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## School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## 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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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Flagler 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

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As a courageous, innovative leader in education, Flagler 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.

## B. School Leadership Team

### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

### Leadership Team Member #1

#### Employee's Name

Ryan Andrews

#### Position Title

Principal

#### Job Duties and Responsibilities

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School vision & Accountability

### Leadership Team Member #2

#### Employee's Name

Katie Hansen

#### Position Title

Assistant Principal

#### Job Duties and Responsibilities

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Community Engagement, Science Instruction & Assessment

### **Leadership Team Member #3**

**Employee's Name**

Justin Cronk

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Student Services, Math & Operations

### **Leadership Team Member #4**

**Employee's Name**

Tara Millette

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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ELA, ESE & Early Warning Signs

### **Leadership Team Member #5**

**Employee's Name**

Lori Lamb

**Position Title**

Literacy Coach

**Job Duties and Responsibilities**

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The Literacy Coach serves as an instructional coach for all departments across the school. The Literacy Coach will work to support data analysis, Professional Learning Communities, collaborative planning, and assessment development. Focusing on both struggling learners and students who need enrichment and differentiation, the literacy coach will be a key role within all departments, supporting explicit instruction.

## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

*Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.*

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To ensure stakeholder input, Indian Trails brought in a variety of stakeholders to review the PM 3 FAST Reading and Math data, as well as the 7th grade Civics and 8th grade Science state assessments. Our instructional team, which consists of administration, ESE staff, guidance counselors, and MTSS interventionists, as well as teacher volunteers, analyzed school-wide data. We also reviewed data with our faculty and staff to get input into our SIP goals. We will also be reviewing our data and goals with our School Advisory Council, which includes parents, community members, and students, at our first SAC meeting for this school year.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

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The SIP will be regularly monitored for effective implementation through a variety of methods. First, ITMS teachers will participate in weekly Professional Learning Communities (PLCs) with a focus on goal setting, data review, and collaboration. Further, the Instructional Leadership Team of ITMS will regularly visit classrooms to monitor instructional practices, and review data from progress monitoring assessments, including common summative assessments, FAST PM1 and PM2, and quarterly assessments in each content area. As we review the data, we will make the necessary changes to both the plan and the feedback to teachers on instruction to ensure that teachers are supported and coached to improve their practice, as necessary.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>MIDDLE/JR. HIGH</b> <b>6-8</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2023-24 MINORITY RATE</b>	<b>41.4%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>67.1%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>ATSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)*</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)</b> <b>ASIAN STUDENTS (ASN)</b> <b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)</b> <b>HISPANIC STUDENTS (HSP)</b> <b>MULTIRACIAL STUDENTS (MUL)</b> <b>WHITE STUDENTS (WHT)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: A</b> <b>2022-23: A*</b> <b>2021-22: A</b> <b>2020-21:</b> <b>2019-20: A</b>



## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days							195	96	116	407
One or more suspensions							24	75	75	174
Course failure in English Language Arts (ELA)							1	6	5	12
Course failure in Math							1	8	3	12
Level 1 on statewide ELA assessment							60	88	85	233
Level 1 on statewide Math assessment							47	87	67	201
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators										0

#### Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year							1	7	4	12
Students retained two or more times							0	0	0	0

**Prior Year (2023-24) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							40	49	53	142
One or more suspensions							14	106	106	226
Course failure in ELA							3	6	4	13
Course failure in Math							3	5	5	13
Level 1 on statewide ELA assessment							66	104	113	283
Level 1 on statewide Math assessment							83	80	75	238
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							29	67	86	182

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							3	5	4	12
Students retained two or more times										0

