

Seminole County Public Schools

Teague Middle School



2015-16 School Improvement Plan

Teague Middle School

1350 MCNEIL RD, Altamonte Springs, FL 32714

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0501>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	55%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	51%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Seminole County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of the Seminole County Public Schools is to ensure that all Early Childhood Program and PreK - Grade 12 students acquire the knowledge, skills, and attitudes to be productive citizens in our great country and in the global economy.

Provide the school's vision statement

We seek to create a professional collaborative environment in which all students can learn.

School Environment

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

At the beginning of the school year, the beginning of the second semester in January, and throughout the academic year, teachers engage students in "getting to know you" and community building activities as well as observing major cultural events (e.g. Freedom Week, Celebrate Literacy, and month-long awareness months for Hispanic heritage, Black history, and Women's history) during the year. For each grade level there is an elective class that incorporates our school's diversity into their curriculum (e.g. Life Skills, Health and Successful Teens).

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

Teague fosters an environment in which students feel safe and respected before, during, and after school by having explicit plans in place for student supervision. The plans identify specific roles, responsibilities, and designated staff assignments during the regular school day and for unusual events (e.g. fire drills, bus evacuation drills, Code Red & Code Yellow drills). Drills for unusual events are conducted throughout the school year. Students first receive direct instruction on the specific expectations unique to the particular drill, and then have an opportunity to "practice" the expected behaviors during a drill. Debriefings are held after each event in order to revise the procedures if needed.

This is the fourth year that Teague has participated in the anti-bullying program offered in conjunction with the Holocaust Center. We have an active Upstanders Club that promotes respect and positive behaviors by all of our students. The club is very visible on campus with its posters and student participation at campus events.

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

Teague promotes school-wide behavioral expectations through its implementation of PBS (Positive Behavior Support System), MTSS (Multiple Tiered System of Support), and the PD (Professional Development) plan. The PBS plan defines the roles, responsibilities, and procedures for teacher-based interventions and administrative (Dean) interventions. For students requiring additional support beyond the Tier One school-wide expectations and supports, the MTSS team develops interventions and monitors student progress. The PD Plan offers trainings on classroom management and student

engagement to maximize student learning and minimize distractions in the learning environment. The PBS team analyzes the effectiveness and equity of the behavioral system during monthly reviews; they examine the student discipline data by subgroups, type of infraction, time of day and location, and consequences of the infraction.

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

Teague has two guidance counselors who actively participate in parent-teacher conferences, Coffee Talk (parent meetings), Student Study meetings, MTSS meetings, Ask a Counselor (in cafeteria during lunches), and meet with students based upon requests/referrals from students, teachers or parents. The counselors also partner with outside agencies such as Boys Town to bring additional services to students and families. During the first semester the counselors are facilitating small groups (6-8 students) to address Changing Families, Grief & Bereavement, Organizational/Study Skills, and Self-Esteem. The school social worker conducts a Why Try small group for students who would benefit from goal setting. This school year we also have the part-time services of a mental health counselor from Children's Home Society.

Early Warning Systems

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

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

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

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

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	39	26	33	98
One or more suspensions	2	2	1	5
Course failure in ELA or Math	5	12	9	26
Level 1 on statewide assessment	140	74	81	295

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	7	9	1	17

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

The students identified by the early warning system are monitored by the MTSS team (guidance counselors, deans, academic intervention specialist, instructional coach, social worker, and invited staff such as ESOL and ESE teachers).

- * Week-at-a-glance Common Board in all classrooms which is recorded in student planners at the beginning of each school week. Students record their homework, upcoming dates for projects and quizzes, along with the learning objective and lesson.
- * Academic intervention specialist meets daily with students on delayed assignment to the next grade level.
- * All Level 1 and Level 2 readers are scheduled in intensive reading classes. Students with low Level 3 scores are enrolled in Reading Plus.
- * All Level 1 mathematics students scheduled in intensive mathematics classes.
- * After school tutoring offered on Tuesday and Thursday afternoons; transportation and snack provided.
- * Extension of Services for English Language Learners beyond year three of the basic ESOL program. * * * *Recommended interventions based upon each student's individual needs (e.g. maintaining a dialectical journal when reading outside of school).
- * Guidance counselors, ESE case managers, school social worker and mental health counselor meet regularly with students and develops a customized plan for each student whose behavior does not meet school-wide expectations. Progress is monitored and plans revised as needed.
- * 504 Plans and IEPs are reviewed at least annually and revised when needed.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Research indicates that parental involvement is very important to student success. Teague was awarded the Community Involvement Award for its January 2015 Celebrate Literacy Curriculum Night. Teachers and administrators use multiple strategies to contact families, including but not limited to:

