

Flagler Schools

Indian Trails Middle School



2021-22 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: 7/21/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 7-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Native American Students Students With Disabilities White Students
School Grades History	2018-19: A (71%) 2017-18: A (63%) 2016-17: A (66%) 2015-16: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* 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.

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

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

Name	Title	Job Duties and Responsibilities
Andrews, Ryan	Principal	To uphold the highest level of integrity and ownership of the school. To drive the vision of academic success and personal growth in the faculty, staff and students.
Neuenfeldt, Amy	Assistant Principal	To coordinate and direct the instructional practices and initiatives that generate a learning environment focused on growth of all students.
Cronk, Justin	Assistant Principal	To coordinate and direct the operations of the school that lead to a safe and effective learning environment for all students.
Tincher , Shelley	Instructional Coach	To promote and implement highly effective teaching practices among the faculty. To provide continuing professional development.
Crooke , Scott	Dean	
Hansen, Katie	Dean	
Roddy, Bruna	Teacher, ESE	

Demographic Information

Principal start date

Wednesday 7/21/2021, Ryan Andrews

Number of teachers with a 2019 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.*

6

Number of teachers with a 2019 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.*

20

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

931

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

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

5

Demographic Data

Early Warning Systems

2021-22

The number of students by 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	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

Date this data was collected or last updated

Wednesday 7/21/2021

2020-21 - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	507	403	0	0	0	0	910
Attendance below 90 percent	0	0	0	0	0	0	0	19	24	0	0	0	0	43
One or more suspensions	0	0	0	0	0	0	0	31	35	0	0	0	0	66
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	50	52	0	0	0	0	102
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	53	30	0	0	0	0	83

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	2	5	0	0	0	0	7

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	507	403	0	0	0	0	910
Attendance below 90 percent	0	0	0	0	0	0	0	19	24	0	0	0	0	43
One or more suspensions	0	0	0	0	0	0	0	31	35	0	0	0	0	66
Course failure in ELA	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	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	50	52	0	0	0	0	102
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	53	30	0	0	0	0	83

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	2	5	0	0	0	0	7

The number of students identified as retainees:

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

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
07	2021					
	2019	64%	54%	10%	52%	12%
Cohort Comparison						
08	2021					
	2019	68%	62%	6%	56%	12%
Cohort Comparison		-64%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	71%	61%	10%	54%	17%
Cohort Comparison						
08	2021					
	2019	58%	49%	9%	46%	12%
Cohort Comparison		-71%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	60%	54%	6%	48%	12%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	80%	75%	5%	71%	9%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	95%	60%	35%	61%	34%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	98%	61%	37%	57%	41%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

During the 2020-21 school year we monitored our ELA and Math (7th Reg, 7th Adv, 8th) proficiency using I-Ready and FSA. We look to determine the number of scholars that are on grade level. We also look at the scholars that are below grade level to focus our supports to closing achievement gaps. In Civics, we monitored the progress of our scholars through common assessments for quarter 1 and 2 and finally the Civics EOC.

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57%	61%	60%
	Economically Disadvantaged			
	Students With Disabilities	14%	19%	39%
	English Language Learners	26%	36%	36%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26%	35%	59%
	Economically Disadvantaged			
	Students With Disabilities	4%	21%	29%
	English Language Learners	32%	33%	47%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	77%	63%	73%
	Economically Disadvantaged			
	Students With Disabilities	50%	36%	40%
	English Language Learners	79%	50%	57%

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	56%	62%	59%
	Economically Disadvantaged Students With Disabilities	18%	22%	10%
	English Language Learners	38%	47%	31%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8%	17%	43%
	Economically Disadvantaged Students With Disabilities	2%	10%	21%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	85%	83%	89%
	Economically Disadvantaged Students With Disabilities			
	English Language Learners			

Subgroup Data Review

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
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				
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		
AMI	70	75		60	58						

