

# Indian Trails Middle School



2014-15 School Improvement Plan

## Indian Trails Middle School

415 TUSKAWILLA RD, Winter Springs, FL 32708

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

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

44%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

36%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

### School Board Approval

This plan was approved by the Seminole County School Board on 11/18/2014.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### 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**

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

#### School Environment

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

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

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

Indian Trails Middle School uses Positive Behavior Support in the classroom and around campus. On a school-wide level, PBS relies on accurate and reliable discipline referral data to understand the behaviors occurring across campus. An analysis of the data allows a school team to identify the problem areas, brainstorm interventions such as where and what to teach, reward the students exhibiting the expected behavior, and communicate findings to the staff, students, and families. The PBS process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented. PBS provides a positive and effective alternative to the traditional methods of discipline. PBS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance. PBS is consistent with the Individuals with Disabilities Education Act, which advocates the use of positive behavior interventions and school-based disciplinary strategies that reduce or eliminate the need to use suspension and expulsion as disciplinary options.

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

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



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

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Indian Trails provides students with 2 guidance counselors available at any time during the school day to meet with students to provide counseling. Additionally, students identified through the MTSS and discipline processes are assigned to a mentor to provide small group and/or one on one time on a weekly or as needed basis. Likewise, the School Resource Officer is available to meet with and counsel students as needed.

**Early Warning Systems**

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

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

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

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

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	15	20	37	72
One or more suspensions	1	2	6	9
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	37	46	55	138

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	6	8	14	28

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

Students identified by the early warning system will receive the following intervention opportunities: intervention pull-out during either an elective period and/or lunch, intervention class assignment, and/or after-school tutorial.

**Family and Community Involvement**

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

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

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

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

No

**PIP Link**

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

**Description**

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SPCS Parent Information Network, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

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

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

**Effective Leadership**

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

**School Leadership Team**

**Membership**

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

Name	Title
Sileo, Lesley	Principal
Neal, Mary	Assistant Principal
Laudani, Melissa	Assistant Principal
Fernandez, Erik	Dean
Lyster, Fred	Dean

**Duties**

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

The Indian Trails Leadership Team consists of Dr. Lesley Sileo - principal, Dr. Mary Neal - Assistant Principal, Melissa Laudani - Assistant Principal, Erik Fernandez - Dean, and Fred Lyster - Dean. The Assistant Principals serve as instructional leaders for various different curriculum areas (Mary Neal - Math, Science, ESE, electives; Melissa Laudani - Language Arts, Reading, Social Studies, electives). Together, they meet with Dr. Sileo and the Deans weekly discuss campus-wide issues and collaborate on all school-based decisions, including: Professional Development, resources, and teaching methodology among other topics.

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

Indian Trails Middle School annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet student achievement needs. The school will coordinate Supplemental Academic Instruction 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. Titles I and II are coordinated to ensure district professional learning and intensive instructional coaching is provided to schools. In addition, the school district coordinates IDEA and Title I 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.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Lesley Sileo, Ed.D.	Principal
Melissa Laudani, Ed.S.	Teacher
Sarah Nix	Teacher
Maribel Minadie	Education Support Employee
Julie Dorney	Parent
Julie Epley	Parent
Rob Rice	Parent
Christina Serra	Parent
Kim Lalwani	Parent
Dena Brister	Parent
Stephen Schricker	Parent
Kim Ngo	Parent
Brian Peterson	Teacher
Manal Soheli	Teacher
Lisa West	Teacher
	Student

**Duties**

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

*Evaluation of last year's school improvement plan*

All SAC members review last year's school improvement plan and compared the goals with the outcome of the FCAT 2.0.

*Development of this school improvement plan*

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

*Preparation of the school's annual budget and plan*

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

The SIP funds have been allocated for student resources including supplies and printed materials for the 2014-15 school year.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Sileo, Lesley	Principal
Laudani, Melissa	Assistant Principal
Neal, Mary	Assistant Principal
Harrow, Marri	Teacher, K-12
Hamilton, Kim	Teacher, K-12
Striepe, Lynn	Teacher, K-12
Hogan, Sherry	Teacher, K-12
Meyer, Julie	Teacher, K-12
Moore, Katelynn	Teacher, K-12
Nix, Sarah	Instructional Coach
Spradling, Tiffany	Instructional Technology
Everson, Tiffany	Guidance Counselor
McIntyre, Monique	Teacher, K-12
Howell, Katrina	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

The LLT will work with the district's Content Support Team to develop writing across the curriculum and provide support for teachers in incorporating coding text in their curriculum.

**Public and Collaborative Teaching**

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

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

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

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools 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!

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's new teacher facilitator and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year. Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

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

#### **Instructional Strategies**

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

As with all Seminole County and Florida schools, state assessment data is used to determine student placement in intensive reading and math classes as well as participation in Advanced and High School credit courses. Similarly, student grades, classroom assessments and progress monitor data will be used to determine the need for increased intervention and beginning the MTSS process.

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

**Strategy:** Summer Program

**Minutes added to school year:** 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 Rationale***

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

***Strategy Purpose(s)***

- Core Academic Instruction

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

Nix, Sarah, sarah\_nix@scps.k12.fl.us

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

B2 Corrective Reading 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.

**Strategy:** After School Program

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

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction

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

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

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

Student progress is monitored through course grades, portfolios, district created DE probes, and Study Island.