- * Contacting families prior to the start of school to welcome students to the new school year
- * Inviting parents to Open House and curriculum nights to meet teachers and school staff and to learn about the curriculum and how to support their child academically at home.
- * Distribute Tiger Prints newsletter quarterly to parents. The newsletter includes school activities and parenting tips related to school achievement such as homework tips, organizational skills, and study skills.
- * The school website contains pertinent school/classroom information including the school calendar, links to teacher websites, links to staff email, as well as a host of helpful resources.
- * Teachers routinely contact parents on an individual basis to inform them about their child's progress.
- * The school provides parents with progress reports/report cards regarding their child's academic progress and upcoming classroom and school events approximately every four and a half weeks.
- * Parents can keep track of the child's academic progress (grades, attendance, etc.) via the online Skyward Parent Portal 24/7
- * Parents receive weekly updates regarding school activities via mass email using Skyward Family Access.
- * Inviting parents to participate in SAC and PTA Boards.
- * Advertising events on school marquees

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

Teachers and administrators are regularly involved in local events and are often invited to participate in community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs and the annual Teach In. There is a business partner/ community member on Teague's SAC.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
McCants, Leon	Principal
Harrison, Donna	Assistant Principal
Bennett, Chuck	Assistant Principal
Johnson, Ted	Assistant Principal
Argrett, Cherlottla	Dean
Bundy, Michael	Dean

Duties

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

Mr. McCants, school principal, has assigned roles and responsibilities primarily into two categories: instructional and non-instructional. The assistant principals are assigned content areas and the deans handle most non-instructional and operational duties, especially regarding student supervision and safety. As instructional leaders, the assistant principals monitor the instructional delivery in classrooms to ensure the instruction is aligned to Florida Standards, that all students are learning (e.g. analysis of learning of all student subgroups), and remediation and acceleration are available to all students as needed.

Decision making is shared at various levels within the Teague community. The administrative team meets weekly to review and monitor progress to school goals. Curriculum leaders meet with the administrative team monthly to review progress towards school goals, identify barriers to goals and formulate solutions to overcome them, and collaborate on instructional matters. Parents participate through active participation in the Parents-Teachers-Student Association and the School Advisory Council. Both organizations meet monthly in support of Teague's school goals. Members of both organizations provide feedback that is incorporated in the formulation of school goals.

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

Teague Middle School will coordinate Supplemental Academic Instruction and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Alex Sanchez	Teacher
Leon McCants	Principal
Cherlottla Argrett	Teacher
Elizabeth Yenisch	Teacher
Jessica Helm	Parent
Beth Klingenberg	Parent
Carrie Glatting	Parent
Michael Cox	Business/Community
Constance Clark	Education Support Employee
Lady Vilaboa	Parent
Mrs. Tighiouart	Parent

Duties

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

Evaluation of last year's school improvement plan

During the September SAC meeting, principal Leon McCants reviewed the school's end of course exam performance in algebra, geometry and civics for the 2014-2015 school year and explained that we have yet to receive the 2015 FSA data. He described the goal setting process with SAC board members. While Teague earned the status of an "A: school, there are significant achievement gaps among all subgroups across all assessments. He facilitated discussion with SAC members about the Florida Standards Assessments students will take in the spring and the goal setting process for the 2015-2016 School Improvement Plan.

Development of this school improvement plan

Teague's SAC Membership is comprised of school personnel (administrative, instructional and non-instructional,) students and parent / community members. The School Improvement Plan for the 2015-2016 school year was developed based upon a review of school data, feedback from PTA, SAC, and CIT (Collaborative Instructional Team), parent and student surveys along with administrative observations during classroom walkthroughs and throughout the campus during the school day. We currently meet the 2nd Tuesday of each month in the Administrative Conference Room from 7:45 a.m. to 8:45 a.m. All meetings are open to the public and visitors are encouraged to attend.

Preparation of the school's annual budget and plan

In the spring of each year, the principal receives budget planning guidelines from the district office. He solicits input from PTSA, SAC, and members of the greater Teague community for suggestions and concerns for consideration as he develops the annual school budget. Upon development of the initial school budget, he reviews the highlights of the budget with SAC at one of its regularly scheduled monthly meetings for feedback. This feedback is taken into consideration as he makes final revisions and submits his budget for approval.