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
WHT	72	71	59	83	75	68	70	83	86		
FRL	57	64	57	71	70	63	51	71	77		
2018 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 2016-17	C & C Accel 2016-17
SWD	19	35	35	31	50	42	30	37	14		
ELL	29	53	73	50	47						
ASN	71	69		75	55		73	69	82		
BLK	47	43	24	54	37	34	64	60	78		
HSP	61	55	40	68	53	34	68	79	71		
MUL	58	49	27	69	53	33	57	69	78		
WHT	66	57	46	77	63	55	77	80	78		
FRL	54	48	38	65	55	45	67	69	67		

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	71
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	71
Total Points Earned for the Federal Index	706
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	39
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	64
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	73
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	61
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	63
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	71
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	66
Native American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Native American 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	74
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	63
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO

Economically Disadvantaged Students

Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0
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Analysis

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, ITMS scored above state/district averages for proficiency. Our 7th graders achieve mastery at a higher rate than our 8th grader. This trend is also consistent with district and state data.

In ELA, 7th grade scholars stayed consistent in all reporting categories within 1-2 percentage points with the exception of Language & Editing where they increased by 9 points and Text-based Writing which dropped 4 points. Our achievement rate was 60%, which is a 7 point drop from 2019.

Our 8th graders saw drops in Craft & Structure, Integration of Knowledge, and Text-Based Writing. These categories contain a high number of standards with DOK of 3 or 4. Our achievement rate was 59%, a 9 point drop from 2019.

For math, our 7th graders dropped in Ratios and Proportional Relationships and Geometry. Our achievement rate was 59%. This reflects a 12 point drop from 2019.

Our 8th graders' scores dropped in Functions, Geometry, and Statistics and Probabilities. The achievement rate was 42%. This is a 16 point decrease from 2019.

On the Civics EOC, 74% of our scholars showed proficiency, down from 80% in 2019. All reporting categories remained stable except for Roles, Rights, and Responsibilities of Citizens. This is one of the first standards covered by our teachers, and the beginning of the year was when we had our highest number of remote learners.

When looking at the SWD data, we need to continue to focus on this area with only 39% showing proficiency in 2019.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our scholars with disabilities were the primary focus from the 2019 state data. We have 39% of our ESE scholars demonstrating proficiency. After evaluating each component, data shows that there is a particular need for improvement in ELA, for the overall achievement was 24%. Although there has been an improvement of 5% when compared to the previous year, it is still an area of concern for proficiency.

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

The remote learning model contributed to this need for improvement. Due to the restrictions and limitations intrinsic to that learning model, it was difficult to deliver the complete depth and breadth of the standards that were taught. Instructional practices that yield high engagement and deliver the academic rigor need to be reestablished and reinforced. Consistent lessons focused on reading and writing in the content areas were not integrated consistently throughout the course of the school year. It was a challenge to engage all scholars in active learning at the level of academic rigor necessary to meet the depth of knowledge of the standards. There were fewer opportunities for student

collaboration and meaningful feedback. Attendance and student engagement during remote instruction was significantly lower which resulted in missed instruction for our scholars with Individualized Educational Plans and Tier 2 and 3 MTSS students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Most progress monitoring data over the course of the 2020-21 school year shows a positive trend leading up the state assessments. Math and Reading iReady Diagnostic scores grew from the first to second diagnostic and the corresponding FSA scores align closely with the last diagnostic. Our 7th grade math achievement rose from 35% on the second iReady Diagnostic to 59% achievement on the FSA. Our 8th grade math achievement rose from 17% to 43% proficiency from Diagnostic 2 to the FSA.

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

Based on the first diagnostics for math and reading, students received personalized instruction in iReady. Additionally, students received additional interventions and support in the content areas during their OMG classes. As the school year progressed, we were able to bring more students on campus from remote learning and they were given high levels of accommodations and support. Another factor that reflects this improvement was our strategic use of learning labs for returning students where we were able to provide immediate learning recovery through APEX Learning and targeted interventions. Finally, our academic blitzes were held over several Saturdays to bring students in for individualized tutoring with content areas teachers. We worked on building relationships with all scholars through OMG to provide opportunities for mentorship and guidance.

