

Indian Trail Title I Schoolwide Title I Plan

Principal: Maria Kotz

Assistant Principals: Jennifer Knight, Amy Riedlinger,
Anthony Casper

Table of Contents

School Overview	
Schoolwide Team Members	5
Dates of 2014-2015 Schoolwide Meetings	5
Schoolwide Plan Components	
Comprehensive Needs Assessment.....	6
Reform Strategies.....	13
Highly Qualified Teachers	16
Professional Development	17
Strategies to Attract High Quality Teachers	16
Parental Involvement	17
Transition Plan	18
Teacher Involvement in Assessments	19
Timely and Effective Assistance	19
Coordination of Federal, State, and Local Services and Programs.....	20
Annual Evaluation Process	20

Indian Trail High School & Academy

Overview

Indian Trail High School and Academy, a school community of four choice academies and a comprehensive high school program, serves a diverse range of students in grades 9 through 12. Our current population is approximately 2300 students living in Kenosha, Pleasant Prairie, and Somers. Nearly 47% of our students qualify free and reduced lunch.

The mission of Indian Trail High School & Academy is to instill in our students academic and personal excellence by challenging all to be critical thinkers, lifelong learners, and responsible citizens, through innovative approaches to instruction and learning.

School History

Indian Trail High School and Academy is connected to the rich history of southeastern Wisconsin. It is named after the old Indian trail, now Green Bay Road, which ran from northern Illinois to Green Bay, Wisconsin, and was used as early as the 1600's by Native Americans in this region. The trail was a natural rise in the land as it ran along the shoreline of Lake Michigan, which was much farther west than it is today.

Indian Trail High School and Academy is a KUSD school of choice and follows the enrollment policies of the District. There is an application process for students, and enrollment is limited. The Academies provide a curriculum that offers three pathways for students: school to university, school to technical college, and school to workforce. It also offers a unique approach to secondary education because it has four thematic academies or "schools within a school". All facets of the community including parents, students, educators, business leaders, the Kenosha Area Business Alliance, and representatives of higher education were brought together in a community forum in 1997 to develop the three themes. Each academy provides a strong education in the core subjects but also utilizes encore courses specific to each of the four thematic academies.

IT Academy Options

Medical Science – Preparation for health related fields such as health care, pharmaceuticals, research, medical and biological science, environmental science and impact, urban and regional planning, forensics, and diagnostic laboratory testing.

International Business– Finance, foreign languages, world cultures, management, leadership, management analysis, marketing and training to work in the global economy.

Communications – Graphic arts, creative writing, visual and fine arts, movie/television production, computer animation, technical writing, journalism, advertising, and public relations. Indian Trail is the only school with a fully operational in-house TV studio. The studio is one of the cornerstones of the Communication Academy. In addition to live, daily news broadcasts, the production courses also develop an in-depth news magazine type program comprised of all original content. All of these programs are re-broadcast on the district cable channel for the greater Kenosha Community.

Kenosha Military (JROTC) – As of August 2002, the Kenosha Military Academy became the fourth program offered at Indian Trail Academy. This program develops leadership skills through the official Army JROTC curriculum. The foundation of leadership development is being a good citizen with values that support serving the community.

IT Comprehensive Program

In 2009 Kenosha Unified School District began the process of adding a comprehensive program to Indian Trail. Over the course of approximately three years an addition to the ITA site was built to accommodate a comprehensive high school program at Indian Trail. The first freshman class was admitted to the comprehensive program in 2010-11. The boundary lines were redrawn and students from McKinley Middle, Mahone Middle, and Lincoln Middle schools began to attend Indian Trail Comprehensive High School. The first comprehensive graduation occurred in June, 2014. With the addition of the comprehensive program, ITHSA is now the largest high school in Kenosha and serves almost 2300 students.

In conclusion, Indian Trail enjoys a positive relationship with our community. The families who now make up our comprehensive boundary support the building goals and are developing traditions. Our Academies continue to draw more applicants than we are able to serve. We have established partnerships with local businesses and community agencies that also support our building goals. Together, staff, parents and community partnerships provide exceptional learning experiences for our students.

Title I Schoolwide Team

Name	Title
Maria Kotz	Principal
Amy Riedlinger	Assistant Principal
Nidia Silva	Secretary
Elliot Cohen	Parent & Student Support Specialist
Kelli Cairo	Parent
Heidi Newberry	Attendance/Graduation Dean
Page Kessler	Instructional Technology Teacher
Julie Weavel	ESL Instructional Leader
Janice Boettcher	Special Education Program Support Teacher
Demi C	Student

Schoolwide Team Meetings 2015-2016

Date	Topic
June 16, 2015	Administrative Team SLO Reflection
July 17, 2015	School-wide Team Meeting – Needs
February 18, 2016	School-wide Team Meeting – Plan review
March, 2016	School-wide Team Meeting- Mid-year review
April, 2016	Joyce Epstein Training
May, 2016	School-wide Team Meeting - Review of
July, 2016	Comprehensive Needs Assessment