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

Teague's SAC funds will be used to provide additional support for at risk students at Teague. The projected budget amount is \$1368. SAC funds are also used to defray the expense of postage for the Tiger Prints newsletter that is mailed to all Teague families at least four times throughout the year. SAC will discuss and develop a budget for school improvement funds at the October meeting.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
McCants, Leon	Principal
Harrison, Donna	Assistant Principal
Eldemire, Kim	Teacher, K-12
Yenisch, Elizabeth	Instructional Coach
VanClief, Stephanie	Teacher, K-12
Bennett, Chuck	Assistant Principal
Johnson, Ted	Assistant Principal
Morris, Ikema	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT will continue its commitment to increase the reading proficiency of ALL students by aligning professional development with ongoing follow up and support to our school-wide goals. These efforts will promote the instructional fidelity of the Reading Edge 2.0 and SRA programs as well as the delivery of high yield instructional strategies in reading, writing, listening and speaking across the disciplines. School-wide, all content areas will use reciprocal teaching, Building Academic Vocabulary and Cooperative Learning structures to support our disciplinary literacy goals. Proficient readers will be scheduled into either Reading Plus or Great Books Advanced Reading/Writing classes. Teachers will use data from progress monitoring assessments and common formative assessments to inform instructional decisions that will foster student achievement for all student subgroups. Focusing on disciplinary literacy, the LLT identifies common goals, purposes, and strategies for meeting state goals and objectives and school level SIP. Using data, they will make decisions on instructional practices.

Public and Collaborative Teaching

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

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

The faculty at Teague Middle School voted to have a Collaborative Instructional Team (CIT) rather than a Building Committee so that teachers and administrators could collaborate on all matters affecting student learning: planning, professional development, instruction, safety and supervision. To further promote collaborative planning among teachers, the master schedule is designed to provide common planning periods for all teachers with the same grade level/content area. PD funds were allocated so that teachers could attend the Educators Summer Conference and the Professional Learning Communities Conference in Orlando. Each grade level PLC meets at least twice each week according to a schedule they developed. To promote consistency across subjects and grade levels, the PLCs use common forms for lesson planning, reflection, and data analysis.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools' reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system, but also out of State. Annually our district participates in many university job fairs and

minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes. The district supports all teachers, but especially new teachers, with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

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

Our school has a school-wide mentor teacher who works with administration and new teachers to coordinate all mentoring activities on our campus. This school-wide mentor was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers throughout the academic year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year.

Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher's assignment. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers from the year before. A variety of supports are provided to new teachers and the coaching plans are developed based on the individual needs of each teacher.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

In addition to the progress monitoring assessments administered by the district throughout the school year, each grade level discipline creates weekly common formative assessments and administers 9-weeks assessments at the end of each quarter. The teachers conduct an analysis of student performance data, disaggregating the data by standard/skill and by subgroups. Teachers collaborate and develop interventions for remediation and for extension of learning. Upon reflection, successful interventions are considered for inclusion during the next cycle of instructional planning.

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

Strategy: Summer Program

Minutes added to school year: 960

Reading program for nonfluent readers. SRA Corrective Reading focuses on decoding, comprehension, vocabulary and fluency.

Strategy Rationale

Students who scored a Level 1 on the Discovery Education Reading assessments and/or achieved a disfluent reading fluency score demonstrate below grade level expectations in the areas of vocabulary, decoding and reading comprehension. The SRA Corrective Reading program encompasses these core reading skills throughout its curriculum.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Harrison, Donna, donna_harrison@scps.k12.fl.us

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

Student progress was monitored throughout the program and at the conclusion of the summer program data was collected to determine appropriate placement for the next school year.

Strategy: After School Program

Minutes added to school year: 2,475

Individualized computer-based instruction with onsite support from a certified teacher in mathematics and reading

Strategy Rationale

Based upon results of progress monitoring assessments, each student has unique skill deficits

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Argrett, Cherlotta , cherlotta_argrett@scps.k12.fl.us

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

The Plato and Reading Plus programs record assessment data of each student on an ongoing basis. Student progress will be monitored and reviewed with students. As part of the tutorial program, students set SMART academic goals and track their progress each week.