**Student Transition and Readiness**

**PreK-12 Transition**

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

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

For the incoming 6th grade students, ITMS hosts 5th grade field trips, holds 5th grade parent nights, and hosts Summer Bridges reading camps. For outgoing 8th grade students, ITMS brings in county contacts to promote the various high school magnet options, as well as bringing in counselors from our zoned schools, Oviedo and Winter Springs, for HS scheduling orientation. Students are provided time to meet with those counselors on a one-on-one basis as needed within the regular school day to ensure that they select the appropriate courses.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

School counselors advise students in a variety of methods through classroom presentations, grade level presentations, and in individual meetings. Career planning is also incorporated in the Computer Applications and Business1 career planning course.

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

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

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



Indian Trails Middle School is in the process of creating the Renewable Energy Program of Emphasis in conjunction with Keeth Elementary and Winter Springs High School.

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

N/A

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Through enrichment, intervention, continuous analysis of individual student progression, and focus on the African American and Hispanic subgroups, the lowest 25% of students in reading and math will increase to 70% proficiency in Reading, 75% proficiency in Math.
- G2.** Students achieving proficiency (FSA level 3 or higher) will increase to 82% in Reading, 81% in Math, and 60% in Science by incorporating reading and writing strategies throughout the content areas.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** Through enrichment, intervention, continuous analysis of individual student progression, and focus on the African American and Hispanic subgroups, the lowest 25% of students in reading and math will increase to 70% proficiency in Reading, 75% proficiency in Math. 1a

G053286

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0
Math Lowest 25% Gains	75.0
AMO Reading - African American	65.0
AMO Reading - Hispanic	74.0
AMO Math - African American	67.0
AMO Math - Hispanic	73.0

**Resources Available to Support the Goal** 2

- MTSS Team - AP, 2 guidance counselors, instructional coach, ESE teacher
- Intervention classes taught by Academic Intervention teachers
- After School Tutorial
- Retired teacher hired to teach intervention during lunch = Power Lunch
- Instructional Coaches - Reading & Writing
- Structured time in Master Schedule dedicated to intervention - intervention periods and homeroom
- EOC Boost Camps
- Summer Bridges Reading Program
- Teacher & Student tracking of data
- Homeroom Mentoring Program
- Parent Outreach, including: Intervention Parent Night, Intervention Resources on ITMS website

**Targeted Barriers to Achieving the Goal** 3

- Limited School-wide infrastructure promoting a systematic Multi-Tiered System of Supports
- An Intensive Math program that is not advancing students out of the program.

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

The Early Warning At-Risk Student data in EdInsight will be analyzed by the MTSS team to determine student improvement. Those students not improving will either receive more intensive interventions or be recommended for Student Study

**Person Responsible**

Melissa Laudani

**Schedule**

On 5/27/2015

**Evidence of Completion**

Early Warning At-Risk Student Action Log

**G2.** Students achieving proficiency (FSA level 3 or higher) will increase to 82% in Reading, 81% in Math, and 60% in Science by incorporating reading and writing strategies throughout the content areas. 1a

G053287

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	82.0
AMO Math - All Students	81.0
FCAT 2.0 Science Proficiency	60.0

**Resources Available to Support the Goal** 2

- Instructional Coaches - Reading & Writing
- Content-area specific writing rubrics
- Language Arts teachers trained in use of writing rubric
- Data available for teachers to utilize
- BAV Vocabulary strategies
- District support through writing initiative
- Professional Learning Communities
- District Instructional Representatives: Kathryn Dixon, Diana Barnett, Ana Kennedy, Rachel Hallett-Nijuguna
- Educational Technology Facilitator
- Seminole County Instructional Plans

**Targeted Barriers to Achieving the Goal** 3

- Not all teachers are comfortable teaching reading and writing in their content areas

**Plan to Monitor Progress Toward G2.** 8

The expectation is that students will score at proficient or higher on the district writing progress monitor assessments and the FSA Reading, Writing, Math and Science Tests.

**Person Responsible**

Melissa Laudani

**Schedule**

Semiannually, from 9/22/2014 to 5/27/2015

**Evidence of Completion**

Student scores on district-wide progress monitor writing assessments

## Action Plan for Improvement

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

### Problem Solving Key

**G** = Goal                      **B** =  
   Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** Through enrichment, intervention, continuous analysis of individual student progression, and focus on the African American and Hispanic subgroups, the lowest 25% of students in reading and math will increase to 70% proficiency in Reading, 75% proficiency in Math. **1**

 G053286

**G1.B1** Limited School-wide infrastructure promoting a systematic Multi-Tiered System of Supports **2**

 B134363

**G1.B1.S1** Create a Multi-Tiered System of Support to address the needs of all students. **4**

 S146213

### Strategy Rationale

The MTSS team will have a dedicated weekly meeting time to discuss and address the needs of all students.