Schoolwide Plan Components

Comprehensive Needs Assessment

As a Professional Learning Community, we work collaboratively to ensure that all of our students are engaged and successful learners. Our professional learning focus, therefore, centers on the following questions: How do we ensure that all students are engaged and how do we build the capacity of staff to ensure implementation of best practices for instruction? Two years ago, we were able to create a schedule that provided time for department teams to meet weekly. Much of that first year was spent on developing a culture of collaboration. During the 2014-15 school year, we worked on identifying essential learning targets and began work on common formative assessments. As we move into the 2015-16 school year, we will continue this work and begin analyzing common assessments as part of our process for continual improvement. Beyond our PLC work, much time has been spent implementing PBIS, using technology effectively, applying the Educator Effectiveness Framework as the tool for teacher evaluation, and transitioning to the ACT suite of testing. We have made progress as a school; however, we believe in continuous improvement and know that we have much more improvement to make. ITHSA will use student achievement data as provided by the ACT Aspire and ACT as one means of measuring the effectiveness of our programs. This was the first year the ACT Aspire and ACT were used as state assessments. (See appendix for prior years' WKCE data.) The following charts share both student demographics and test results:

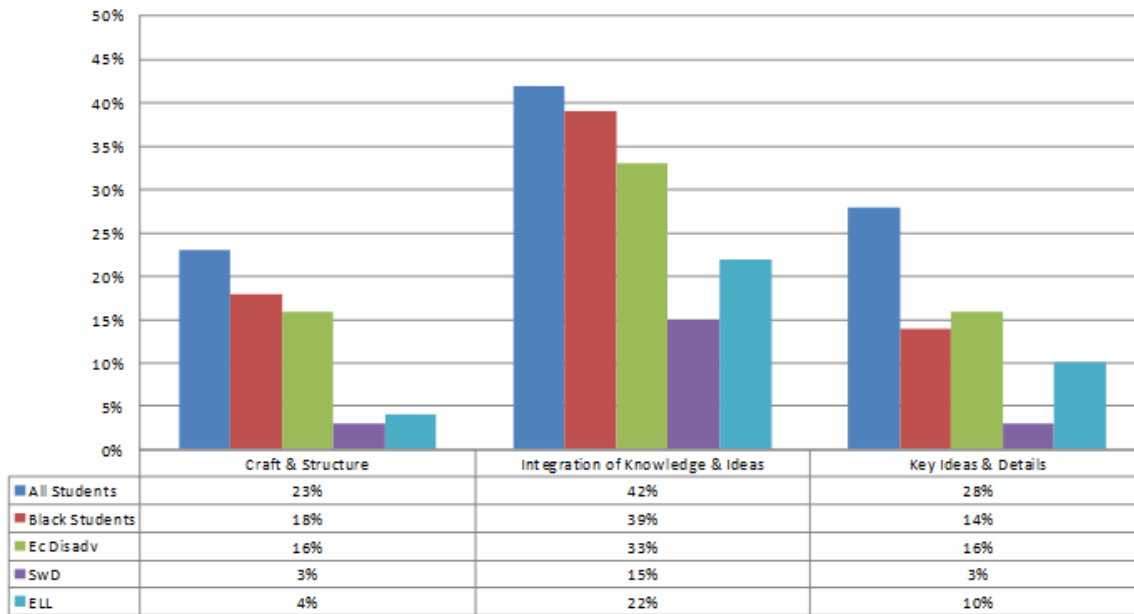
The following tables break down our data:

Student Demographics

	09-10	10-11	11-12	12-13	13-14	14-15
Total Student Population	1005	1292	1568	1903	2161	2315
Males	47%	47.1%	50.1%	47.1%	50.1%	49.5%
Females	53%	52.9%	49.9%	52.9%	49.9%	50.4%
African American	17%	16.1%	16.1%	17.7%	16.4%	13.6%
Hispanic	28.2%	23.5%	23.9%	25%	25.6%	27.7%
Asian	2.6%	3.3%	3.0%	3.3%	3.2%	2.6%
Native American	0.7%	0.5%	0.4%	0.5%	0.5%	0.3%
Students w/Disabilities	12.6%	11.8%	10.7%	16.9%	11.5%	11.1%
Eligible for Subsidized Lunch	53%	46.9%	43.9%	44.8%	44.2%	43.6%