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

To accelerate learning, administrators and teachers will work together to identify critical skills scholars are missing and are struggling to acquire so that proper scaffolding can be put in place to bridge existing academic gaps while teaching those skills. Teachers will continue to collect data to inform instructional practices that will provide the bridge students need to address unfinished learning.

ELA teachers will review pacing guides to ensure there is time to improve fluency, vocabulary, and build background knowledge necessary to access complex texts. Teachers will ensure that the sequence of instruction over the course of the year results in students being able to access texts at the higher end of the grade-level band. Teachers will provide scholars opportunities to build knowledge and improve vocabulary acquisition.

Math teachers will evaluate scope and sequence to ensure time to grade-level content is prioritized. Teachers will prioritize conceptual development tasks within lessons. Teachers will review data to plan support for unfinished learning and to determine the scaffolding needed to promote access to grade-level learning.

In science and social studies, teachers will identify and implement the instructional strategies that support student engagement in content area practice and reasoning. Teachers will address barriers to access, such as unfamiliar vocabulary or lack of experience with a specific concept. We will identify strategies to support students in understanding key content information and grade level materials. Teachers will use student discussions, questions, explanations, and/or models throughout the lesson.

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.

At the beginning of the school year our teachers were trained on how to build engagement and higher level thinking skills into each lesson. They learned collaboration strategies that will allow the scholars to participate in higher level questioning discussions. The teachers also learned about how to use meaningful feedback to drive error analysis and student mastery of grade level standards. Teachers focused on developing strategies and how to implement these strategies in order to focus on providing high support, high expectations, and high accountability in a classroom to increase the rigor of a lesson and the mastery level. Teachers will continue to participate in biweekly common planning sessions where the above targets will continue to be embedded in their learning process in order to be able to implement them in all lessons. On our professional learning days and after each common assessment, teachers will engage in data analysis in order to reflect on areas of need for their own professional development. We will work to provide these additional trainings during our professional learning days.

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

Our literacy coach will work with new teachers to develop effective instructional practices. They will meet and complete coaching cycles to target areas of growth and learning. Mentor teachers will work with new faculty to ITMS. They will cultivate collegial, collaborative PLCs to leverage all talent and opportunities available. We plan and implement key initiatives as a team to ensure a line of succession that will maintain consistency for the future.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Early warning systems indicate that 147 students attended school less than 90 percent of the time. The unique challenges of the Covid year certainly contributed to this high number. Lack of enrichment activities such as clubs and sports certainly played a roll as well. Student attendance is critical for achievement and a positive school culture.

Tardiness to class was the number one disciplinary event in 2020-2021 with 111 referrals to the discipline office. Four tardies are permitted per quarter before a consequence is rendered which means that there were more than 500 tardy events. Tardy procedures required that students scan their school identification to obtain a pass to class. When students did not have their ID they lost additional time waiting for a temporary identification to be produced. When all elements are combined a significant amount of instructional time is lost.

Measurable Outcome: ITMS will decrease the number of students in early warning system for attendance by five percent.
ITMS will decrease tardy disciplinary referrals by 5 percent.

Monitoring: Skyward attendance and discipline data will be reviewed quarterly.

Person responsible for monitoring outcome: Justin Cronk (cronkj@flaglerschools.com)

Evidence-based Strategy: School-wide PBIS will target students with positive attendance goals. Improving attendance will be a focus of PBIS efforts. At-Risk students will have an individual attendance goal. Students who meet their goal will be recieve rewards of their choosing through PBIS systems.

Tardys-Students will be provided multiple ways to carry identification, including use of their ipad or personal cell phone.