### Action Step 1 **5**

MTSS team to receive initial training by county MTSS team leader, Andrea Walsh

#### Person Responsible

Melissa Laudani

#### Schedule

On 9/9/2014

#### Evidence of Completion

Sign-in sheets & learning logs

### Action Step 2 5

Identify at-risk students and assign intervention strategies, to include: Power Lunch, assignment of academic intervention teacher, after school tutorial, attendance tracking, mentoring, Parent/Teacher Conferences, and strategic course assignment

#### **Person Responsible**

Melissa Laudani

#### **Schedule**

Weekly, from 9/16/2014 to 5/26/2015

#### **Evidence of Completion**

Weekly analysis reports by MTSS team of high risk students listed in the Early Warning At-Risk system in EdInsight to determine needed interventions

### Action Step 3 5

MTSS to receive follow up training by county MTSS team leader, Andrea Walsh. Ms. Walsh will also meet with ESE Case Managers so that they are aware of MTSS process in EdInsight for ESE students.

#### **Person Responsible**

Melissa Laudani

#### **Schedule**

On 10/21/2014

#### **Evidence of Completion**

### Action Step 4 5

Analysis of student progress monitor data and grades to determine success of interventions

#### **Person Responsible**

Melissa Laudani

#### **Schedule**

On 5/27/2015

#### **Evidence of Completion**

MTSS team will use teacher input from classroom and intervention teachers along with student grades and student performance on subject-area PMAs to determine student improvement

**Action Step 5** 5

Instructional coaches will work with intervention teachers to provide training in instructional strategies

**Person Responsible**

Melissa Laudani

**Schedule**

On 10/9/2014

**Evidence of Completion**

Intervention logs, student grades, student performance on subject-area PMAs

**Action Step 6** 5

Teachers will be notified of students with Early Warning At-Risk Indicators. They will monitor and track progress of these students in their classes and adjust instruction as needed.

**Person Responsible**

Melissa Laudani

**Schedule**

Biweekly, from 9/29/2014 to 5/27/2015

**Evidence of Completion**

Biweekly teacher feedback forms submitted to MTSS team on student progress

**Action Step 7** 5

MTSS Team will identify students for After School Tutorial based on DE data and teacher input. Students will be added quarterly as needed. After School teachers will work with students on Study Island. Progress monitor data will be tracked through EdInsight.

**Person Responsible**

Mary Neal

**Schedule**

Quarterly, from 10/13/2014 to 4/9/2015

**Evidence of Completion**

Progress Monitor data

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

MTSS team to analyze and monitor the students receiving intervention strategies, to include: Power Lunch, assignment of academic intervention teacher, after school tutorial, attendance tracking, mentoring, Parent/Teacher Conferences, and strategic course assignment

**Person Responsible**

Melissa Laudani

**Schedule**

Weekly, from 9/23/2014 to 5/26/2015

**Evidence of Completion**

MTSS team will meet weekly to discuss all student progression. This analysis will identify early warning indicators and review the status of available/utilized interventions that have been discussed and implemented. Evidence that interventions are working will be proven through student grades and progress monitor outcomes. For students who need further assistance placement and/or scheduling changes can occur.

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

Intervention teachers will complete weekly Intervention Logs for students receiving intervention, tracking student work and progress.

**Person Responsible**

Melissa Laudani

**Schedule**

Weekly, from 9/29/2014 to 5/27/2015

**Evidence of Completion**

Completed Intervention Logs submitted to MTSS team



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

Instructional Coaches will complete weekly Coaches Log reflecting teachers they assisted and actions taken from week to week.

**Person Responsible**

Lesley Sileo

**Schedule**

Weekly, from 9/29/2014 to 5/27/2015

***Evidence of Completion***

Completed Coaches Logs submitted to evaluating administrator

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

MTSS Team to monitor the effectiveness of intervention strategies, to include: Power Lunch, assignment of academic intervention teacher, after school tutorial, attendance tracking, mentoring, Parent/Teacher Conferences, and strategic course assignment


**Person Responsible**

**Schedule**

***Evidence of Completion***

Weekly progress reports of students previously identified by MTSS team; weekly analysis reports by MTSS team of high risk students in EdInsight to determine effectiveness of interventions. Reports will include student outcomes in course work as well as performance data on progress monitor assessments.

**G1.B1.S2** Create Parent Information Night to build parent support for and to communicate the process of the school Multi-Tiered System of Support **4**

 S146214

### **Strategy Rationale**

Engaging parents as an additional support for student interventions will ensure increased student success.

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

Coordinate Parent Information Night to include: Skyward how-to information, Blackboard how-to information, FSA Information, Intervention strategies and resources.

#### **Person Responsible**

Melissa Laudani

#### **Schedule**

On 11/18/2014

#### **Evidence of Completion**

Parent sign-in logs

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

Send out parent survey to determine need and desire for information

#### **Person Responsible**

Tiffany Spradling

#### **Schedule**

On 10/14/2014

#### **Evidence of Completion**

Parent responses regarding what types of information they are interested in hearing.

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

Parent surveys will be collected at and after night of event

**Person Responsible**

Melissa Laudani

**Schedule**

On 12/1/2014


**Evidence of Completion**

Surveys and feedback collected from parents

**G1.B2** An Intensive Math program that is not advancing students out of the program. 2

 B134364

**G1.B2.S1** Analyze and evaluate the Intensive Math program to find improvements that will benefit student achievement. 4

 S146215

**Strategy Rationale**

At the beginning of the 2014-2015 SY, there were 64 students in 6th grade IM, 76 students in 7th grade IM, and 94 students in 8th grade IM. The numbers should be decreasing as the students improve their skill set and exit out of the program; however, class enrollments reflect the opposite.