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	60	55	53	61	54	49	59	50	50
ELA Grade 3 Achievement **			21						
ELA Learning Gains	57	55	56				53		
ELA Learning Gains Lowest 25%	62	58	50				38		
Math Achievement *	67	62	60	63	60	56	74	32	36
Math Learning Gains	61	61	62				67		
Math Learning Gains Lowest 25%	66	63	60				59		
Science Achievement *	62	57	51	67	57	49	63	65	53
Social Studies Achievement *	72	68	70	75	71	68	80	63	58
Graduation Rate								52	49
Middle School Acceleration	74	70	74	73	63	73	75	54	49
College and Career Readiness								72	70
ELP Progress	94	86	49	47	55	40	73	70	76

\*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPI) than in school grades calculation.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	68%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	675
Total Components for the FPPI	10
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
68%	66%	64%	60%		71%	63%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	38%	Yes	5	
English Language Learners	63%	No		
Asian Students	83%	No		
Black/African American Students	51%	No		
Hispanic Students	63%	No		
Multiracial Students	60%	No		
White Students	68%	No		
Economically Disadvantaged Students	58%	No		

## 2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	34%	Yes	4	
English Language Learners	47%	No		
Asian Students	69%	No		
Black/African American Students	55%	No		
Hispanic Students	62%	No		
Multiracial Students	65%	No		
White Students	71%	No		
Economically Disadvantaged Students	61%	No		



2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	34%	Yes	3	
English Language Learners	62%	No		
Native American Students				
Asian Students	74%	No		
Black/African American Students	51%	No		
Hispanic Students	65%	No		
Multiracial Students	62%	No		
Pacific Islander Students				
White Students	64%	No		
Economically Disadvantaged Students	60%	No		

### D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	60%		57%	62%	67%	61%	66%	62%	72%	74%			94%
Students With Disabilities	27%		44%	49%	36%	52%	59%	20%	35%	17%			
English Language Learners	51%		67%	73%	59%	63%	63%	38%	52%	71%			94%
Asian Students	83%		69%		83%	72%			100%	93%			
Black/African American Students	41%		44%	44%	45%	55%	58%	52%	55%	64%			
Hispanic Students	57%		57%	67%	67%	59%	65%	56%	65%	77%			
Multiracial Students	52%		59%	59%	65%	67%	59%	50%	66%	60%			
White Students	64%		60%	66%	71%	62%	70%	66%	79%	76%			
Economically Disadvantaged Students	51%		54%	61%	58%	55%	63%	47%	66%	67%			

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	61%				63%			67%	75%	73%			47%
Students With Disabilities	32%				34%			36%	35%	33%			
English Language Learners	47%				48%			28%	56%				55%
Asian Students	74%				69%			55%	62%	86%			
Black/African American Students	52%				50%			44%	64%	64%			
Hispanic Students	58%				57%			59%	70%	77%			50%
Multiracial Students	53%				55%			70%	80%	66%			
White Students	64%				68%			72%	78%	73%			
Economically Disadvantaged Students	54%				56%			62%	65%	68%			

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	59%		53%	38%	74%	67%	59%	63%	80%	75%			73%
Students With Disabilities	23%		33%	26%	38%	51%	47%	21%	44%	25%			
English Language Learners	47%		52%	44%	74%	84%		33%	69%	79%			73%
Native American Students													
Asian Students	65%		47%		85%	80%		69%		100%			
Black/African American Students	39%		44%	37%	53%	59%	53%	47%	68%	61%			
Hispanic Students	59%		58%	49%	72%	71%	68%	55%	77%	75%			
Multiracial Students	60%		53%	27%	76%	59%	58%	67%	81%	77%			
Pacific Islander Students													
White Students	62%		53%	36%	77%	68%	57%	67%	83%	74%			
Economically Disadvantaged Students	53%		49%	39%	71%	67%	62%	58%	77%	67%			

## E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	6	61%	56%	5%	54%	7%
Ela	7	57%	51%	6%	50%	7%
Ela	8	57%	53%	4%	51%	6%
Math	6	58%	54%	4%	56%	2%
Math	7	59%	48%	11%	47%	12%
Math	8	56%	57%	-1%	54%	2%
Science	8	60%	55%	5%	45%	15%
Civics		71%	69%	2%	67%	4%
Algebra		93%	61%	32%	50%	43%
Geometry		98%	60%	38%	52%	46%
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra						

\* data suppressed due to fewer than 10 students or all tested students scoring the same.

