens with the skills necessary to reach their maximum potential.

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
Andrews, Ryan	Principal	Mission and vision of the school. Accountability and Compliance
Neuenfeldt, Amy	Assistant Principal	School Instruction and Academic Accountability
Cronk, Justin	Assistant Principal	School Services and Safety
Hansen, Katie	Assistant Principal	School based Initiatives, Technology and Community Engagement
Roddy, Bruna	Curriculum Resource Teacher	MTSS and Lowest Quartile
Tincher, Shelley	Reading Coach	School based literacy initiatives and instructional coach.

Demographic Information

Principal start date

Sunday 7/18/2021, Ryan Andrews

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.*

7

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.*

27

Total number of teacher positions allocated to the school

61

Total number of students enrolled at the school

1,494

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

1

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

26

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	493	517	481	0	0	0	0	1491
Attendance below 90 percent	0	0	0	0	0	0	0	0	87	0	0	0	0	87
One or more suspensions	0	0	0	0	0	0	33	34	32	0	0	0	0	99
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	57	80	81	0	0	0	0	218
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	79	63	61	0	0	0	0	203
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	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	0	0	0	0	0	0	0	0

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	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

Date this data was collected or last updated
Wednesday 7/27/2022

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	1	444	471	0	0	0	0	916
Attendance below 90 percent	0	0	0	0	0	0	0	55	92	0	0	0	0	147
One or more suspensions	0	0	0	0	0	0	0	20	46	0	0	0	0	66
Course failure in ELA	0	0	0	0	0	0	0	52	48	0	0	0	0	100
Course failure in Math	0	0	0	0	0	0	0	52	48	0	0	0	0	100
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	30	38	0	0	0	0	68
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	38	46	0	0	0	0	84
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	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	62	69	0	0	0	0	131

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	2	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	1	444	471	0	0	0	0	916
Attendance below 90 percent	0	0	0	0	0	0	0	55	92	0	0	0	0	147
One or more suspensions	0	0	0	0	0	0	0	20	46	0	0	0	0	66
Course failure in ELA	0	0	0	0	0	0	0	52	48	0	0	0	0	100
Course failure in Math	0	0	0	0	0	0	0	52	48	0	0	0	0	100
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	30	38	0	0	0	0	68
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	38	46	0	0	0	0	84
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	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	62	69	0	0	0	0	131

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	2	0	0	0	0	0	2
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	59%	50%	50%				67%	59%	54%
ELA Learning Gains	53%						68%	61%	54%
ELA Lowest 25th Percentile	38%						58%	51%	47%
Math Achievement	74%	32%	36%				78%	67%	58%
Math Learning Gains	67%						72%	62%	57%
Math Lowest 25th Percentile	59%						65%	54%	51%
Science Achievement	63%	65%	53%				62%	55%	51%
Social Studies Achievement	80%	63%	58%				80%	77%	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					
Cohort Comparison						
07	2022					
	2019	64%	54%	10%	52%	12%
Cohort Comparison		0%				
08	2022					
	2019	68%	62%	6%	56%	12%
Cohort Comparison		-64%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019	71%	61%	10%	54%	17%
Cohort Comparison		0%				
08	2022					
	2019	58%	49%	9%	46%	12%
Cohort Comparison		-71%				

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	60%	54%	6%	48%	12%
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	80%	75%	5%	71%	9%
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	95%	60%	35%	61%	34%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	61%	37%	57%	41%

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	23	33	26	38	51	47	21	44	25		
ELL	47	52	44	74	84		33	69	79		
ASN	65	47		85	80		69		100		
BLK	39	44	37	53	59	53	47	68	61		
HSP	59	58	49	72	71	68	55	77	75		
MUL	60	53	27	76	59	58	67	81	77		
WHT	62	53	36	77	68	57	67	83	74		
FRL	53	49	39	71	67	62	58	77	67		
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	19	32	33	32	47	48	23	39	38		
ELL	46	65	63	49	63	79	31	68	69		
ASN	70	65		78	52		70	93	92		
BLK	38	34	22	44	35	35	31	56	46		
HSP	53	54	39	56	56	62	51	67	78		
MUL	57	43	9	58	31	25	50	73	80		
WHT	64	56	47	71	59	58	64	76	72		
FRL	50	46	37	56	51	50	48	66	65		
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	24	46	46	42	56	49	21	41	29		
ELL	39	67	69	67	92	82	27				
AMI	70	75		60	58						
ASN	65	59		78	82		62		92		
BLK	44	59	54	61	73	64	29	78	85		
HSP	62	65	57	69	63	50	55	69	81		
MUL	70	65	64	80	65	73	53	80	85		
WHT	72	71	59	83	75	68	70	83	86		
FRL	57	64	57	71	70	63	51	71	77		