**Action Step 1** 5

Provide time during the school day for Intensive Math teachers and department chair to analyze 2014 FCAT Data

**Person Responsible**

Mary Neal

**Schedule**

On 10/3/2014

**Evidence of Completion**

Sign-in Sheets & Learning Logs, Analysis report of student performance on FCAT outcomes

**Action Step 2** 5

Provide training in Differentiated Instruction in Intensive Math with SCPS Math Specialist

**Person Responsible**

Mary Neal

**Schedule**

On 10/15/2014

**Evidence of Completion**

Sign-in sheets & Learning Logs, lesson plans, walk throughs

**Action Step 3** 5

Student tracking of Progress Monitor data to reflect student growth throughout the school year

**Person Responsible**

Mary Neal

**Schedule**

Quarterly, from 11/10/2014 to 5/27/2015

**Evidence of Completion**

Students will take DE PMAs in November 2014 & February 2015. Completed tracking forms will be reviewed by team after completion.

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

Incorporation of Differentiated Instructional strategies will be monitored through lesson plans, walk throughs and student outcomes on PMAs

**Person Responsible**

Mary Neal

**Schedule**

Weekly, from 10/2/2014 to 5/27/2015

**Evidence of Completion**

lesson plans, walk throughs, student tracking forms

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

Analysis of State Assessment scores and student enrollment in Intensive Math classes

**Person Responsible**

Mary Neal

**Schedule**

On 8/20/2015


**Evidence of Completion**

Compare numbers of students who are enrolled in IM classes in 14-15 to those enrolled in 15-16.


**G2.** Students achieving proficiency (FSA level 3 or higher) will increase to 82% in Reading, 81% in Math, and 60% in Science by incorporating reading and writing strategies throughout the content areas. 1

 G053287

**G2.B2** Not all teachers are comfortable teaching reading and writing in their content areas 2

 B134366

**G2.B2.S1** The use of text-based evidence in content-area writing prompts graded by content-specific rubrics. 4

 S146216

**Strategy Rationale**

This is a research-based strategies that can be applied in all curriculum areas.

**Action Step 1 5**

Provide training in content-area written responses using textual evidence, for example: DBQs, SBLAP Writing Applications, etc. Content specific grading rubrics will be provided.

**Person Responsible**

Kelly Metzler

**Schedule**

On 10/10/2014

**Evidence of Completion**

Sign-in sheets and learning logs

**Action Step 2** 5

Content-area teachers will be trained in unpacking content-specific writing rubrics used to assess writing as well as how to track student progress and facilitate student tracking of their own progress.

**Person Responsible**

Kelly Metzler

**Schedule**

On 10/22/2014

***Evidence of Completion***

Sign-in sheets and learning logs

**Action Step 3** 5

Teachers will assign content-area writing assignments to be assessed with content-specific writing rubrics. Outcomes of writing assignments will be tracked by teachers and students.

**Person Responsible**

Lesley Sileo

**Schedule**

Semiannually, from 10/13/2014 to 5/27/2015

***Evidence of Completion***

Two school-wide content-area writing prompts given October 2014 and February 2015, to include: Science DBQs, Social Studies DBQs, ELA FPMAs.. Samples of student writing and student tracking forms will be submitted to evaluating administrator.

#### Action Step 4 5

Working within PLCs, teachers will track student progress for all students with the grade level PLC. They will also identify subgroup students and track their progress.

##### **Person Responsible**

Lesley Sileo

##### **Schedule**

Quarterly, from 10/8/2014 to 5/27/2015

##### **Evidence of Completion**

In PLCs, teachers will perform data analysis of student performance on classroom and progress monitor assessments for individual data and data for the PLC. Particular attention will be paid to subgroup students. Quarterly tracking sheets will be submitted to evaluating .

#### Action Step 5 5

STEM Day

##### **Person Responsible**

Mary Neal

##### **Schedule**

On 1/16/2015

##### **Evidence of Completion**

As students travel from class to class, they will complete STEM related activities in each content area. Constructed response questions related to STEM writing activities will be completed in all classes.

#### Action Step 6 5

Science teachers will work with Rachel Hallett to incorporate Sci DBQs into their curriculum

##### **Person Responsible**

Mary Neal

##### **Schedule**

On 10/30/2014

##### **Evidence of Completion**

Sign in sheets, learning logs, lesson plans, student samples

**Action Step 7** 5

Participate in SCPS STEM Showcase at Oviedo Mall

**Person Responsible**

Mary Neal

**Schedule**

On 11/1/2014

**Evidence of Completion**

Photos of student, family and community participation

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Administrative review of teacher lesson plans to include writing strategies and rubrics taught in PD. Teachers will collect data from student writings and rubrics to compare and analyze.

**Person Responsible**

Lesley Sileo

**Schedule**

Semiannually, from 9/22/2014 to 5/27/2015

**Evidence of Completion**

Examples of student work, tracking data of student scores

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Instructional Coaches will submit Weekly Logs describing teachers assisted and instructional strategies shared.

**Person Responsible**

Lesley Sileo

**Schedule**

Weekly, from 9/29/2014 to 5/27/2015

**Evidence of Completion**

Logs will be submitted to supervising evaluator



**Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7**

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

**Person Responsible**

Lesley Sileo

**Schedule**

Semiannually, from 9/22/2014 to 5/27/2015

***Evidence of Completion***

Student samples of content area writing prompt, tracking data of student performance on prompts using rubrics

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7**

Monitor student performance on semester content-area writing prompts.