Student Transition and Readiness

PreK-12 Transition

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

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

During the winter the guidance counselors, ESE teachers and administrators collaborate with our feeder elementary schools to develop the vertical articulation plan for the next school year. Teachers and guidance counselors at the feeder schools are presented with updated curricula information and are given guidelines on how to advise parents to make instructional choices for middle school. All parents are invited to attend an incoming 6th grade parent night in which the middle school curriculum and transition to middle school are presented and parents have the opportunity to ask questions. After the parent night, the counselors visit the elementary schools and give a student-friendly version about the transition to middle school. A similar process occurs with students going to Lake Brantley High School and the other high school magnets.

During the summer break, a Summer Bridges program that focuses on literacy is offered to the students in the lowest quartile in reading. In late July, incoming students and their families are invited to a Welcome to Teague ice cream party; students have the opportunity to meet old friends as well as new ones in addition to the teachers and administrators at Teague. Lake Brantley hosts a series of events to support incoming freshmen: Summer Transitions, Ice Cream party, and linking up each freshman with a mentor.

During the first weeks of school, the Teague school nurse conducts healthcare meetings for those students with unique medical/healthcare needs and the counselors conduct the 504 Plan meetings and roll-over MTSS meetings from the previous elementary school year. Once the school year begins, school-wide resources and programs such as MTSS, PBS, and McCants' Monday Messages are implemented regularly.

College and Career Readiness

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

Teague Middle School's vision continues to be, "Ready to Learn...Ready to Succeed!" As a school, students will engage in a variety of activities throughout the year that enables them to explore and deepen their understanding of college and career skills essential to academic planning and future goal setting. The students will have a tentative academic and career plan as they transition to high school. The Junior Achievement Program hosted at UCF is offered on site to students in grades 7 and 8 through elective classes.

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

Seminole County Public Schools is committed to Career and Technical Education/Vocational opportunities for all students. Beginning at the elementary level students are exposed to Career and Technical workforce related opportunities through standard based mathematics, science and social studies curriculum. At the middle and high school levels through exploratory and elective courses students experience a variety of careers that are designed to support workforce needs based on economic career predictors. For the 2015-2016 school year we now offer iConnect and iJourney providing students the opportunity to earn digital literacy certifications.

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

Through our technology (CTE) classes in grades 7&8, students will experience the opportunity to review and research career options as they relate to their academic coursework and possible career choices. Students have the opportunity to take SECME, which is a STEM course offering that includes technology and science components. SECME students engage in problem solving projects and have the opportunity to compete at the local, regional, state and national levels. This year we

added a Robotics class as an elective STEM offering. Every year Teague participates in the Teach In and brings guest speakers on campus from a broad variety of careers and technical fields. Lake Brantley High School has finance as a program of emphasis. This year we offer an Introduction to Finance course, and students from Lake Brantley High School come to Teague in the afternoon to work with students who are taking the Introduction to Finance class.

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

In addition to providing additional instruction and support to students who are nonproficient in reading and mathematics, Teague offers opportunities for acceleration to students in: algebra I, geometry, Spanish I and high school credit coursework through the Seminole Virtual School. To prepare students for the rigor of Advanced Placement coursework in high school, Teague now offers pre-AP US History to students in grade 8.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Not Required

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Not Required

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

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

Strategic Goals Summary

- G1.** On the 2016 Science FCAT 2.0 NGSSS assessment, Teague students in all subgroups will achieve science proficiency percentile of 80%,
- G2.** On the 2016 FSA, Teague students will achieve mathematics proficiency percentile of 80% percentile on the Mathematics FSA for all student subgroups.
- G3.** On the 2016 FSA all student subgroups will achieve a reading proficiency percentile of 80%.
- G4.** Students in all subgroups will achieve 80% percentile proficiency on the 2016 FSA for writing. Students will write in all classes to deepen their understanding and demonstrate what they know relative to the standard/learning goal; teachers will infuse reading, writing, listening and speaking as appropriate for their discipline as a regular part of daily classroom instruction and assessment.

Strategic Goals Detail

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

G1. On the 2016 Science FCAT 2.0 NGSSS assessment, Teague students in all subgroups will achieve science proficiency percentile of 80%, 1a

G074460

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	80.0

Resources Available to Support the Goal 2

- Professional development workshops, Literacy Cadre, and instructional coaches.
- Review of data to identify specific deficits by benchmark standards.
- Implementation of "Throw-Back Thursday" strategy for designated time for review for test.
- Monitor student progress through formative assessments and teacher observation.

Targeted Barriers to Achieving the Goal 3

- The Science assessment includes content from earth/space, life science, and physical science. Students forget some of the content taught during the previous years.