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	64
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	73

ESSA Federal Index	
Total Points Earned for the Federal Index	641
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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	62
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	74
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	51
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	65
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	62

Multiracial Students	
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	64
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	60
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?

In each FSA subject area, ITMS scored above the state averages for on-grade. Our lowest quartile students continue to lag in growth.

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

Within the lowest quartile in ELA, 38% showed growth. This is a continued downward trend from 2019 and 2020.

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

One theory is that while staff provided grade level curriculum, they may have provided too much assistance in the form of scaffolded supports. There is a need to fade assistance to the lowest quartile students. While it is necessary to provide interventions and assist the students to meet the rigor of the standards, there comes a point where teachers need to allow the students to perform on their own. This would follow the gradual release model and focus more on the "you do" component.

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

Math achievement made incredible growth from 65 percent in 2020 to 74 percent in 2021. Nearly improving to 2019 levels of achievement (78%).

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

Students were given targeted remediation based on their progress monitoring. Students were pulled from their Operation Mustang Graduation class and placed in remedial math sessions with administrators and other support staff providing supplemental instruction. (OMG: Operation Mustang Graduation Course Goals: To provide and support scholars with the skills and tools necessary for them to be socially and academically successful. A transition course designed to cover topics that a middle school scholar may need to know for social and academic success. Lessons include the importance of school spirit, developing leadership skills, how to take responsibility of your education, fostering etiquette and respect, learning effective note taking and study skills, getting along with others, and much more.)

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

We need to continue to analyze data and provide targeted interventions. Students who are already performing at grade level need to be given opportunities to have acceleration during OMG class, while continuing to support students who are in need of remediation in small groups.

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.

ITMS is providing a multitude of professional learning (PL) opportunities to support our teachers towards meeting our goals for this year. Through PL and ongoing job-embedded supports, teachers are building and honing skills on the use of high impact strategies, blended learning, and differentiated instruction. We have also providing training in the focus area of ESE including the roles of the support facilitators in a co-teaching and collaborative planning model. Finally, to support teachers with building positive relationships with students and continue to strengthen the positive climate and culture of the school, ITMS faculty and staff participated in Capturing Kids Hearts training.

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

One additional service that we are implementing this year is the tapping on teacher leaders to help facilitate and lead professional learning communities where teachers will collaborate to analyze data and develop team lesson plans and develop common assessments.

Areas of Focus

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

:

#1. Positive Culture and Environment specifically relating to Teacher Recruitment and Retention

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

This year we have an additional 41 new teachers or staff on campus than previous years. It will be essential to the climate and culture to support, train and retain these individual professional educators.

Measurable Outcome:

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

Aside from retirements or transfers, through training, team building, collaboration and social events we will retain 90% of our current staff.

Monitoring:

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

This area of focus will be monitored through regularly scheduled professional development, weekly team collaboration and planning, quarterly celebrations and social activities and teacher and staff evaluations.

Person responsible for monitoring outcome:

Ryan Andrews (andrewsr@flaglerschools.com)

Evidence-based Strategy:

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

Trust and Respect can lead to high performance and satisfaction. This is a facet of collective efficacy where together we can have a positive effect on student achievement through shared beliefs.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Utilizing the methods of Capturing Kids Hearts, as well as traditional climate and culture building, we can develop an environment where staff are held to a high expectation and want to excel because they feel valued, empowered, trusted and welcomed.

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.

Step 1: Based on the increase of 41+ staff members, the addition of 6th grade, and an increase in the number of scholars from about 950 to 1510 we see the need for a collective efficacy. We will achieve this through the Capturing Kids Hearts Training, common weekly capturing kids hearts lessons for scholars, weekly newsletters for teachers, and monthly focused professional learning topics.

Step 2: This implementation will be monitored by Ryan Andrews and the student service team.