**Person Responsible**

Lesley Sileo


**Schedule**

Semiannually, from 9/22/2014 to 5/27/2015

***Evidence of Completion***

Student samples of content area writing prompt, tracking data of student performance on prompts using rubrics with particular attention paid to subgroup data

**G2.B2.S2** Continue Building Academic Vocabulary (BAV) instruction to improve student vocabulary and writing. **4**

 S146217

### Strategy Rationale

This is a research-based strategy for content vocabulary instruction taught in context of content-area reading.

### Action Step 1 **5**

Train all teachers in BAV strategies

#### **Person Responsible**

Sarah Nix

#### **Schedule**

On 10/1/2014

#### ***Evidence of Completion***

PD Learning Logs

### Action Step 2 **5**

Teachers incorporate BAV strategies in all units/lessons

#### **Person Responsible**

Lesley Sileo

#### **Schedule**

Daily, from 10/1/2014 to 5/27/2015

#### ***Evidence of Completion***

Interactive notebooks, word walls, rubric scored writings, evaluation meetings, lesson plans, walk throughs and observations.

**Action Step 3** 5

Dictionary Day, Idiom Day

**Person Responsible**

Sarah Nix

**Schedule**

Semiannually, from 10/16/2014 to 1/22/2015

**Evidence of Completion**

School-wide activities to promote vocabulary in student learning. Students will dress up in a non-verbal representation of vocabulary and will share word and definition with 5 classmates to be entered in a drawing.

**Plan to Monitor Fidelity of Implementation of G2.B2.S2** 6

Monitor classrooms and lesson plans for evidence of BAV lessons

**Person Responsible**

Lesley Sileo

**Schedule**

Weekly, from 9/22/2014 to 5/27/2015

**Evidence of Completion**

Interactive notebooks, word walls, rubric scored writings, evaluation meetings, lesson plans, walk throughs and observations.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2** 7

Monitor student understanding of vocabulary

**Person Responsible**

Lesley Sileo

**Schedule**

Semiannually, from 9/22/2014 to 5/27/2015

**Evidence of Completion**

Correct use of appropriate academic vocabulary in samples of student content area writing responses

**G2.B2.S3** School-wide use of Categories to Code Informational text. 4

S146218

**Strategy Rationale**

Informational text of all genres and subject areas will be used as writing stimuli on the FSA Writing test.

**Action Step 1** 5

Train faculty in how to use the Categories for Coding Informational Text

**Person Responsible**

Lesley Sileo

**Schedule**

On 10/10/2014

***Evidence of Completion***

Sign-in sheets and learning logs

**Action Step 2** 5

Create faculty survey to gain input on ways this can be incorporated in their classroom.

**Person Responsible**

Melissa Laudani

**Schedule**

Daily, from 10/13/2014 to 10/15/2014

***Evidence of Completion***

Teacher responses to survey

**Action Step 3** 5

Provide teachers with copies of text coding documents in various forms so that they can be used in all classrooms.

**Person Responsible**

Melissa Laudani

**Schedule**

On 10/20/2014

**Evidence of Completion**

During walk-throughs administration will observe faculty using bookmarks, graphic organizers and posters with coding explanation and steps.

**Plan to Monitor Fidelity of Implementation of G2.B2.S3** 6

Administration will observe faculty use of coding to process informational text in all classrooms.

**Person Responsible**

Lesley Sileo

**Schedule**

Daily, from 10/20/2014 to 5/27/2015

**Evidence of Completion**

Walk-throughs

**Plan to Monitor Effectiveness of Implementation of G2.B2.S3** 7

Faculty will monitor and track student achievement on progress monitor assessments using informational text.