Plan to Monitor Progress Toward G1. 8

Analysis of progress monitoring for science, 9-weeks exams, and formative assessments.

Person Responsible

Ted Johnson

Schedule

Quarterly, from 10/19/2015 to 5/31/2016

Evidence of Completion

Data analysis summaries by student subgroup submitted quarterly by each eighth grade teacher of Discovery Education progress monitoring and formative assessment performance.

G2. On the 2016 FSA, Teague students will achieve mathematics proficiency percentile of 80% percentile on the Mathematics FSA for all student subgroups. 1a

G074461

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	80.0

Resources Available to Support the Goal 2

- Teague has two instructional coaches assigned to specific content areas to work directly with teachers and facilitate workshops.

Targeted Barriers to Achieving the Goal 3

- Teachers lack understanding of how to incorporate problem solving strategies within their content
- Teachers lack understand of how to incorporate effective cooperative learning structures to support learning in the math classroom.
- Teachers are unfamiliar with designing formative assessments and then using the student data to inform instruction.

Plan to Monitor Progress Toward G2. 8

Analysis of district progress monitoring data of all student subgroups.

Person Responsible

Chuck Bennett

Schedule

Quarterly, from 10/19/2015 to 5/31/2016

Evidence of Completion

Discovery Education progress monitoring mathematics assessments by teacher, and then by student subgroups.

G3. On the 2016 FSA all student subgroups will achieve a reading proficiency percentile of 80%. 1a

G074462

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	80.0

Resources Available to Support the Goal 2

- Instructional Coach/Modeling/Training
- Trainings/Lesson Study/Data Analysis
- Instructional Materials
- Professional Learning Communities
- MTSS
- Administrative Support/District Support
- Progress monitoring and Common Assessments
- Academic Intervention Specialist

Targeted Barriers to Achieving the Goal 3

- Some teachers lack knowledge and understanding on how to incorporate literacy strategies within their discipline.
- Some teachers lack knowledge and understanding on how to design formative assessments that are cognitively complex as depicted in the FSA.
- Some teachers lack knowledge and understanding on how to inform their instruction once formative assessment data has been analyzed.

Plan to Monitor Progress Toward G3. 8

Administration of progress monitoring, writing PMAs, common formative and summative assessments.

Person Responsible

Donna Harrison

Schedule

Quarterly, from 10/19/2015 to 5/31/2016

Evidence of Completion

Each teacher maintains a spreadsheet with the performance of every student in their classes. The data includes 2015 FSA data, progress monitoring assessments 1,2, and 3 along with common assessment data. This data is reviewed with the supervising administrator each quarter during a face-to-face meeting.

G4. Students in all subgroups will achieve 80% percentile proficiency on the 2016 FSA for writing. Students will write in all classes to deepen their understanding and demonstrate what they know relative to the standard/learning goal; teachers will infuse reading, writing, listening and speaking as appropriate for their discipline as a regular part of daily classroom instruction and assessment. 1a

G074463

Targets Supported 1b

Indicator	Annual Target
Writing Gains District Assessment	80.0

Resources Available to Support the Goal 2

- Instructional Coach/Modeling/Training
- Trainings/Lesson Study/Data Analysis
- Instructional Materials
- Professional Learning Communities
- MTSS
- Administrative Support/District Support
- Academic Intervention Specialist

Targeted Barriers to Achieving the Goal 3

- Training teachers on how to integrate writing activities in all classes across the content areas.
- Some teachers do not know the discipline specific criteria for quality writing in their content area.

Plan to Monitor Progress Toward G4. 8

Disaggregate scores on district writing progress monitoring assessments by grade level, teacher and student subgroups.

Person Responsible

Donna Harrison

Schedule

Quarterly, from 10/20/2015 to 3/27/2016

Evidence of Completion

PLC discussions on writing scores and the PLC meeting summaries will include a reflection of where we (as a school, grade level, teacher, and subgroup) are relative to the writing goal and what interventions will be taken to achieve the goal.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. On the 2016 Science FCAT 2.0 NGSSS assessment, Teague students in all subgroups will achieve science proficiency percentile of 80%, **1**

 G074460

G1.B1 The Science assessment includes content from earth/space, life science, and physical science. Students forget some of the content taught during the previous years. **2**

 B194422

G1.B1.S1 Incorporate content from earth/space and life science curriculum into eighth grade science classes for review. **4**

 S205960

Strategy Rationale

By eighth grade, students often forget content in sixth and seventh grade.