Step 3: The monitoring process will take place through a review of student academic data, discipline rates and records, and informal/formals for teacher evaluations.

Person Responsible

Ryan Andrews (andrewsr@flaglerschools.com)

#2. 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.

Based on the 2022 data, our Students with Disabilities (SWD) subgroup was identified as falling below the federal index (41%), at only 34% proficiency and compared to all scholars at 64%, this is a significant discrepancy.

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

ITMS will strive through differentiated instruction and reframing our support of SWD in classrooms to reach 41% proficiency in the 2023 testing year. We will see an increase in reading proficiency of our SWD scholars from 23% to 41% and math proficiency on grade level from 38% to 41%.

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

ITMS will monitor the area of focus through the use of state progress monitoring (FAST) assessments, common assessments (twice quarterly) in each of the core content areas, and ongoing monitoring of the D/F reports.

Person responsible for monitoring outcome:

Justin Cronk (cronkj@flaglerschools.com)

Evidence-based Strategy:
Describe the evidence-based strategy being

ITMS will implement a variety of evidence-based strategies to support this area of focus. First, we have restructured our model for supporting SWD within classrooms to focus on a co-teaching model, where ESE Support Facilitators push in to classrooms. We are also providing teachers with professional learning on the use of high impact strategies within their tier one instruction. Through our OMG classes, students will be challenged to complete problem-based learning activities with scaffolded supports. In our intensive reading classes, we will further support our SWD with a focus on strengthening foundational skills. Finally, through Professional Learning Communities, ESE Support

implemented for this Area of Focus. facilitators will plan alongside content area teachers to ensure consistent supports for SWD in all classrooms.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Each of the strategies included above are supported by research and evidence. We believe that through a consistent, year-long focus on supporting our SWD, we will attain our goal. Each of these practices have been shown to show an increase in the on grade level work of scholars. They are also proven through the research of learning focused strategies and the danielson evaluation model.

Describe the resources/ criteria used for selecting this strategy.

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.

Design student schedules and support schedules that maximize the level of support through a co-teach model. Provide teachers with high impact strategy training to increase the level of tier 1 instruction for all scholars. Design problem based learning for our OMG classes. Have our intensive reading teacher with proven strategies for struggling readers to lead professional learning communities to design instruction to support our level 1 readers.

We will monitor this through classroom observation, common assessment data, and common planning notes.

Person Responsible Justin Cronk (cronkj@flaglerschools.com)

#3. Positive Culture and Environment specifically relating to Communication

Area of Focus
Description and Rationale: Indian Trails has increased our overall student population by more than 500 students, with 1000 of our 1500 students completely new to our building. Additionally, with this increase to our student population, we also have increased our staff by about 50%, adding more than 40 new teachers. One area of focus for ITMS is providing clear and consistent communication to all stakeholders to continue to build and maintain the positive climate and culture of our school.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. ITMS will provide four opportunities with feedback from stakeholders, one per quarter, to communicate with and engage students and families in our school, with a focus on supporting students academically and behaviorally. We will provide weekly newsletters to our staff.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome. This Area of Focus will be monitored through the use of parent/family surveys at the conclusion of each event to ensure that it provided opportunities for families to have two-way communication with the school and the event supports the needs of their student.

Person responsible for monitoring outcome: Katie Hansen (hansenka@flaglerschools.com)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus. The parent involvement events will provide families opportunities for two-way communication with the school. This ensures that the students and families are receiving the supports they need to be successful at school. Further, these opportunities will provide the school the ability to clearly and consistently communicate expectations, celebrate successes, and collaborate with stakeholders on next steps to build to success.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. Communication is only successful when it is two-way and intentional. ITMS can more effectively build on and improve our climate and culture through the input and feedback from all stakeholders.

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.

Develop plan for Parent Involvement Opportunities and calendar of events. The ITMS Leadership team will utilize a variety of modes of communication with our stakeholders to ensure all stakeholders have access to important information, including social media, parent trainings, and “Week at a Glance”

documents for faculty and staff. Through intentional planning of after school/evening events and parents meetings, we will strive to engage parents and families in our School Advisory Council (SAC) and parent trainings that will be offered throughout the year.