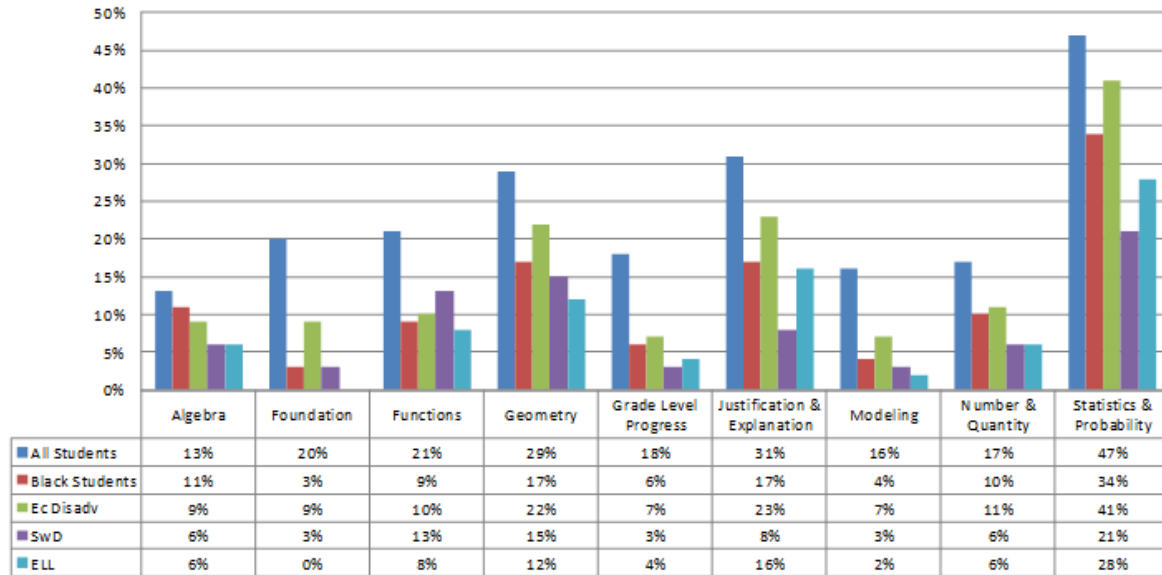
Indian Trail High School and Academy
9th Grade ASPIRE Reading Data
Fall 2014

Reading Skill Areas
Percent within ACT Readiness Range

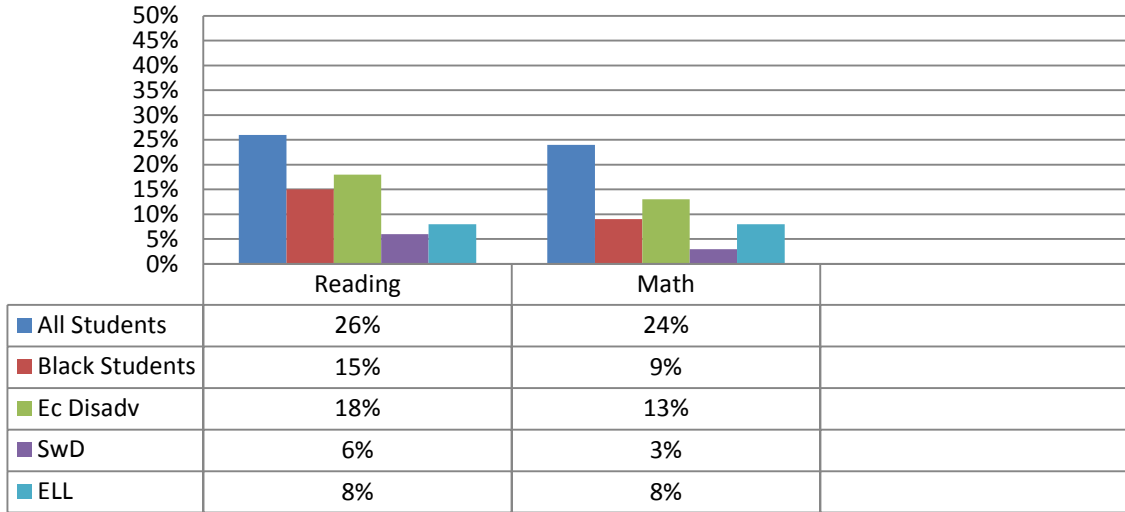


Indian Trail High School and Academy
9th Grade ASPIRE Math Data
Fall 2014

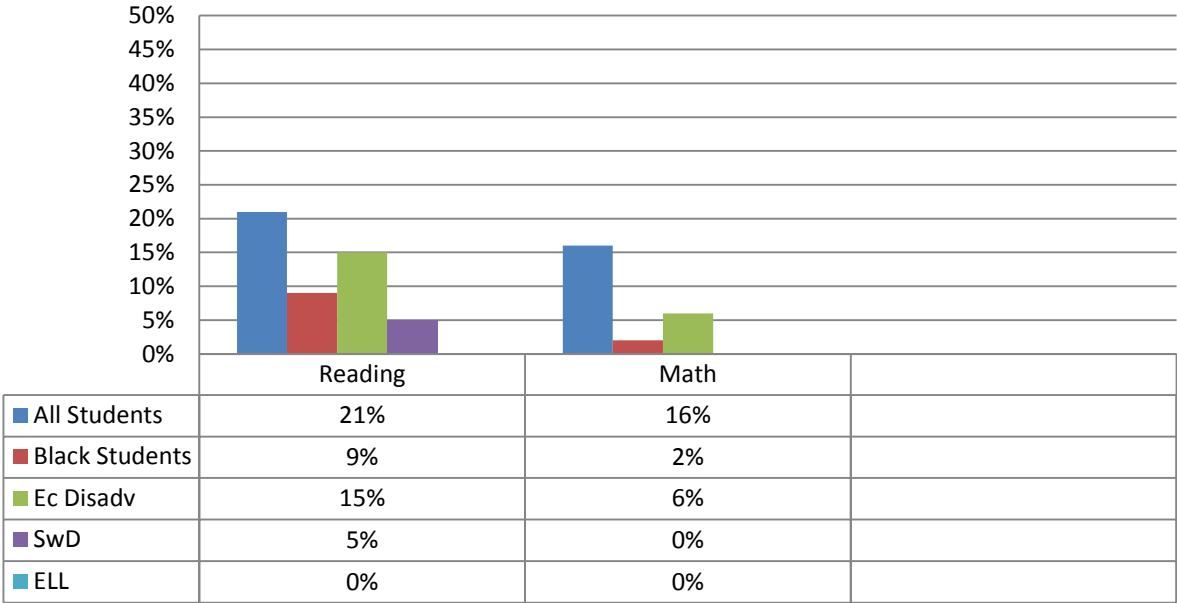
Math Skill Areas
Percent within ACT Readiness Range