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

##### Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

---

The lowest quartile in ELA and Math showed significant improvement from two years ago (there was not a learning gain component in the baseline year) and the overall Math Achievement increased from 63% to 66% school-wide, from last year. ELA learning gains had a 24% increase in the lowest quartile, and Math increased the lowest quartile by 7%.

##### Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

---

Although we progressed with our SWD subgroup from 34% to 38%, we have not reached the goal of 41%. Our lowest performing area was ELA achievement and ELA learning gains. We created an intentional plan to increase proficiency with the lowest quartile in ELA and Math, therefore, the majority of our resources and interventions focused on those students. This possibly impacted the achievement of our students at or above grade level.

##### Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

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Although still trending above the state and the district, Social Studies and Science decreased overall proficiency. We are aware of several staffing issues which may have been the cause of the slip in achievement.

##### Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

---

We are fortunate to be above the state overall in all categories. The largest achievement gap is in our ESE subgroup population. Standardized tests can be difficult for our students with learning disabilities. Across the subgroup, many SWD students have high absenteeism rates and behavioral concerns that factor into their school performance. In addition, this year there was a high level of teacher turnover, and new instructors in core areas are still learning the differentiation strategies

needed to support our students with disabilities.

**EWS Areas of Concern**

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

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A significant concern is the high rates of student absences. These factors collectively contribute to decreased classroom attendance, which has a negative impact on student learning.

**Highest Priorities**

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

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Our three highest priorities are increasing overall achievement levels on all standardized assessments, increasing the performance of our SWD in ELA and math, and increasing teacher efficacy with data-driven, standards-aligned instruction.

## B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to Professional Learning Communities

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our area of focus will be on enhancing teacher efficacy through data-driven, standards-aligned instruction designed through the PLC process. By implementing data-driven, standards-aligned instruction, teachers will be equipped with the knowledge, skills, and tools to create engaging and rigorous learning environments for all students. Research consistently demonstrates a strong correlation between teacher efficacy and student outcomes. By investing in professional development and support systems that focus on data analysis and instructional strategies, teachers will be empowered to make informed decisions that positively impact student learning across all content areas.

This area of focus was identified as a critical need through a comprehensive analysis of student achievement data and stakeholder input. The data revealed consistent gaps in student performance across multiple subjects, indicating a need for improved instructional practices.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

ITMS will increase achievement in Language Arts from 60% to 63%; Science Achievement from 62% to 65%, and Social Studies achievement from 72% to 75% as measured by FAST scores by the end of the school year. In addition, SWD will reach a federal index of 41% from 38%.

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

ITMS will monitor the PLC process within each content department by:

- the administration will create a calendar of PLC dates and provide training to staff to ensure everyone understands the processes of a data-driven PLC



- administrators and the instructional coach will observe PLC meetings and provide feedback on their effectiveness, collaboration, and focus on student achievement
- administrators and the instructional coach will monitor assessment data over time to measure the impact of PLC efforts and identify areas for improvement.

**Person responsible for monitoring outcome**

Administration

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Flagler Schools has partnered with SolutionTree to provide high-quality and deliberate learning opportunities for teachers through professional learning communities (PLCs). These PLCs are founded on a “focus on student learning”, “building a collaborative culture”, and a “focus on results.” These are achieved with; -a shared mission and vision as well as shared values and goals -collaborative teams -collective inquiry -commitment to continuous improvement -an action and results-oriented mindset.

**Rationale:**

PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement. Moreover, PLCs that make data a part of an ongoing cycle of instructional improvement, establish a clear vision for schoolwide data use, and provide the support that fosters a data-driven culture have been shown to promote positive change in student outcomes measures.