Action Step 1 **5**

Throwback Thursdays. On Thursdays, students in eighth grade physical science classes will engage in lessons with content/standards from life science and/or earth/space curriculum.

Person Responsible

Ted Johnson

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Lesson plans for Throwback Thursdays, observations by supervising assistant principal and instructional coach, and PLC summaries of data analysis on formative assessments.

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

Supervising assistant principal will meet regularly with the science department and grade level PLCs to monitor their planning (lesson plans, formative assessments, and data analysis).

Person Responsible

Ted Johnson

Schedule

Biweekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Documented walkthroughs in iObservation, coaches log of classroom visits and coaching sessions with science teachers, analysis of formative assessments on Throwback Thursdays content/standards.

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

Supervising assistant principal will conduct quarterly data chats with each eighth grade science teacher to review student achievement of all student subgroups by standard/skill.

Person Responsible

Ted Johnson

Schedule

Quarterly, from 10/19/2015 to 5/29/2016

Evidence of Completion

Analysis of student subgroup performance on formative assessments and 9-weeks exams.

G2. On the 2016 FSA, Teague students will achieve mathematics proficiency percentile of 80% percentile on the Mathematics FSA for all student subgroups. 1

G074461

G2.B1 Teachers lack understanding of how to incorporate problem solving strategies within their content 2

B194423

G2.B1.S1 Problem solving & cooperative structures in math, part one and two. 4

S205963

Strategy Rationale

Demonstrate in a workshop format how teachers can use their math standards to design problems that students can solve within cooperative groups.

Action Step 1 5

Workshop: Problem solving & cooperative structures in Math, part one and two.

Person Responsible

Elizabeth Yenisch

Schedule

Monthly, from 10/19/2015 to 5/29/2016

Evidence of Completion

Workshop attendance sign in sheets, observations of cooperative structures and problem solving documented in iObservation, and summaries of PLC lesson plans that include cooperative structures for problem solving tasks. Coaching logs to reflect ongoing follow up support to initial PD.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Teachers will incorporate problem solving learning activities in their lessons.

Person Responsible

Chuck Bennett

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Lesson plans will document problem solving activities and students will be observed in these activities during walkthroughs.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Mr. Bennett will meet with PLCs and individual teachers to discuss student performance in solving problems.

Person Responsible

Chuck Bennett

Schedule

On 5/29/2016

Evidence of Completion

Summaries of PLC data analysis discussions of student performance on formative assessments involving problem solving.

G2.B2 Teachers lack understand of how to incorporate effective cooperative learning structures to support learning in the math classroom. 2

 B194424

G2.B2.S1 Provide professional development on specific cooperative learning structures that support learning in the math classroom. 4

 S205964

Strategy Rationale

There are cooperative structures that are designed to support specific learning tasks: brainstorming, group interviews/presentations, problem solving, and review.

Action Step 1 5

Familiarize math teachers for various cooperative structures aligned with the desired learning objective.

Person Responsible

Elizabeth Yenisch

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

During walkthroughs and observations in math classes, teachers will use cooperative learning structures aligned with learning objectives.

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

Teachers will use cooperative learning structures in the mathematics classroom to support student learning.

Person Responsible

Chuck Bennett

Schedule

Weekly, from 10/13/2015 to 5/29/2016

Evidence of Completion

During classroom walkthroughs, Mr. Bennet will observe students engaged in cooperative learning structures that is aligned with the assigned learning goal and objective. This will also be noted in lesson plans.

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

Teachers will analyze student performance on formative assessments that involve problem solving.

Person Responsible

Chuck Bennett

Schedule

Monthly, from 10/19/2015 to 5/29/2016

Evidence of Completion

Monthly PLC summaries of student subgroups performance on formative assessments.

G2.B3 Teachers are unfamiliar with designing formative assessments and then using the student data to inform instruction. **2**

 B194425

G2.B3.S1 Teachers can use weekly formative assessments in order to monitor student learning within a unit/chapter or quarter. **4**

 S205965

Strategy Rationale

When tracking student performance, teachers can revise instruction by reteaching, remediation or acceleration based upon student progress.

Action Step 1 **5**

In grade level PLCs, math teachers will collaborate to plan instruction with the identification of specific cooperative learning strategies that will be utilized in the classroom for specific standards and learning objectives. Teachers will design common formative assessments that will be given weekly in order to monitor and track student progress on the learning goal(s).