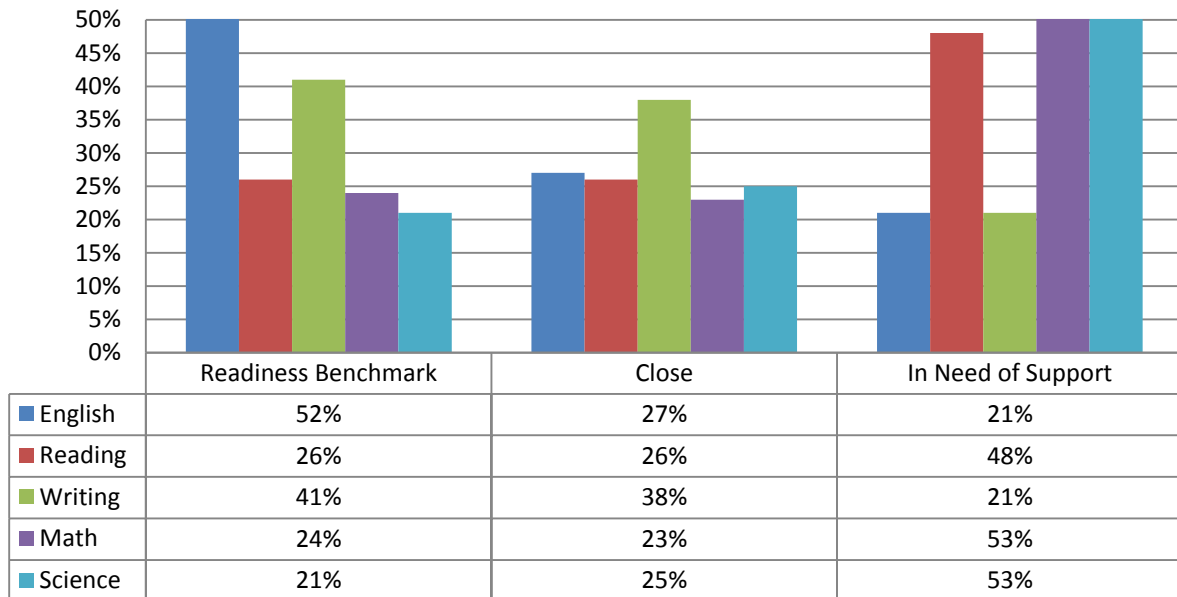
9th Grade Reading/Math Percent within ACT Readiness Range



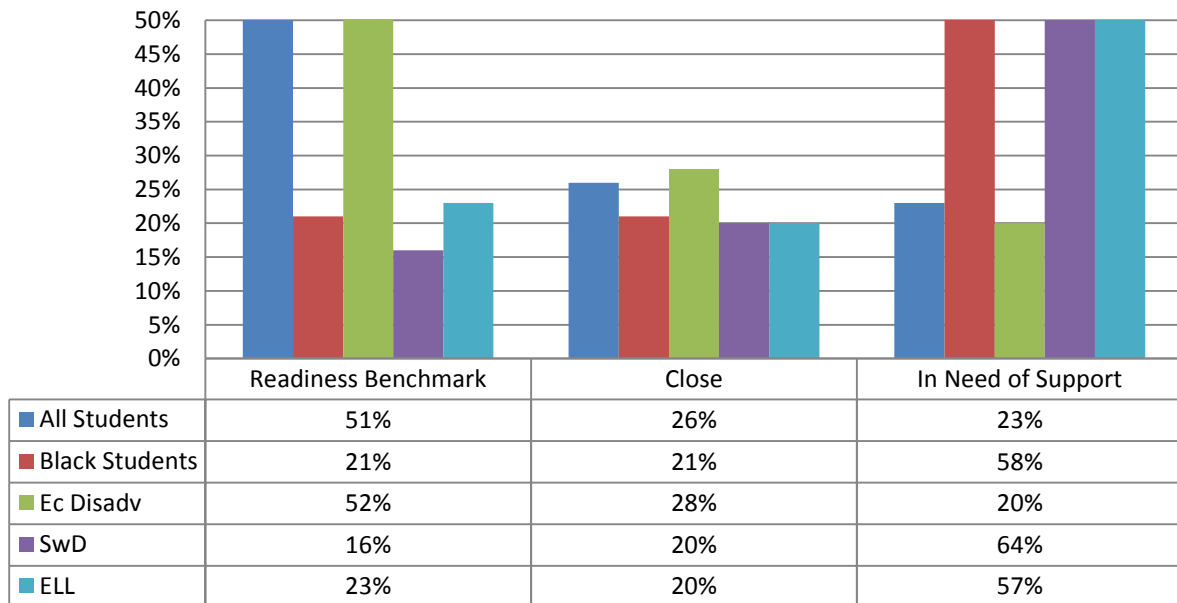
10th Grade Reading/Math Percent within ACT Readiness Range