Person Responsible Katie Hansen (hansenka@flaglerschools.com)

Communicate plan and calendar to stakeholders, including: faculty and staff, students, parents, and the community

Person Responsible Katie Hansen (hansenka@flaglerschools.com)

Develop and communicate, on a weekly basis, the “Week at a Glance” document for faculty and staff with links to necessary documents

Person Responsible Katie Hansen (hansenka@flaglerschools.com)

On a weekly basis, develop and share updates with a positive focus on social media, including FaceBook and Twitter

Person Responsible Ryan Andrews (andrewsr@flaglerschools.com)

Develop calendar of SAC meetings to intentionally correspond with ITMS student events (i.e. Band concerts, Art Nights, etc)

Person Responsible Ryan Andrews (andrewsr@flaglerschools.com)

Implement parent involvement opportunities and solicit feedback from families on needs and next steps

Person Responsible Katie Hansen (hansenka@flaglerschools.com)

#4. Positive Culture and Environment specifically relating to School Operations and Excellence

Area of Focus

Description and Rationale:

We will be focusing on improving our security and data collection practices for students who are out of their classrooms for various reasons on hall passes. This is designated as an area of need because our student population is increasing by nearly 500 students. There is a need to modernize from our past practice of issuing students paper hall passes. Paper hall passes were not used consistently and they provide no usable data on student use.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable

Outcome:

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

The school will measure the total number of hall passes assigned on a daily basis. A baseline of the collective time out of class for students will be established. After reflecting on the data ITMS will be able to target areas for intervention and decrease out of class time.

Monitoring:

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

Administration will monitor by downloading student specific hall pass data daily. Administration will review the data twice per quarter or more frequently if necessary.

Person responsible for monitoring outcome:

Justin Cronk (cronkj@flaglerschools.com)

Evidence-based

Strategy:

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

By collecting usable data on student passes, we will be able to target students for intervention when they are abusing passes. Unlike the past when paper passes were used, teachers will be able to see the number of times a student has been out of class not only for their class but all classes that day. This will greatly decrease the number of passes that are unnecessarily issued.

Rationale for Evidence-based

Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

All students are issued ipads. All teachers have a school issued laptop and an ipad. The available hardware and the software that is now available make this a way to make our school more secure and efficient.

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.

Purchase software licence

Person Responsible Justin Cronk (cronkj@flaglerschools.com)

Provide staff and teacher training on the e-hallpass system

Person Responsible Justin Cronk (cronkj@flaglerschools.com)

Provide student training on the e-hallpass system

Person Responsible Katie Hansen (hansenka@flaglerschools.com)

#5. Positive Culture and Environment specifically relating to Social and Emotional Wellbeing

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

Social and Emotional wellbeing goal s focused on ensuring that all students are safe and supported. We are working to create learning environments that establish systems and processes promote a sense of belonging and support students academically.Areas that will be addressed include Attendance, Youth Mental Health First Aid, as well as Social and Emotional Learning; to help facilitate and reinforce a positive school climate. These areas were identified through district data in conjunction with staff observations. Discussions with students and families are also contributing factors in identifying post pandemic needs. Attendance will be addressed by reducing anxiety invoking barriers such as bullying and mental health struggles, in addition to connecting families with resources. Utilizing our school based Social Worker will be a key component in reaching this goal. Focusing on Youth Mental Health First Aid by ensuring that 80% or more of our staff receive training will ultimately assist in our attendance improvement endeavors. This training helps staff members to build lasting relationships by creating a safe learning environment resting on the foundation of trust and understanding. The incorporation of Social and Emotional Learning into schoolwide courses though our Operation Mustang Graduation curriculum will also prove imperative in our mission to foster each student’s individual core competencies.

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

To increase the daily attendance average from 92% to 95% by addressing student and family needs; specifically, access to mental health services, conflict resolution with peers or staff as well as access to transportation, medical insurance and other resources.

To increase the number of staff trained in Youth Mental Health from 30% to 50% to help address the emotional needs of some of our scholars.

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

To monitor this area of focus, staff will monitor the following areas: attendance on a weekly basis, social work referrals during monthly service team meetings, and behavior referrals on a weekly basis. School leadership will meet weekly to discuss progress towards the goals with different student service team members.