Rationale for Evidence-based Strategy: School attendance is a reflection of the current culture. Students who look forward to school are not absent. Therefore there must be a robust PBIS system of rewards in place. In addition to PBIS, a variety of clubs and sporting activities will be available to students this school year that were not available last year. This should lend to an enrichment of the student's school experience that was lacking last school year.

Many students lose and or forget to bring their physical identification. All students have an ipad issued through the district. Most students have a cell phone. allowing students to use these devices to carry ID will reduce class time lost that is spent getting temporary identification.

Action Steps to Implement

1. order card holders for ipads and or phones.
2. establish procedure for dispersing card holders and or bar codes to students.
3. Students will display Identification as home screen on their Ipad.

Person Responsible Justin Cronk (cronkj@flaglerschools.com)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Results from state assessments show that ESE students were not meeting proficient levels or growth targets when compared to their peers. In 2018-2019, the proficiency rate for our ESE students was 39%. In the following school year 2019-2020, had testing not been canceled, we were on track to increase SWD proficiency based on iReady data and quarterly assessment scores. Finally, in the 2020-2021 school year, there was a decline in proficiency. Our ESE proficiency rate was much lower than the 2019 rate. Although state testing took place this year, attendance was inconsistent and many students either chose to opt-out of testing or only showed up for one of the tests affecting the chance to achieve a passing rate for this subgroup. Moving forward, in order to achieve proficiency we need a minimum of 41%.

Measureable Outcome: With support, Students with Disabilities will meet proficiency levels of 41% or above on state assessments.

Monitoring: This area of focus will be monitored through quarterly, statewide, and district-wide assessments, as well as, iReady diagnostics.

Person responsible for monitoring outcome: Bruna Roddy (roddyb@flaglerschools.com)

Evidence-based Strategy: The following evidence-based strategies will be implemented with rigor, to enhance academic success. Use of small group instruction, collaborative pairs, and differentiated instruction to engage students. Also, reading and writing across all content areas are supported by vocabulary instruction, previewing, use of advance organizers, writing to demonstrate understanding. Further, we will work to explicitly teach strategies, provide immediate feedback, use high-interest and high-impact resources, in addition to providing students with scaffolded support along with access to quality assignments and instruction to increase proficiency.

Rationale for Evidence-based Strategy: These strategies were selected to enhance students' motivation and engagement. Additionally, these evidence-based strategies have been proven to have the highest effect on student learning, develop mastery learning experiences, and raise student achievement. Support facilitators, who are ESE certified, are assigned to work alongside content area teachers to help implement these strategies and provide students' accommodations.

Action Steps to Implement

1. Provide ESE students with opportunities for standards-aligned remediation during Operation Mustang Graduation class. In addition, provide after-school tutoring to focus on specific instruction.
2. Review strategies used with the ESE team to make sure the level of support provided is appropriate or if needs adjustments to ensure an increase in proficiency.
3. Monitor data when progress monitoring and iReady assessments are administered to maintain consistency and fidelity of instructional practices, levels of support, resources, and strategies needed to ensure students are progressing towards goal mastery.

Person Responsible Bruna Roddy (roddyb@flaglerschools.com)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

In 2019, 71% of our 7th grade scholars demonstrated a level of mastery on their math FSA and then in 2021 our proficiency rate was 59%. This proficiency rate was 15% above the state. In 2019, our 58% of our 8th grade scholars demonstrated proficiency on the FSA and then in 2021 the proficiency rate was 42%. This was 5% above the state. Past practice has shown that the standards based planning and common assessments have allowed our students to make significant academic progress. With many of our scholars having been off campus and on remote learning for over a year, we see academic gaps that need to be bridged in order to increase math proficiency in both 7th and 8th grade math. When looking at our progress monitoring data from 2021, our scholars improved their proficiency rates overall.

Measureable Outcome:

On the 2022 Math FSA assessment, our overall proficiency level will meet or exceed 78%.