9th Grade Percent within ACT Readiness Range



10th Grade Percent within ACT Readiness Range



Building Strengths

We are IT! The move from a straight academy to a much larger academy and comprehensive campus provided its share of challenges; however, the staff and administrative team committed to building a positive school culture for all of our students. Staff and students alike see themselves as “IT” and are not as separated as they were in previous years. In order to sustain a positive school culture, we are intentional with engagement activities for our students and professional development for our staff. Indian Trail is a Capturing Kids’ Heart School and over 50 % of our staff has gone through the initial Capturing Kids’ Heart training. We employ their EXCEL lesson model as a way to engage our students in the classroom.

Indian Trail was recognized as a PBIS School of Merit during the 2012-13 and 2013-14 school years and we will be recognized as a PBIS School of Distinction at the 2015 PBIS Leadership Conference. This recognition is due to our effective efforts at addressing behavioral concerns within our building. Our school has both a Tier 1 and Tier 2 committee. These committees meet twice a month to review data and address building needs. Over a three year period, our Safe School Ambassadors student group has grown to over 50 students. These students meet twice a month and act as student leaders throughout the building. Members of our Safe School Ambassadors help to create PBIS videos which reinforce our school-wide expectations Hawks SOAR. SOAR stands for Safe, On time, and Act Respectfully and Responsibly. The latest video is a finalist in the 2015 PBIS Film Festival. Both our attendance efforts and our PBIS work highlight Indian Trail’s focus on increasing student engagement within the building. We see student engagement as the framework on to which we build increased student achievement.

Indian Trail has seen consistent improvement in our attendance rates. The 2012-13 school year was the first year Indian Trail did not receive a deduction on the Wisconsin School Report Card. We have kept our absenteeism rate below 13 %. Indian Trail employs a dean to provide leadership for our attendance efforts. Home visits, parent conferences and student groups are all used to help truant students get back on track. During the summer of 2015, over 150 home visits were made to emphasize the importance of school attendance.

A review of our School Report Cards shows a slight dip in graduation rate. During the 2012-13 school year, we received a 71.0/80.0 and during the 2013-14 school year, we received a 70.8/80.0; however, when examining our cohort graduation rate, we have seen steady gains in the actual percentages of students who graduate with their class. In 2011-12, 86.9% of our seniors graduated on time, 2012-13, 88.5% graduated on time, and in 2013-14, 89.9 % graduated on time with their cohort. During the 2013-14 school year, our graduation rate was 4.8% higher than the district average.

Specific Area of Need

The Indian Trail High School and Academy Title 1 team reviewed the above student performance data and observed several groups of students underperforming. Achievement gaps exist in all of the subgroups regardless of the tool used to measure student achievement. Further, the ITHSA Title 1 team identified the following priorities for Title programming for the 2015-16 school year:

- 1) Students with disabilities
- 2) Economically disadvantaged students
- 3) ELL students
- 4) African American students

Reform Strategies

Integration of Technology with Instructional Strategies (Budget lines 4, 23, 30, 36, 37, 44 & 45
Priority need – All students proficient in reading and math)

Our school is always exploring more and better ways of engaging students meaningfully in learning through the use of technology. Research shows and the ITHSA team agrees that the more technology is a tool used by students as a natural part of their learning process that student achievement will increase. Indian Trail prides itself on having technology available to all students on a daily basis. These tools are used to provide students with multiple ways to access the curriculum and to help keep enhance learning engagement for students, provide practice, reinforcement and allow for differentiation. For example, ELL students and students with disabilities are provided ipads with built in apps. Apps provide help to reinforce vocabulary, provide translation, offer alternative approaches to instructional strategies, and personalize learning for students who have been identified as our GAN and who are in need of support. In addition, we have order Promethean boards for some of our freshmen academy classrooms, Laptops and Chromebook COWs for student use and software for teachers to use in building common on line assessments. These technological tools are supported through Title funds (Budget lines 26, 30, 36, 37, 44, & 45.)

Personnel

Instructional Technology (Budget line 4 Priority need - All students taught by highly qualified teachers)
In order to manage the instructional technology initiatives, Indian Trail employes a .5 Instructional Technology Teacher. Ms. Kessler works with both students and staff alike, providing professional development and training, keep machines running properly.

Response to Intervention – English Language Arts & Math (Budget lines 5 & 6, Priority need – all students proficient in reading and math)

During the 2014-15 school year, one additional teacher was added at the 9th grade level to allow for an increase in credit acquisition in the area of English Language Arts (ELA). Freshmen students were identified through their DEWS scores and other data. Those students who needed additional support were pulled from their study hall to work with a certified teacher in a more directive environment. The focus was to front load vocabulary and grammar skills and provide timely interventions in order to keep students successful in their English courses. The teacher also met regularly with our ninth grade teacher teams to make sure all students attained the essential learning targets at a satisfactory level whether through front loading strategies or providing interventions.