**Person Responsible**

Lesley Sileo

**Schedule**

On 5/27/2015

**Evidence of Completion**

Data chats, faculty tracking forms

**Appendix 1: Implementation Timeline**

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	MTSS team to receive initial training by county MTSS team leader, Andrea Walsh	Laudani, Melissa	9/9/2014	Sign-in sheets & learning logs	9/9/2014 one-time
G1.B1.S2.A1	Coordinate Parent Information Night to include: Skyward how-to information, Blackboard how-to information, FSA Information, Intervention strategies and resources.	Laudani, Melissa	11/18/2014	Parent sign-in logs	11/18/2014 one-time
G1.B2.S1.A1	Provide time during the school day for Intensive Math teachers and department chair to analyze 2014 FCAT Data	Neal, Mary	10/3/2014	Sign-in Sheets & Learning Logs, Analysis report of student performance on FCAT outcomes	10/3/2014 one-time
G2.B2.S1.A1	Provide training in content-area written responses using textual evidence, for example: DBQs, SBLAP Writing Applications, etc. Content specific grading rubrics will be provided.	Metzler, Kelly	10/10/2014	Sign-in sheets and learning logs	10/10/2014 one-time
G2.B2.S2.A1	Train all teachers in BAV strategies	Nix, Sarah	10/1/2014	PD Learning Logs	10/1/2014 one-time
G2.B2.S3.A1	Train faculty in how to use the Categories for Coding Informational Text	Sileo, Lesley	10/10/2014	Sign-in sheets and learning logs	10/10/2014 one-time
G1.B1.S1.A2	Identify at-risk students and assign intervention strategies, to include: Power Lunch, assignment of academic intervention teacher, after school tutorial, attendance tracking, mentoring, Parent/Teacher Conferences, and strategic course assignment	Laudani, Melissa	9/16/2014	Weekly analysis reports by MTSS team of high risk students listed in the Early Warning At-Risk system in EdInsight to determine needed interventions	5/26/2015 weekly
G1.B2.S1.A2	Provide training in Differentiated Instruction in Intensive Math with SCPS Math Specialist	Neal, Mary	10/15/2014	Sign-in sheets & Learning Logs, lesson plans, walk throughs	10/15/2014 one-time
G2.B2.S1.A2	Content-area teachers will be trained in unpacking content-specific writing rubrics used to assess writing as well as how to track student progress and facilitate student tracking of their own progress.	Metzler, Kelly	10/22/2014	Sign-in sheets and learning logs	10/22/2014 one-time
G2.B2.S2.A2	Teachers incorporate BAV strategies in all units/lessons	Sileo, Lesley	10/1/2014	Interactive notebooks, word walls, rubric scored writings, evaluation meetings, lesson plans, walk throughs and observations.	5/27/2015 daily
G2.B2.S3.A2	Create faculty survey to gain input on ways this can be incorporated in their classroom.	Laudani, Melissa	10/13/2014	Teacher responses to survey	10/15/2014 daily
G1.B1.S1.A3	MTSS to receive follow up training by county MTSS team leader, Andrea Walsh. Ms. Walsh will also meet with ESE Case Managers so that they are aware of MTSS process in EdInsight for ESE students.	Laudani, Melissa	10/21/2014		10/21/2014 one-time
G1.B2.S1.A3	Student tracking of Progress Monitor data to reflect student growth throughout the school year	Neal, Mary	11/10/2014	Students will take DE PMAs in November 2014 & February 2015. Completed tracking forms will be reviewed by team after completion.	5/27/2015 quarterly
G2.B2.S1.A3	Teachers will assign content-area writing assignments to be assessed with content-specific writing rubrics.	Sileo, Lesley	10/13/2014	Two school-wide content-area writing prompts given October 2014 and February 2015, to include: Science DBQs, Social Studies DBQs, ELA	5/27/2015 semiannually

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Indian Trails Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Outcomes of writing assignments will be tracked by teachers and students.			FPMA's.. Samples of student writing and student tracking forms will be submitted to evaluating administrator.	
G2.B2.S2.A3	Dictionary Day, Idiom Day	Nix, Sarah	10/16/2014	School-wide activities to promote vocabulary in student learning. Students will dress up in a non-verbal representation of vocabulary and will share word and definition with 5 classmates to be entered in a drawing.	1/22/2015 semiannually
G2.B2.S3.A3	Provide teachers with copies of text coding documents in various forms so that they can be used in all classrooms.	Laudani, Melissa	10/20/2014	During walk-throughs administration will observe faculty using bookmarks, graphic organizers and posters with coding explanation and steps.	10/20/2014 one-time
G1.B1.S1.A4	Analysis of student progress monitor data and grades to determine success of interventions	Laudani, Melissa	9/30/2014	MTSS team will use teacher input from classroom and intervention teachers along with student grades and student performance on subject-area PMA's to determine student improvement	5/27/2015 one-time
G2.B2.S1.A4	Working within PLCs, teachers will track student progress for all students with the grade level PLC. They will also identify subgroup students and track their progress.	Sileo, Lesley	10/8/2014	In PLCs, teachers will perform data analysis of student performance on classroom and progress monitor assessments for individual data and data for the PLC. Particular attention will be paid to subgroup students. Quarterly tracking sheets will be submitted to evaluating .	5/27/2015 quarterly
G1.B1.S1.A5	Instructional coaches will work with intervention teachers to provide training in instructional strategies	Laudani, Melissa	10/6/2014	Intervention logs, student grades, student performance on subject-area PMA's	10/9/2014 one-time
G2.B2.S1.A5	STEM Day	Neal, Mary	1/16/2015	As students travel from class to class, they will complete STEM related activities in each content area. Constructed response questions related to STEM writing activities will be completed in all classes.	1/16/2015 one-time
G1.B1.S1.A6	Teachers will be notified of students with Early Warning At-Risk Indicators. They will monitor and track progress of these students in their classes and adjust instruction as needed.	Laudani, Melissa	9/29/2014	Biweekly teacher feedback forms submitted to MTSS team on student progress	5/27/2015 biweekly
G2.B2.S1.A6	Science teachers will work with Rachel Hallett to incorporate Sci DBQs into their curriculum	Neal, Mary	10/30/2014	Sign in sheets, learning logs, lesson plans, student samples	10/30/2014 one-time
G1.B1.S1.A7	MTSS Team will identify students for After School Tutorial based on DE data and teacher input. Students will be added quarterly as needed. After School teachers will work with students on Study Island. Progress monitor data will be tracked through EdInsight.	Neal, Mary	10/13/2014	Progress Monitor data	4/9/2015 quarterly
G2.B2.S1.A7	Participate in SCPS STEM Showcase at Oviedo Mall	Neal, Mary	11/1/2014	Photos of student, family and community participation	11/1/2014 one-time
G1.MA1	The Early Warning At-Risk Student data in EdInsight will be analyzed by the MTSS team to determine student improvement. Those students not improving will either receive more intensive interventions or be recommended for Student Study	Laudani, Melissa	9/16/2014	Early Warning At-Risk Student Action Log	5/27/2015 one-time
G1.B1.S1.MA1	MTSS Team to monitor the effectiveness of intervention strategies, to include: Power Lunch, assignment of academic intervention teacher, after		Weekly progress reports of students	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	school tutorial, attendance tracking, mentoring, Parent/Teacher Conferences, and strategic course assignment		previously identified by MTSS team; weekly analysis reports by MTSS team of high risk students in EdInsight to determine effectiveness of interventions. Reports will include student outcomes in course work as well as performance data on progress monitor assessments.		
G1.B1.S1.MA1	MTSS team to analyze and monitor the students receiving intervention strategies, to include: Power Lunch, assignment of academic intervention teacher, after school tutorial, attendance tracking, mentoring, Parent/Teacher Conferences, and strategic course assignment	Laudani, Melissa	9/23/2014	MTSS team will meet weekly to discuss all student progression. This analysis will identify early warning indicators and review the status of available/ utilized interventions that have been discussed and implemented. Evidence that interventions are working will be proven through student grades and progress monitor outcomes. For students who need further assistance placement and/or scheduling changes can occur.	5/26/2015 weekly
G1.B1.S1.MA2	Intervention teachers will complete weekly Intervention Logs for students receiving intervention, tracking student work and progress.	Laudani, Melissa	9/29/2014	Completed Intervention Logs submitted to MTSS team	5/27/2015 weekly
G1.B1.S1.MA3	Instructional Coaches will complete weekly Coaches Log reflecting teachers they assisted and actions taken from week to week.	Sileo, Lesley	9/29/2014	Completed Coaches Logs submitted to evaluating administrator	5/27/2015 weekly
G1.B2.S1.MA1	Analysis of State Assessment scores and student enrollment in Intensive Math classes	Neal, Mary	8/17/2015	Compare numbers of students who are enrolled in IM classes in 14-15 to those enrolled in 15-16.	8/20/2015 one-time
G1.B2.S1.MA1	Incorporation of Differentiated Instructional strategies will be monitored thorough lesson plans, walk throughs and student outcomes on PMAs	Neal, Mary	10/2/2014	lesson plans, walk throughs, student tracking forms	5/27/2015 weekly
G1.B1.S2.MA1	Parent surveys will be collected at and after night of event	Laudani, Melissa	11/18/2014	Surveys and feedback collected from parents	12/1/2014 one-time
G1.B1.S2.MA1	Send out parent survey to determine need and desire for information	Spradling, Tiffany	10/1/2014	Parent responses regarding what types of information they are interested in hearing.	10/14/2014 one-time
G2.MA1	The expectation is that students will score at proficient or higher on the district writing progress monitor assessments and the FSA Reading, Writing, Math and Science Tests.	Laudani, Melissa	9/22/2014	Student scores on district-wide progress monitor writing assessments	5/27/2015 semiannually