Person Responsible

Chuck Bennett

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

The supervising administrator will Document walkthroughs in iObservation that will record the cooperative learning structures observed in the classroom. The PLC analysis sheets and meeting summaries will document the PLC analysis of student performance and the discussions on the design of formative assessments.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

The instructional coach will monitor the fidelity of instructional delivery of the cooperative structures in the classroom, looking for the alignment of structures with the academic tasks students are assigned to perform.

Person Responsible

Elizabeth Yenisch

Schedule

Daily, from 10/20/2015 to 5/29/2016

Evidence of Completion

The instructional coach provides a written summary of all coaching activities: both one-on-one and small group or whole department support. Documented walkthroughs by supervising administrator in iObservation of walkthroughs with feedback.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Supervising administrator will track classroom teacher effectiveness by analyzing student growth in learning.

Person Responsible

Chuck Bennett

Schedule

Biweekly, from 10/20/2015 to 5/29/2016

Evidence of Completion

Analysis of student performance on formative assessments, 9-weeks exams and district progress monitoring assessments.

G3. On the 2016 FSA all student subgroups will achieve a reading proficiency percentile of 80%. 1

 G074462

G3.B1 Some teachers lack knowledge and understanding on how to incorporate literacy strategies within their discipline. 2

 B194426

G3.B1.S1 Teague has created school wide professional expectations to ensure all learning environments use data to drive instruction and incorporate disciplinary literacy. 4

 S205966

Strategy Rationale

All disciplines involve literacy, however, each discipline has literacy features and components unique to the discipline.

Action Step 1 5

Data overview: Teague's ranking position within the state, district, and among SCPS middle schools.

Person Responsible

Leon McCants

Schedule

Quarterly, from 8/11/2015 to 5/31/2016

Evidence of Completion

Sign in sheets and learning logs.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Explicit instruction and reinforcement of discipline specific literacy strategies.

Person Responsible

Leon McCants

Schedule

Monthly, from 8/11/2015 to 5/29/2016

Evidence of Completion

Supervising assistant principals document in iObservation evidence of literacy instruction and reinforcement activities during classroom walkthroughs and observations.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Teachers will receive professional development in literacy strategies for their specific content area.

Person Responsible

Elizabeth Yenisch

Schedule

Monthly, from 10/13/2015 to 5/29/2016

Evidence of Completion

The coaching plans developed for individual teachers that focus on improving instructional delivery of literacy strategies. Assistant principals will observe improvement in instructional delivery during walkthroughs.

G3.B2 Some teachers lack knowledge and understanding on how to design formative assessments that are cognitively complex as depicted in the FSA. **2**

 B194427

G3.B2.S1 Teachers will learn to develop question stems that are aligned with the new FSA standards.

4

 S205967

Strategy Rationale

The FSA require students to engage in tasks requiring higher levels of cognitive complexity.

Action Step 1 **5**

All language arts teachers will attend professional development on the test item specs, FSA standards, and the instructional plan for their specific grade level.

Person Responsible

Donna Harrison

Schedule

On 9/30/2015

Evidence of Completion

Teachers develop formative assessments that are aligned with the FSA standards, instructional plan and test item specs.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 **6**

Formative assessments aligned with FSA standards and test item specs.

Person Responsible

Elizabeth Yenisch

Schedule

Weekly, from 9/23/2015 to 5/29/2016

Evidence of Completion

Teachers submit the formative assessments to their supervising administrator for review and feedback.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Students will complete formative assessments weekly.

Person Responsible

Donna Harrison

Schedule

Weekly, from 9/29/2015 to 5/29/2016

Evidence of Completion

Formative assessments are submitted with weekly lesson plans and are denoted in the plans. PLC data analysis summaries will document students' performance on the assessments.

G3.B3 Some teachers lack knowledge and understanding on how to inform their instruction once formative assessment data has been analyzed. 2

 B194428

G3.B3.S1 Align the data analysis, reflection, and lesson plan forms to support the continuous improvement model and cycle of effective instruction. 4

 S205968

Strategy Rationale

Provide a structured format and visual support so that teachers can see the inter-relatedness of this iterative process.

Action Step 1 5

Teachers will use the uniform lesson planning, reflection and data analysis forms to record their collaborative discussions, decisions, and outcomes.

Person Responsible

Leon McCants

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Each week, grade level PLCs/ teachers will submit to their supervising assistant principal the completed lesson planning, reflections, and data analysis by subgroups templates.