Monitoring:

Our scholars will take the I-Ready Diagnostic twice a year. They math department will also implement 2 common assessments each quarter. All of the data on these assessments will be reviewed at a school level, a classroom level, and at a student level. This will be done with administration and from there professional educators will focus on the needs of the scholars and prioritize the content.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Our math department will participate in weekly collaborative planning sessions. During these sessions they will focus on prioritizing the content and designing lessons that support scholars as they learn new skills and address unfinished learning. Lessons will incorporate academic vocabulary instruction, problem based learning strategies, and activating strategies that will build on foundational skills that are needed for each standard. Scholars will utilize advance organizers to help organize their thinking and learning. Lessons will be designed to allow for the highest level of engagement with opportunities for scholars to engage in collaborative learning and math discourse. Scholars will have the opportunities to engage in error analysis in order to correct math misconceptions and gain mastery of the standards.

Rationale for Evidence-based Strategy:

These strategies were selected based on research that has shown that each of these strategies has a high effect size in increasing student mastery. In the year 2019, these strategies were used and our scholars showed significant increases in achievement and proficiency. Our teachers have been trained in learning focused strategies and each of these strategies are part of this program.

Action Steps to Implement

Teachers will participate in collaborative planning sessions each week in order to prioritize curriculum, design engaging lessons that incorporate strategic strategies to bridge academic learning to close instructional learning gaps and ensure mastery.

Person Responsible

Amy Neuenfeldt (neuenfeldta@flaglerschools.com)

Scholars will take the I-Ready exam twice a year. The data will be used to determine the priority curriculum needs of the scholars. These assessments will also help to monitor scholars mastery levels with grade level curriculum.

Person Responsible Amy Neuenfeldt (neuenfeldta@flaglerschools.com)

Scholars will utilize the I-Ready lessons weekly for both standards mastery and for their individual paths in order to ensure scholars are receiving interventions that will support their individual learning targets.

Person Responsible Amy Neuenfeldt (neuenfeldta@flaglerschools.com)

Scholars will take 2 common assessments each quarter. Professional educators will participate in data chats with administration to review data at the school level, their classroom level, and individual scholars. Data driven decisions will be made in regards to interventions that may be needed for scholar's success. The data will be used to design lessons that support each scholar's learning of mathematical concepts.

Person Responsible Amy Neuenfeldt (neuenfeldta@flaglerschools.com)

In OMG (Operation Mustang Graduation) strategic supports will be provided in the area of remediation, previewing, and acceleration. The course will provide extra interventions to fill in learning gaps and raise student achievement. Students are strategically placed based on data and individual needs so that learning gains can be maximized. Students will meet weekly with their teacher to analyze their progress in all of their courses and set goals for upcoming weeks.

Person Responsible [no one identified]

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Our proficiency rate in reading for the 2020-21 school year is lower than past years. In comparing the data to state proficiency rates, our 7th grade proficiency stayed 12% above the state average. In 8th grade, our proficiency rate went from 12% above the state to 7%. We believe our teachers are effectively meeting the depth and rigor of the 7th grade standards, however, there is room to improve as scholars move into the 8th grade standards. We have identified an area of growth in our 8th grade instruction in Craft & Structure, Integration of Knowledge, and Text-based Writing. These categories represent a greater depth of knowledge and nuanced analysis within the bands. We also know that many scholars are coming to school with learning gaps and unfinished learning from the past two years. With these factors in mind, we will work to close the gaps and increase student exposure to complex, grade-level texts to increase their overall comprehension and prepare them for the skills and standards that require a deeper level of understanding of a given text.

Measurable Outcome:

In 7th grade, student proficiency will be 64% or higher on the FSA Reading Assessment.
 In 8th grade, student proficiency will be 71% or higher on the FSA Reading Assessment. Proficiency rates within reporting category 2 will 75% or better. Student mastery of category 3 will reach 69% or better. Text-based writing proficiency will be 73% or higher.