Person responsible for monitoring outcome:

Amy Neuenfeldt (neuenfeldta@flaglerschools.com)

Evidence-based Strategy: Describe the evidence-

The ITMS area of focus surrounding student educational equity and social emotional well being will target attendance and youth mental health. To address these topics and improve outcomes we will incorporate more awareness, communication, support, and resources using the following strategies: Capturing Kids Hearts lessons during OMG classes every other Friday that touch on all areas of the character statute, including but not limited to

based strategy being implemented for this Area of Focus.

topics of responsibility, respect, kindness, honesty, self-control, tolerance, bullying, and cooperation; morning announcements from administration and counselors with positive messages about relevant topics; increased training for teachers on Youth Mental Health First Aid and other related topics concerning current school needs and trends; increased communication with families and community through social media messages; collaboration with school social workers to reduce barriers that impact student success; and timely attendance intervention meetings scheduled for students with chronic absenteeism.

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

Capturing Kids Hearts and Youth Mental Health First Aid are both programs that are research based to improve relationships, rapport, and support systems for scholars.

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.

- To get teachers enrolled in the Youth Mental Health Course during Professional Learning Days.
- To implement weekly guidance lessons on Fridays during morning announcements that focus on character attributes.
- To monitor attendance on a weekly basis.

Person Responsible Amy Neuenfeldt (neuenfeldta@flaglerschools.com)

#6. Instructional Practice specifically relating to Differentiation

<p>Area of Focus</p> <p>Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>It is important that each and every scholar is provided with the instruction and resources to be successful. As educators, we need to focus on each scholar in order to meet their individual needs. Our school is designated as an “A” school by the Department of Education and we still room to impact student success and narrow achievement gaps. With our ELA lowest quartile making only 38% learning gains and with only 34% of our ESE scholars showing proficiency in the content areas, these are areas to focus on in order to ensure each scholar is able to achieve mastery of the standards.</p>
<p>Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p>	<p>To increase the proficiency rate of our lowest quartile scholars to 43% in ELA on the FAST Assessment. To increase the proficiency level of our ESE scholars to 42% in the four content areas.</p>
<p>Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.</p>	<p>We will monitor progress towards this goal through FAST Progress Monitoring, Common District Summatives, and ELA/Intensive Reading grades.</p>
<p>Person responsible for monitoring outcome:</p>	<p>Shelley Tincher (tinchers@flaglerschools.com)</p>
<p>Evidence-based Strategy: Describe the evidence-based strategy being</p>	<p>Describe the evidence-based strategy being implemented for this Area of Focus. Students identified with significant foundational reading skills will receive phonics, decoding, encoding, and vocabulary instruction in Intensive Reading. Teachers will use syllaboards and other word attacks strategies to help students access texts. Using REWARDS in small groups during Intensive Reading, teachers will help close knowledge gaps that are preventing students from accessing grade level texts. Teachers will also monitor student progress using common formative and summative assessments, analyzing their data in weekly PLCs. Teachers will align HMH Into Literature texts and tasks with the</p>

implemented for this Area of Focus. B.E.S.T. standards to ensure students are practicing appropriate tasks with complex texts. Students will participate in collaborative discussions to deepen their understanding of complex texts during the course of standards-based lessons.

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

Many of our lowest quartile and ESE students have significant gaps in their decoding skills which prevents them from accessing grade levels texts. Identifying those students through diagnostic screenings and providing direct phonics and syllabication instruction can help equip them for grade level reading. This instruction also aligns with the B.E.S.T. Standards for Foundational Reading for Secondary students. Delivering this instruction in the Intensive Reading block preserved ELA classroom time for grade level instruction and texts. As teachers meet in PLC to review classroom data, they can work together to problem solve and share resources for effective instruction. By ensuring that instruction and resources align appropriately to the B.E.S.T. achievement level descriptors, teachers will deliver instruction that meets the depth and rigor of the standards. If teachers are using texts that don't meet the complexity requirements of the standards than students will not reach proficiency for grade level reading.

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.

1. To provide trainings on Support Facilitation Models that show the biggest growth.
2. To provide time for support facilitators to meet and plan with content area teachers.
3. To train our ELA teachers in foundational reading skills for middle school scholars.
3. Aligning instruction, common assessments, and resources to the new BEST Standards.
4. To support content area teachers with reading and writing strategies.