An additional teacher to the 9th grade level will be added in the area of mathematics to provide support to freshmen whose incoming test scores and GPA suggest a need for help with mathematics. This teacher will work with students, analyze data, and meet regularly with the ninth grade teacher teams. Both teachers will be highly qualified and will work with students to build academic skills necessary to achieve credits and to achieve within the ACT readiness range.

Student and Family Engagement Coordinator (Budget lines, 9, 11, 12 &13, Priority need – All students will be educated in a safe, drug free environment)

To provide additional support to students, our building employs a student and family engagement coordinator who meets daily with students with academic, behavioral or attendance concerns. Mr. Elliot Cohen connects students with a variety of support strategies and provides outreach to our families. Indian

Trail has a wide variety of Title supported intervention strategies in place including night school, before and after school tutoring, and credit recovery options available to keep students on track to graduate.

PBIS (Budget lines 10 & 19, Priority need – All students will be educated in a safe, drug free environment)

In order to move forward with our PBIS initiatives, the PBIS committee will work to strengthen ties with local business and community stakeholders as a way to provide incentives to students for their positive behavior at the Tier 1 level. On a weekly basis, we will publicly acknowledge positive student behavior during Talon Tuesdays. In collaboration with our Communications Academy, we will create informational videos to reinforce behavioral expectations throughout the building. At the Tier 2 level, we will begin a Check in /Check out (CICO) program for students who have accumulated five or more referrals. The CICO will provide positive reinforcement for these students on a daily basis through the work of our CICO coordinator. She will meet weekly with students at the Tier 2 level to provide support. Our building will also work to create the Social Academic Instructional Group (SAIG) curriculum in order to implement it with our Tier 2 students during the following school year. Our school is currently recognized as a PBIS School of Distinction based on the improvements we have made.

Tutoring/Credit Recovery (Budget lines 12 & 13, Priority need – All students proficient in Reading and Math)

Finally, through the support of Title funds, our building uses certified teachers to provide after school tutoring and credit recovery options for students in need of additional assistance.

Professional Development

Response to Intervention (Budget line 20, Priority need – All students proficient in Reading and Math)
A group of dedicated staff members have formed an RTI leadership team and meet monthly. During the 2014-15 school year, professional development was provided to the committee members to build shared knowledge. Almost all members were able to attend the RTI at Work workshop and have been able to develop a big picture view of tiered RTI support. The leadership team is also providing professional learning to the entire teaching staff on the guiding principles of RTI, detecting the learning gaps and beginning the implementation of school wide RTI.

During the 2015-16 school year, staff will continue to refine our essential standard work and determine the specific learning needs for all students to reach these standards. As part of this work, we will be sending two teams of teachers to Solution Tree conferences. The first group will attend the assessment conference and share that information with their PLC teams and the RTI leadership team. The second group will attend Mathematics at Work. As shown by our data, student achievement in math continues to be a concern, so one focus to our professional development will be to improve mathematics instruction.

Professional Learning Communities (Budget line 21, Priority need – All student taught by highly qualified teachers)

Beginning in the 2013-14 school year, a Friday early release schedule was adopted by the district for the high school level. This time was devoted to our professional learning communities. Each department and Academy has a team that meets to identify standards and benchmarks, create common formative assessments, and analyze student data in order to increase student learning. Instructional leaders facilitate the team work on Friday afternoons and meet twice monthly to plan. During the upcoming school year, all instructional leaders will be part of the RTI Leadership team as the work done by these groups is

interconnected. Each summer, a team of teachers is sent to the PLC Institute to further their understanding of the power of PLCs.

PBIS (Budget line 19) and Link Crew (Budget Line 24, Priority Need – All students will be educated in a safe, drug free environment)

Title supports our efforts with PBIS and Link Crew, two evidence based programs to promote positive school culture.

ACT prep (Budget Lines 26-29 All students will graduate from high school)

We provide access to ACT prep classes to all students at the sophomore through senior level. Students are able to take practice tests and review for future tests. Professional development is also provided to all content area teachers to help them incorporate test taking strategies and academic vocabulary in class.

Subject specific and technology based professional development (Budget lines 22, 23, and 25 All students will be taught by highly qualified teachers)

In order to stay current in their field, we use Title funds to support conference and workshop attendance. This year, we will send teachers to the National Conference of Science Teachers, the Wisconsin State Reading Association Convention and a Google International Summit which will be held in our building.

Highly Qualified Teachers

This year Indian Trail staff consists of 130 full-time teachers. For a comprehensive picture of staff demographics, please see the table below.