Monitoring:

Progress monitoring towards these goals will be measured using the iReady Diagnostic and iReady Individualized Learning Paths. Teachers will monitor student progress on the Lesson Paths to maintain consistent time on task and a class pass rate of 60-70%. Teachers will also monitor student progress using common summative assessments and quarterlies, analyzing their data in biweekly PLCs. Students will receive additional support and interventions in OMG classes to build reading stamina and increase reading frequency.

Person responsible for monitoring outcome:

Shelley Tincher (tinchers@flaglerschools.com)

Evidence-based Strategy:

Teachers will establish and practice a clear reading routine for scholars to do every time they read a text. This routine will include previewing and making predictions, activating and developing background knowledge, monitoring and repairing comprehension during reading, asking questions, and summarizing. Teachers will utilize collaborative learning and small groups to facilitate differentiated instruction. Teachers will incorporate effective feedback into their grading in order to set high expectations and provide opportunities for remediation, revision, and error analysis. Finally, teachers will use appropriate scaffolds to allow students to access texts at the higher end of the grade-level band. In OMG, targeted scholars will receive additional instruction, remediation, and support to develop background knowledge, vocabulary knowledge, and increase comprehension.

Rationale for Evidence-

These strategies have proven to be effective in year's past however, their full implementation was hindered during the 2020-21 school year due to issues related to remote learning, student absences, and student mobility between the various learning models available last year.

based
Strategy:

Action Steps to Implement

Bi-weekly common planning meetings to review data and plan for upcoming lessons. Planning will be driven by the standards and follow Learning Focus lesson plans to ensure coherent and focused instruction. During PLCs, teachers will also review upcoming reading selections for appropriate complexity and to determine which words and phrases from the text are worthy of instructional attention and whether they need to be previewed prior to reading or addressed during reading within the context of the passage. Teachers will collaborate to identify which strategies to leverage to help students increase vocabulary knowledge to access grade-level text and to identify which strategies to implement to help students decipher the complex text.

Person Responsible Shelley Tincher (tinchers@flaglerschools.com)

Weekly, teachers will incorporate opportunities for students to respond to readings through higher order thinking questions, academic discussions, and writing prompts. Selected texts will gradually increase in length and complexity over the course of a lesson and more broadly over the course of the school year.

Person Responsible Shelley Tincher (tinchers@flaglerschools.com)

Quarterly reviews with teachers and leadership to review student learning gains towards proficiency. Data Chats are based on common standards based assessments, I-ready diagnostic data, lesson path pass rates, and writing samples.

Person Responsible Amy Neuenfeldt (neuenfeldta@flaglerschools.com)

In targeted OMG classes, teachers will deliver ELA interventions and progress monitoring for level 1 and 2 students. These lessons will target key skills across the standards that students struggle with or need additional practice in. Interventions will be responsive based on data analysis of iReady Diagnostics, common assessments, teacher observations, and other demonstrated needs.

Person Responsible Shelley Tincher (tinchers@flaglerschools.com)

#5. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: We have identified this area of focus because our science achievement scores have shown a downward trajectory for the last three testing cycles. Reporting categories 2 (Earth and Space Science) and 3 (Physical Science) have reflected the majority of decline. Both of these categories represent areas where students may have less background knowledge. These categories also represent over 50% of all possible points on the state assessment.

Measureable Outcome: Student achievement on the Statewide Science Assessment will reach 62% or better.

Monitoring: Scholars will take 2 common assessments each quarter (1-3). These assessments will be reviewed to ensure that they are aligned with the Sunshine State Standards and will monitor the mastery level for each scholar.

Person responsible for monitoring outcome: Amy Neuenfeldt (neuenfeldta@flaglerschools.com)

Evidence-based Strategy: Teachers will incorporate reading comprehension strategies into their instruction to support student acquisition of understanding. These strategies will coincide with the strategies taught in reading and ELA classes to provide a consistent framework for reading. Teachers will use collaborative learning and small group instruction to provide opportunities for academic and scientific discourse between scholars. Teachers will build hands-on tasks to engage students in scientific practice and reasoning. Teachers will explicitly teach technical scientific vocabulary. Teachers will use formative data before and during a lesson to identify learning gaps and determine whether students need additional support around foundational prerequisite ideas.