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

**Rationale:**

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Allocate regular, dedicated time for PLC meetings.

**Person Monitoring:**

Hansen

**By When/Frequency:**

By August 15th

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Working with the administrative team a calendar of PLC meeting dates and locations will be created and shared with teachers no later than the 15th of August.

**Action Step #2**

Provide professional development

**Person Monitoring:**

Millette

**By When/Frequency:**

August 7th and monitored monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will be given a PLC training "refresher" during the beginning of the year professional learning day. At the end of each month, the leadership team will meet to discuss the progress of our content groups and identify needs for further professional learning.

**Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

**ESSA Subgroups specifically relating to Students With Disabilities (SWD)**

**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

ITMS will work to increase achievement in all subject areas for students with disabilities by 3% through the implementation of targeted, evidence-based interventions and differentiated instruction. Students with disabilities often face unique challenges in acquiring literacy skills. By providing tailored support and interventions, we aim to close the achievement gap and ensure all students have the opportunity to become proficient readers and writers.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The end-of-year data for the 2023-2024 school year showed that our SWD subgroup achievement rate is at 38%. Our goal is to increase the achievement of the SWD subgroup by 3% points to 41%.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

To measure progress toward increasing literacy proficiency for students with disabilities, the following monitoring strategies will be implemented:

- Regular administration of standardized and informal assessments to track student growth in reading, writing, and phonics.
- Frequent assessment of core literacy skills to identify students at risk of falling behind and to inform instructional decisions using Lexia's Power Up intervention program.
- Monitoring the implementation of targeted interventions to ensure consistency and effectiveness.

By regularly assessing students, we can identify students who are struggling early on and provide timely interventions to prevent further academic difficulties. The data collected through monitoring will inform instructional decisions, allowing teachers to tailor instruction to meet the specific needs of each student. By consistently monitoring student progress and using the data to inform instruction, we can expect to see significant improvements in literacy proficiency for students with disabilities.

If we can increase the literacy skills of all students, it should have a positive impact on all academic areas.

**Person responsible for monitoring outcome**

Administration

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Lexia PowerUp Literacy is an evidence-based intervention designed to accelerate literacy gains for struggling and non-proficient readers in grades 6-12. This program blends online, personalized instruction with offline teacher-led activities to address foundational literacy skills and build higher-order thinking abilities.

**Rationale:**

Lexia PowerUp Literacy was selected as the primary intervention for several reasons. The program has demonstrated strong evidence of effectiveness in improving reading outcomes for struggling students, including those with disabilities. Its adaptive platform provides personalized instruction based on each student's individual needs, ensuring targeted support. Lexia provides detailed progress monitoring data, allowing teachers to track student growth and adjust instruction accordingly. By implementing Lexia PowerUp Literacy, we aim to provide students with disabilities with the intensive, individualized support needed to make significant gains in literacy proficiency which will have an impact on their achievement in all academic areas.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Based on data from the 2023-2024 school year, all students will be placed in targeted intervention groups that meet daily.

**Person Monitoring:**

Hansen

**By When/Frequency:**

August, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Student data will be sorted by their achievement level on the Reading and Math FAST assessments. Students will be placed in appropriate intervention classes for ELA and Math with support facilitators and teachers who are highly qualified.

**Action Step #2**

Student Progress Monitoring and Tiered Intervention

**Person Monitoring:**

Millette

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Student progress will be monitored throughout the school year using detailed progress monitoring data. Based on these assessments, students will be flexibly grouped and regrouped into different intervention tiers to ensure optimal support and acceleration. By systematically collecting and analyzing data, we can determine the effectiveness of our tiered intervention approach, make data-driven adjustments to instruction, and ultimately improve achievement for all students with a focus on our students with disabilities.