Staff Demographics*	2012-2013
Administrators	4
Teachers	130
Male Teachers	42

Female Teachers	88
Emergency Certified Teachers	7
LAP Teachers	4
Bilingual Teachers	0
Special Education Teachers	19
Counselor/Social Worker/Psychologist	9
Instructional Coach	1
Library Media Specialist	1
Instructional Technology Teacher	1
Educational Assistants	18
Behavioral Interventionist	6
Intervention Specialist	1
Total Staff	171

**Results are duplicated*

Strategies to Attract Highly Qualified Teachers

Indian Trail takes the responsibility to have highly qualified teachers seriously. Beginning each spring, one assistant principal devotes time daily to identifying potential candidates. As jobs are posted, all applications are reviewed by the administrative team. Then, selected candidates participate in a series of interviews with an interview team consisting of administrators, support staff, teachers, and occasionally, parents.

Kenosha Unified School District actively seeks and recruits highly qualified teachers. New teachers to the district participate in a five day New Teacher Orientation prior to the start of the school year. This orientation sets the tone for district expectations with regard to curriculum, effective instruction designed to meet individual student needs, and professional responsibilities.

Initial educators are assigned a mentor for the first year of employment. Together they participate in professional development and use a guidebook to review a multitude of topics related to effective instruction and classroom management. KUSD also offers support for initial educators with completing the Professional Development Plan process. Organizational Training and Development offers a course to assist with writing the PDP plan and they also coordinate PDP signing events each school year.

Ongoing Professional Development 2014-2015

Indian Trail holds six full days of professional learning throughout the school year. The purpose of these dates is to provide high quality and ongoing professional learning to help meet the needs of all of our students. Listed below are the topics covered:

Topic	Date
Curriculum & School Culture – PBIS,	August, 2015

Educator Effectiveness& Data Analysis	September, 2015
Grading Practices & Technology/ District led curricular work/ PBIS	October, 2015
School Culture and Data Analysis	November, 2015
RTI/ Common Assessments/ Technology/PBIS	February, 2015
ALICE Training/ District Curriculum	April, 2015

Throughout the school year, all building teachers work with the PLC teams and participate in professional development days. We offer multiple book studies around grading practices, technology and RtI. Furthermore, whenever possible, we provide staff with opportunities to attend national conferences or workshops as a means to

Parental Involvement

As part of our needs assessment, Indian Trail examined the involvement of its parents. The vast majority of our parent involvement comes through sporting events and parent teacher conferences. There was a need to involve parents on a more regular basis. Listed below are some of the additional methods we used to involve our parents regularly. Many of these items provide improved communication around parenting, volunteering, learning at home, and engagement:

- Freshman Family Tailgate – all freshmen families are invited to a tailgate before the opening football game. We provide key information and tours before the dinner, hand out class t-shirts to all of the freshmen, eat and attend the football game together.
- School Messenger – weekly updates are sent to all families each Friday and whenever important news needs to be sent in a timely manner. School Messenger allows us to use emails, texts, and telephone calls formats.
- Parent Newsletters – our parent newsletter is published every other month and is shared on our webpage.
- School Website – updated weekly to include pertinent information.
- Semester Parent Teacher Conferences – two nights of conferences are held mid semester each semester. Parents are also able to schedule conferences as needed.
- Monthly Evenings with the Counselors – the counseling department regularly provides information regarding scheduling, testing, AP courses, financial aid and scholarships, and applying for college.
- Google Classroom – provides students with access to classwork and assignments.
- Infinite Campus Parent Connect – provides real time access to grades and attendance.
- Academy recruitment nights – recruitment nights are held for any student and their families who are interested in finding out about the choice programs offered in our academy setting.
- AP English night – students and their parents work together on a reading assignment and meet with teachers and other families to discuss the materials.
- Access Graduation program – All students who make improvements in their ACCESS test scores are celebrated in May.

- Special Education Senior Transition luncheon – all parents of seniors who receive special education services are invited to a student led luncheon that provides information regarding the transition to college, career or military.
- Academy senior showcases – each academy highlights the work of its students, particularly the seniors, during their showcase. Families and community members are invited to attend.
- Incoming Freshmen Dinners for Special Education and LAP students
- Monthly Parent Advisory Council meetings – these informal meetings provide parents with a chance to learn more about programs within the building and to provide input.

The link between successful parent involvement and student achievement is supported by research. Our goal for the 2015-16 school year is to involve more parents within the decision making process. Currently parents sit on the Title 1 Schoolwide Team, various booster clubs, and provide input thorough the Parent Advisory Council. Using district support, we will be developing a workshop using Dr. Joyce Epstein’s text, *School, Family and Community Partnership* in order to start and sustain an effective, research based partnership program that allows for more parent involvement and collaboration with our community while providing us with feedback on parent and community expectations.

Transition

To help prospective middle school students make an informed decision, as well as identify needs and interests that IT can provide, a transitional advisor position was created in the fall 2007. During the 2012-13 school year, this position transitioned into an administrative position with additional responsibilities; however this assistant principal continues to provide several important services such as providing information material to middle schools, coordinating presentations, and making home visits so interested students and their parents fully understand the existing academies and their specific curriculum.

IT sends out an annual informational mailer to all interested 8th graders. The mailer, along with school tours for all middle schools, builds right up to our annual open house, an event with presentations from school leaders and instructional examples. Our school website provides current school information and any interested students may obtain a free informational DVD that was created completely by IT students and faculty.

Family dinners are held in May for incoming freshmen who receive services through our Special Education or Language Acquisition programs. These dinners allow families to meet case managers, talk with current students, learn about offered services and tour the building.