Rationale for Evidence-based Strategy: Reading within the content area is essential for student success on assessments. Students need to practice and master strategies for reading scientific texts in order to learn key science idea(s) and apply them to real world scenarios. Collaborative learning increases student engagement and exploration of the topics presented.

Action Steps to Implement

Teachers will meet weekly to plan collaboratively for highly engaging and academically rigorous assessments. PLCs will select classroom activities that focus on reading and writing in the content as well as hands on activities to deepen student understanding. In PLCs, teachers will also review data and address deficits or needs in remediation.

Person Responsible: Amy Neuenfeldt (neuenfeldta@flaglerschools.com)

In targeted OMG classes, teachers will provide students with additional opportunities to read and interact with science content. These activities will be focused on reading, academic discussions, and written reflection on key topics identified by the department. OMG will also provide opportunities for 8th grade students to review 6th and 7th grade standards to better prepare them for the end of the year test.

Person Responsible: Shelley Tinchler (tinchers@flaglerschools.com)

Science teachers will embed context dependent item practice into their classroom instruction. These practices will focus on students setting the purpose for reading, practicing reading comprehension strategies, using advanced organizers, and participating in academic discussions. Teachers will also provide practice and support for students to read and interpret data presented in graphs.

Person Responsible Amy Neuenfeldt (neuenfeldta@flaglerschools.com)

#6. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale: We have identified this area of focus based on the drop we saw in our student's scores from 2019. Our scholars' proficiency rate in 2019 was 80% in Civics and dropped to 74% proficient in 2021. Despite this drop, we actually improved in our comparison to the district and the state. In reviewing the data, our scholars' proficiency in reporting category 2 (Roles, Rights, and Responsibilities of Citizens) dropped 6% from 2019 to 2021 where all other categories remained within one percentage point of the previous year.

Measureable Outcome: On the Civics EOC for 2022, student proficiency will improve to 80% or better.

Monitoring: This area of focus will be monitored through a minimum of two common assessments given in each quarter.

Person responsible for monitoring outcome: Amy Neuenfeldt (neuenfeldta@flaglerschools.com)

Evidence-based Strategy: Teachers will meet collaboratively to plan lessons focused on high student engagement through the use of Marzano's 5 engagement concepts and Universal Design for Learning. Social studies lessons will also employ reading and writing opportunities for students that incorporate advanced organizers to analyze and explore topics. Teachers will also design lessons that that emphasize personal experience and/or community relevance. During implementation, teachers will elicit student thinking to determine current understanding through formal and informal formative assessments, and integrate tasks within units to address any gaps in understanding.

Rationale for Evidence-based Strategy: Marzano's research shows a 30% improvement in student performance through the use of student engagement strategies. We also know that students who can write to explain a concept or topic have a deeper and a more complete understanding than those who don't. Reading and writing within the content fosters authentic connections.

Action Steps to Implement

Teachers will meet weekly to plan collaboratively. Lessons will imbed the UDL principles and Marzano engagement strategies. During PLCs, teachers will review and reflect on the data from common assessments to plan to address gaps and unfinished learning to remediate or reteach.

Person Responsible Ryan Andrews (andrewsr@flaglerschools.com)

In targeted OMG classes, teachers will deliver additional lessons and activities to reinforce concepts learned in their social studies classroom. OMG lessons will include a reading, writing, and discussion activity that is designed based on feedback from social studies teachers' analyses of student data. OMG lessons will also give students additional exposure to key content vocabulary and reading strategies.