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1	Monitor student writings for increased level of understanding and depth of content comprehension.	Sileo, Lesley	9/22/2014	Student samples of content area writing prompt, tracking data of student performance on prompts using rubrics	5/27/2015 semiannually
G2.B2.S1.MA2	Monitor student performance on semester content-area writing prompts.	Sileo, Lesley	9/22/2014	Student samples of content area writing prompt, tracking data of student performance on prompts using rubrics with particular attention paid to subgroup data	5/27/2015 semiannually
G2.B2.S1.MA1	Administrative review of teacher lesson plans to include writing strategies and rubrics taught in PD. Teachers will collect data from student writings and rubrics to compare and analyze.	Sileo, Lesley	9/22/2014	Examples of student work, tracking data of student scores	5/27/2015 semiannually
G2.B2.S1.MA2	Instructional Coaches will submit Weekly Logs describing teachers assisted and instructional strategies shared.	Sileo, Lesley	9/29/2014	Logs will be submitted to supervising evaluator	5/27/2015 weekly
G2.B2.S2.MA1	Monitor student understanding of vocabulary	Sileo, Lesley	9/22/2014	Correct use of appropriate academic vocabulary in samples of student content area writing responses	5/27/2015 semiannually
G2.B2.S2.MA1	Monitor classrooms and lesson plans for evidence of BAV lessons	Sileo, Lesley	9/22/2014	Interactive notebooks, word walls, rubric scored writings, evaluation meetings, lesson plans, walk throughs and observations.	5/27/2015 weekly
G2.B2.S3.MA1	Faculty will monitor and track student achievement on progress monitor assessments using informational text.	Sileo, Lesley	11/3/2014	Data chats, faculty tracking forms	5/27/2015 one-time
G2.B2.S3.MA1	Administration will observe faculty use of coding to process informational text in all classrooms.	Sileo, Lesley	10/20/2014	Walk-throughs	5/27/2015 daily

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** Through enrichment, intervention, continuous analysis of individual student progression, and focus on the African American and Hispanic subgroups, the lowest 25% of students in reading and math will increase to 70% proficiency in Reading, 75% proficiency in Math.

**G1.B1** Limited School-wide infrastructure promoting a systematic Multi-Tiered System of Supports

**G1.B1.S1** Create a Multi-Tiered System of Support to address the needs of all students.

### PD Opportunity 1

MTSS to receive follow up training by county MTSS team leader, Andrea Walsh. Ms. Walsh will also meet with ESE Case Managers so that they are aware of MTSS process in EdInsight for ESE students.