Person Responsible Shelley Tincher (tinchers@flaglerschools.com)

#7. Instructional Practice specifically relating to Standards-aligned Instruction

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

Student Academic Success is the cornerstone for building successful learners and future adults. After the pandemic, our scholars had learning gaps and many were 2-3 years behind grade level. Our data on state assessments is increasing but not at a rate to ensure that all scholars are proficient. With only 38% of our lowest quartile scholars making learning gains in ELA, this is a critical focus area for us. By increasing reading skills and comprehension, we can also continue to show gains in Civics and Science. Our focus is to increase academic learning gains and proficiency rates in ELA and with our students with disabilities while continuing the positive learning trends in Math, Civics, and Science.

In Math we have shown growth in our achievement levels and learning gains. The collaborative practices, common assessments, and data chat protocols have led to changes in instructional practices that have factored into the overall growth and achievement of our scholars. With a proficiency level of 74% and a growth rate of 67% this is an area that we need to continue to support and grow.

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

In ELA we will increase our proficiency levels to 64%, our learning gains to 58%, and our lowest quartile learning gains to 43%.
 In Math we will increase our math proficiency to 76%, our learning gains to 69%, and our lowest quartile learning gains to 61%.
 In Science we will increase our learning proficiency to 65% and our Civics learning proficiency to 81%.

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

Student Academic Success will be monitored through Curriculum-Based Common Assessments (2 per quarter), FAST progress monitoring, MTSS, and D/F Reports. Ongoing monitoring of student performance is imperative to evaluate the effectiveness of instruction or interventions, make adjustments as needed, and ensure students receive what they need to achieve their learning goals.

Person responsible for monitoring outcome:

Amy Neuenfeldt (neuenfeldta@flaglerschools.com)

Evidence-based Strategy: Describe the evidence-based strategy being implemented

Content area educators shall integrate reading and writing activities to ensure schoolwide academic success. Educators will focus on providing explicit and systematic instruction, appropriate problem-solving tools, and using higher-order thinking questions to promote critical thinking. Also, encourage high-level student engagement and collaborative learning in a peer-to-peer and small group format. Teachers will integrate problem based learning to build rigor of the content and mastery levels. Teachers will utilize the Danielson Evaluation model to design lessons that engages all learners.

for this Area of Focus.

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

The Evidence-Based strategies selected are proven to promote student success when implemented with fidelity. Integrating literacy in content areas will improve students' ability to understand the content, for example, by working on content-specific vocabulary, annotating the text, and summarizing the main points in the text. The high-level student engagement lessons are student-centered and student-driven, designed to maximize learning, such as peer learning or peer instruction. While discussing topics or solving problems together, with teacher guidance and support, students are more comfortable making mistakes and clarifying misconceptions while taking ownership of their learning while improving interpersonal skills.

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.

1. Provide Training on High Impact Instructional Strategies for collaboration, differentiation, and reading/ writing across the contents.
2. Provide training on implementation of problem based learning and design.
3. Provide training on professional learning communities and data chat protocols.
4. Implement bi-weekly professional learning communities.
5. Implement twice quarterly data chat protocols with the common assessment data.
6. Design and implement problem based lessons in during OMG.
7. Provide opportunities for teachers to participate in instructional rounds and coaching cycles.
8. Provide monthly newsletters with strategies, resources, and support for different domains of the danielson model.

Person Responsible Amy Neuenfeldt (neuenfeldta@flaglerschools.com)

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.

ITMS' school-wide expectations are the Big Three: Do what is right, do your best, and treat others the way you want to be treated. Educators teach students what that looks like in their respective classes. ITMS students are referred to as "scholars" and teachers are "professional educators." ITMS utilizes positive

behavior interventions to increase positive interactions between students and staff. The school utilizes and embraces the methods of Capturing Kids Hearts as well as develop intentional social interactions with staff to allow for collaboration and team building. Scholars are provided a variety of activities outside of the classroom including clubs and intramurals that allow them to engage in their interests.

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

Stakeholders include all faculty and staff, Scholars, their parents, and the local community. Community stakeholders social services, business partners, community colleges and universities. The faculty promotes a positive culture by teaching the school-wide expectations and what that looks like within their content area. School deans, coaches and administrators teach students what modeling the Big Three school wide expectations looks like in the school's common areas and the community at large. PBIS and Restorative Practice are an ingrained part of the culture. Parents and community members are active participants in SAC and other activities. ITMS is visible on multiple social media platforms. These platforms such as Twitter allow school officials and members of the community to stay up to date with what is happening on campus.