Person Responsible Shelley Tincher (tinchers@flaglerschools.com)

#7. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale: Middle School Acceleration offers students the opportunity to take advanced level classes and earn credits

Measureable Outcome: In 2022, 85% of our scholars will earn an acceleration point either through taking Algebra/Geometry or by earning industry certification.

Monitoring: Scholars in Algebra and Geometry will take two common assessments that are aligned to the standards. The data will be reviewed with administration at the school level, the classroom level, and the individual level. DIT and Agriculture industry certification will utilize practice assessments to monitor scholars learning and their readiness to take an industry certification exam.

Person responsible for monitoring outcome: Amy Neuenfeldt (neuenfeldta@flaglerschools.com)

Evidence-based Strategy: Providing students opportunities to take advanced courses will raise the number of students exposed to high level instruction and expectations initiating their high school course work and/or exposure and preparedness for college and career opportunities.

Rationale for Evidence-based Strategy: Adding and supporting opportunities in Spanish, Algebra, Geometry, Agriculture and DIT courses we will be able to identify additional students for acceleration and will increase the students receiving high school credit and industry certification.

Action Steps to Implement

Monitor student success on the quarterly data for courses that offer industry certifications. Provide students with additional support during OMG as needed and monitor common assessment data.

Person Responsible Amy Neuenfeldt (neuenfeldta@flaglerschools.com)

Monitor every four weeks students in high school courses. Provide students with additional support during OMG as needed and monitor common assessment data.

Person Responsible Amy Neuenfeldt (neuenfeldta@flaglerschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Indian Trails is ranked 89th out of 553 middle schools with regards to disciplinary data. One area of concern that ITMS will focus on and monitor in this school year is the area of “drug/public order”, with a specific focus on drug and tobacco use. Tobacco use is the 2nd highest infraction across the state for middle school students. As a school district, we are implementing an opportunity for students who are found with drugs or tobacco that is focused on mentoring and supporting students with making more positive and healthy choices. The school has also increased supervision throughout campus during class transitions as well as before and after school to discourage these activities. One strategy that we will use to mitigate this is implementing curriculum targeted at teaching students the negative effects of vaping, tobacco and drug use. This curriculum will be shared with all students on campus through our Operation Mustang Graduation (OMG) course.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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. 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 culture and environment at the school.

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.

Part V: Budget						
1	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$350.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0401 - Indian Trails Middle School	General Fund		\$350.00
			<i>Notes: The TSI program will assist in tracking and reporting accurate tardies. When students report to the office the machine and software will record and print passes for students who are late to school or to class. In addition this program will print temporary student id's and dress code badges. All of which are our top three disciplinary offenses. The reporting data allows for student service representatives to track and monitor student patterns and offenses and then implement targeted interventions.</i>			
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$7,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0401 - Indian Trails Middle School	General Fund		\$7,500.00
			<i>Notes: APEX is a resource that can help remediate and accelerate students who are behind in their academic progression.</i>			
3	III.A.	Areas of Focus: Instructional Practice: Math				\$7,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0401 - Indian Trails Middle School	General Fund		\$7,500.00
			<i>Notes: Math Nation</i>			
4	III.A.	Areas of Focus: Instructional Practice: ELA				\$37,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0401 - Indian Trails Middle School	Other Federal		\$37,000.00
			<i>Notes: This program allows for content delivery, enrichment, complementary resources and diagnostic tracking towards standards mastery in math and ELA. Teachers can use this program for progress monitoring throughout the year and implement targeted interventions based on the program's algorithms for individual student needs.</i>			
5	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
6	III.A.	Areas of Focus: Instructional Practice: Social Studies				\$0.00

7	III.A.	Areas of Focus: Instructional Practice: Graduation				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0401 - Indian Trails Middle School	General Fund		\$15,000.00
			<i>Notes: Teachers on campus will provide additional support to students after the school day. Content specific tutoring or academic assistance will be offered at least once a week in core content areas. This option is available to all students from 2:30 until 4 PM.</i>			
					Total:	\$67,350.00