Early Start is a summer school program to provide students with high DEWS scores to receive additional reading. English and math support during the summer months. For those students who do not enroll, home visits are made by our student engagement

Gear Up program is designed for the Freshmen student population to acclimate them to the high learning environment. During the summer students spend a morning or afternoon working with peer mentors who help familiarize the incoming freshman with the school and school expectations.

Teacher Involvement in Use of Academic Assessments

The staff of Indian Trail High School and Academy regularly takes part in an ongoing process to analyze test data for areas of improvement in curriculum and instruction. Strategies for helping our students demonstrate proficiency on district and standardized tests are discussed during staff and department meetings. During these meetings, teachers are updated with information on best practice and new teaching strategies. One strategy that our staff has found particularly effective is to observe a colleague during active instructional time. A schedule is created in advance and a district or in-house sub floats as needed to provide coverage for the observation to occur.

Formative Assessment

Each department is working as a team to develop common formative assessments. We have spent the past year identifying essential learning targets for all current courses and staff members are now meeting to create the formative assessments to assess these learning targets. Staff is being trained to use Mastery Connect as a tool to use to give formative assessments and to pull data in order to examine student performance across classrooms. Through the work of our RTI committee, we have currently re-aligned our grading practices so formative assessments do not negatively impact student grades while they are in the learning process.

Summative Assessment

KUSD and ITHSA continue to monitor and apply the ACT exam as a standard measure of students' development. These results assist in the proper implementation of student intervention resources and goal projections. We use the Wisconsin Informational Network for Successful Schools (WINNS) database and its findings to provide longitudinal data for observation of disproportionate trends within various defined groups.

Timely and Effective Assistance

Indian Trail allows students multiple opportunities to refocus their path to success. Teachers remain in their classrooms for 25 minutes after dismissal to meet with any student requesting help. After school tutoring is offered in all of the core subject matters on a weekly basis. Each department has structured a re-take policy for students to redo assessments and missing work. Students who are unable to master all of the learning targets by the end of the semesters are able to complete work during summer school.

Indian Trail also offers several options for credit recovery. Two teachers are devoted to our Accelerated Independent Study labs where students use the Compass program to recovery credits. The AIS labs provide students with a chance to work at their own pace in a small classroom environment. Night School is also offered four days a week. Students are enrolled into night school as a transition towards either returning to a more traditional schedule or to work towards achieving the requirements for the alternative high school diploma option.

Coordination and Integration of Federal, State and Local Services and Programs

The Indian Trail Schoolwide Planning Team has coordinated the programs and funding provided by: Title I, Safe & Supportive Schools, SPED and the district. The funding from each of these sources is directed to support Indian Trail SMART goals. The Safe and Supportive School grant will assist in the continued development of a healthy learning environment for all students through the reduction of bullying, harassment, and illegal substance use. Indian Trail team, the district Title I Office and finance work closely to monitor the expenditure of all funds in accordance with federal and state guidelines as well as school board policy.

Annual Evaluation Process

In May/June 2016 the Title I Schoolwide Planning team will meet to review and update the plan based on student data from the 2015-2016 data. Reform strategies that have proven to be successful based on data will continue and those that have not been selected will be modified or eliminated. Results will be provided to the families at the “State of the School” address and they will be posted on the Indian Trail website.

APPENDIX

WKCE Ethnicity Percent	Proficient/Advanced							
	2010		2011		2012		2013	
	Rdg.	Math	Rdg.	Math	Rdg.	Math	Rdg.	Math
African American	44.5	72.8	58	37	12	15	18.6	10.1
Hispanic	36.9	51.3	56	45	24.2	24.2	26.5	21.9
White	73.5	78.6	84	74	38.2	41.9	47.5	44.3

WKCE Percent	Proficient/Advanced			
	2010	2011	2012*	2013*
Reading	68.9	76.6	29.7	30.5
Math	56.9	64.9	28.8	30.0

* New cut score

WKCE Students with Disability	Proficient/Advanced
-------------------------------	---------------------

	2010		2011		2012		2013	
	Rdg.	Math	Rdg.	Math	Rdg.	Math	Rdg.	Math
Students w/Dis.	52.6	42.2	36.8	28.5	23.1	15.4	6.7	24.4
Students w/o Dis.	57.3	71.1	81.1	69.0	32.9	47.2	41.6	37.2

WKCE Limited English Proficiency

Proficient/Advanced

	2010		2011		2012		2013	
	Rdg.	Math	Rdg.	Math	Rdg.	Math	Rdg.	Math
Limited English Prof.	20.5	35.9	21.6	24.3	0	0	0	0
English Proficient	63.8	75.2	81.2	68.3	32.4	35.5	40.1	35.5

WKCE Free/Reduced Lunch

Proficient/Advanced

	2010		2011		2012		2013	
	Rdg.	Math	Rdg.	Math	Rdg.	Math	Rdg.	Math
Students w/ Free/Red.	43.6	57.8	66.7	50.9	20	20.6	27.1	24.3
Students w/o Free/Red	73.2	82.4	82.0	72.5	37.8	43.8	47.0	42.1