## IV. Positive Culture and Environment

**Area of Focus #1**

Positive Behavior and Intervention System (PBIS)

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our area of focus is to improve our Positive Behavior Interventions and Supports (PBIS) system to reduce tardies, absences, and out-of-school suspensions, thereby improving student attendance and overall academic achievement.

The decision to focus on a PBIS system as a school improvement goal is the data indicated a direct correlation between student behavior and academic success. A significant increase in tardies, absences, and out-of-school suspensions has been observed, highlighting a critical need for

proactive intervention.

### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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Increase daily school attendance rate from 92% to 94% by the end of the school year.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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To effectively monitor the implementation and impact of the PBIS initiative, the following key indicators will be tracked:

- Regular monitoring of overall attendance rates, chronic absenteeism rates, and tardy rates will be conducted to assess the effectiveness of PBIS in improving student presence.
- Frequently monitoring and tracking discipline events to help indicate the effectiveness of PBIS in addressing student behavior.
- Regular student and staff surveys will be administered to gauge perceptions of school climate, safety, and overall satisfaction.

By continuously monitoring the PBIS initiative and using data to inform decision-making, the school can create a sustainable and effective system that positively impacts student behavior, attendance, and ultimately, academic achievement.

### **Person responsible for monitoring outcome**

All Administrators

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

Capturing Kids' Hearts (CKH) is a set of processes intended to create healthy relationships between adults and youth and to support high-achieving learning environments. It is designed to strengthen students' connection to school by: 1) increasing protective factors including positive character development, strong bonds with teachers, and consistently enforced behavioral agreements and 2) decreasing risk factors such as inappropriate behavior and poor social coping skills. Schoolwide implementation of CKH consists of several strategies, collectively referred to as the EXCEL Model strategies, used by K-12 classroom teachers that include: -greeting students at the door with a handshake -asking students to share good things in their lives -having students create a social

contract for expected classroom behavior -posing four questions to redirect behavior -using and encouraging students to use non-verbal hand signals to redirect behavior -ending the class on a powerful note or launch

**Rationale:**

Student resilience and engagement programs, such as CKH, have been shown to have a positive impact on student outcome measures and student/student as well as student/teacher relationship development.

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

Training

**Person Monitoring:**

Cronk

**By When/Frequency:**

August, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Provide refresher training for all staff members on CKH principles, strategies, and tools. Identify who needs the initial, district-driven, comprehensive training,

**Action Step #2**

PBIS/CKH Coalition

**Person Monitoring:**

Cronk

**By When/Frequency:**

September 15

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Form a dedicated committee to oversee the implementation and continuous improvement of CKH.

**Action Step #3**

Progress Monitoring

**Person Monitoring:**

Cronk/Millette

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The PBIS Committee will convene a monthly meeting to review and analyze school climate and culture data. This data will include but not be limited to attendance rates, discipline referrals, student surveys, and teacher feedback. The committee will utilize this data to identify trends, measure the effectiveness of implemented strategies, and make data-driven decisions to improve school climate and culture. Decisions may include adjusting existing initiatives, implementing new strategies, or allocating resources based on data-driven insights.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

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No Answer Entered

#### Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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No Answer Entered

#### Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

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No Answer Entered

#### How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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No Answer Entered

## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

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No Answer Entered

#### Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

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No Answer Entered

#### Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

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No Answer Entered

#### Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

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No Answer Entered

#### Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

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No Answer Entered



## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### **Process to Review the Use of Resources**

Describe the process to review the use of resources to meet the identified needs of students.

ITMS will match the staff and resources allocated to our SWD to ensure our students work with highly qualified and appropriately certified staff. We will regularly review our students' needs to determine whether curriculum resources are overutilized, underutilized, or not aligned. In addition, we follow district protocols for curriculum, adoption, and supplemental resources to optimize resource utilization, improve student outcomes, and make data-driven decisions about resource allocations.

### **Specifics to Address the Need**

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

At the district level, funding and resource allocations are determined through several processes such as staffing plans & position control, comprehensive needs assessments, instructional resource review, and Title I funding.

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00