#### Facilitator

Melissa Laudani, Andrea Walsh

#### Participants

ESE Case Managers

#### Schedule

On 10/21/2014

### PD Opportunity 2

Instructional coaches will work with intervention teachers to provide training in instructional strategies

#### Facilitator

Sarah Nix, Kelly Metzler, Tiffany Spradling

#### Participants

Triina O'Rourke, Michael Lowe, Manal Sohel, Patricia Locke, Martha Murray

#### Schedule

On 10/9/2014

**G1.B2** An Intensive Math program that is not advancing students out of the program.

**G1.B2.S1** Analyze and evaluate the Intensive Math program to find improvements that will benefit student achievement.

**PD Opportunity 1**

Provide time during the school day for Intensive Math teachers and department chair to analyze 2014 FCAT Data

**Facilitator**

Kim Hamilton, Diana Barnett

**Participants**

Kelley Goodearl, Amy Miller, Elizabeth Karnes, Donnie Robinson, Giselle Martinez, Peter Katz

**Schedule**

On 10/3/2014

**PD Opportunity 2**

Provide training in Differentiated Instruction in Intensive Math with SCPS Math Specialist

**Facilitator**

Diana Barnett

**Participants**

Kelley Goodearl, Amy Miller, Elizabeth Karnes, Donnie Robinson, Giselle Martinez, Peter Katz

**Schedule**

On 10/15/2014

**G2.** Students achieving proficiency (FSA level 3 or higher) will increase to 82% in Reading, 81% in Math, and 60% in Science by incorporating reading and writing strategies throughout the content areas.

**G2.B2** Not all teachers are comfortable teaching reading and writing in their content areas

**G2.B2.S1** The use of text-based evidence in content-area writing prompts graded by content-specific rubrics.

### **PD Opportunity 1**

Provide training in content-area written responses using textual evidence, for example: DBQs, SBLAP Writing Applications, etc. Content specific grading rubrics will be provided.

#### **Facilitator**

Kelly Metzler and Nikki Gibeault

#### **Participants**

whole staff

#### **Schedule**

On 10/10/2014

### **PD Opportunity 2**

Content-area teachers will be trained in unpacking content-specific writing rubrics used to assess writing as well as how to track student progress and facilitate student tracking of their own progress.

#### **Facilitator**

Kelly Metzler, Nikki Gibeault & Melissa Laudani

#### **Participants**

whole staff

#### **Schedule**

On 10/22/2014

### PD Opportunity 3

Science teachers will work with Rachel Hallett to incorporate Sci DBQs into their curriculum

#### Facilitator

Rachell Hallett

#### Participants

Science Department

#### Schedule

On 10/30/2014

**G2.B2.S2** Continue Building Academic Vocabulary (BAV) instruction to improve student vocabulary and writing.

### PD Opportunity 1

Train all teachers in BAV strategies

#### Facilitator

Sarah Nix & Kelly Metzler

#### Participants

Whole staff in grade-level PLCs.

#### Schedule

On 10/1/2014

**G2.B2.S3** School-wide use of Categories to Code Informational text.

### PD Opportunity 1

Train faculty in how to use the Categories for Coding Informational Text

#### Facilitator

Lesley Sileo, Melissa Laudani

#### Participants

Whole Faculty

#### Schedule

On 10/10/2014

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Through enrichment, intervention, continuous analysis of individual student progression, and focus on the African American and Hispanic subgroups, the lowest 25% of students in reading and math will increase to 70% proficiency in Reading, 75% proficiency in Math.	11,250
<b>Goal 2:</b> Students achieving proficiency (FSA level 3 or higher) will increase to 82% in Reading, 81% in Math, and 60% in Science by incorporating reading and writing strategies throughout the content areas.	1,700
<b>Grand Total</b>	<b>12,950</b>

**Goal 1: Through enrichment, intervention, continuous analysis of individual student progression, and focus on the African American and Hispanic subgroups, the lowest 25% of students in reading and math will increase to 70% proficiency in Reading, 75% proficiency in Math.**

Description	Source	Total
<b>B1.S1.A7</b> - After School Tutorial Budget, including teacher salaries and purchase of Study Island site licences	Other	10,000
<b>B1.S2.A1</b> - Funds used for handouts & refreshments for parents	School Improvement Funds	250
<b>B2.S1.A1</b> - Subs will be provided for 6 teachers	School Improvement Funds	500
<b>B2.S1.A2</b> - Subs will be provided for 6 teachers	School Improvement Funds	500
<b>Total Goal 1</b>		<b>11,250</b>

**Goal 2: Students achieving proficiency (FSA level 3 or higher) will increase to 82% in Reading, 81% in Math, and 60% in Science by incorporating reading and writing strategies throughout the content areas.**

Description	Source	Total
<b>B2.S1.A5</b> - Funds will pay for student materials for STEM activities	School Improvement Funds	500
<b>B2.S1.A6</b> - Subs for 6 teachers	School Improvement Funds	500
<b>B2.S1.A7</b> - Funds will pay for resources for STEM activities	School Improvement Funds	500
<b>B2.S3.A3</b> - Create bookmarks of Coding chart for all students	School Improvement Funds	200
<b>Total Goal 2</b>		<b>1,700</b>