Action Step 2 5

Supervising administrators will attend at least two PLC meetings each week.

Person Responsible

Leon McCants

Schedule

Weekly, from 8/17/2015 to 5/31/2016

Evidence of Completion

During weekly Admin meetings, the supervising administrator will present and share their observations and concerns from the PLC meetings with the rest of the Admin team.

Action Step 3 5

Supervising administrators will look for evidence of delivery of high yield instructional strategies during classroom walkthroughs.

Person Responsible

Leon McCants

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Recorded walkthroughs in iObservation.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Instructional coaches, as part of their follow up to professional develop workshops and coaching sessions with individual teachers, will visit classrooms to observe the fidelity of implementation to specific high probability instructional strategies.

Person Responsible

Leon McCants

Schedule

Monthly, from 8/18/2015 to 5/29/2016

Evidence of Completion

The coaches submit monthly reports on their support activities with teachers. The feedback from coaches will reference the scale and provide observations based upon the levels of performance within the scale.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Closing the achievement gap by reviewing formative assessment (unit/chapter/9 weeks assessment) proficiency data analysis for all student subgroups.

Person Responsible

Schedule

Monthly, from 10/10/2015 to 5/29/2016

Evidence of Completion

The analysis of student performance data by subgroup.

G4. Students in all subgroups will achieve 80% percentile proficiency on the 2016 FSA for writing. Students will write in all classes to deepen their understanding and demonstrate what they know relative to the standard/ learning goal; teachers will infuse reading, writing, listening and speaking as appropriate for their discipline as a regular part of daily classroom instruction and assessment. 1

 G074463

G4.B1 Training teachers on how to integrate writing activities in all classes across the content areas. 2

 B194429

G4.B1.S1 Teague will organize and support targeted professional development focusing on writing skills for instructional focus across all disciplines. 4

 S205969

Strategy Rationale

Each discipline (English language arts, social studies, mathematics, and science) have unique and specific criteria for quality writing in their domain.

Action Step 1 5

Scores data/writing samples from FSA 2015 writing reviewed and analyzed to determine areas of development for future instruction.

Person Responsible

Elizabeth Yenisch

Schedule

On 5/30/2016

Evidence of Completion

Summary of writing strengths and areas for improvement.

Action Step 2 5

Establish school-wide expectations that all teachers will provide weekly opportunities for students to develop skill in supporting claims with logical reasoning and relevant evidence, using accurate credible sources and demonstrating understanding of the topic or text.

Person Responsible

Leon McCants

Schedule

Weekly, from 9/1/2015 to 5/29/2016

Evidence of Completion

Samples of student written work that are reviewed during PLC meeting and included in meeting summary.

Action Step 3 5

Require teachers and students to use writing rubrics aligned with FSA when scoring student writing.

Person Responsible

Donna Harrison

Schedule

Daily, from 9/1/2015 to 5/31/2016

Evidence of Completion

Feedback by teachers on student written work; students' written comments during peer editing.

Action Step 4 5

Create individual student writing goals based on teacher/peer feedback and performance on classroom assessments; have students rate their status after writing progress monitoring assessments, and clarify their efforts for improvement.

Person Responsible

Donna Harrison

Schedule

Quarterly, from 10/20/2015 to 5/31/2016

Evidence of Completion

Tracking My Data sheets that track student performance with SMART goals.

Action Step 5 5

Using Textual Support in Extended Response --

Person Responsible

Elizabeth Yenisch

Schedule

On 10/20/2016

Evidence of Completion

Student writing samples

Action Step 6 5

Using Textual Support in Extended Response –exploratory, social studies and science teachers

Person Responsible

Elizabeth Yenisch

Schedule

On 5/29/2016

Evidence of Completion

Student writing samples

Action Step 7 5

Increase opportunities for students to engage in the writing process. Emphasis is on providing students with focused, actionable feedback from their peer editors and opportunities to revise their work.

Person Responsible

Leon McCants

Schedule

Weekly, from 10/20/2015 to 5/31/2016

Evidence of Completion

Writing samples in composition books during Tiger Time. Notebooks also contain pre-writing planning, comments from peer editors and revised written work.

Action Step 8 5

All written work from students must be in complete sentences with the first word capitalized and contain correct end punctuation. Also, complete sentences for oral responses.

Person Responsible

Leon McCants

Schedule

Daily, from 10/20/2015 to 5/31/2016

Evidence of Completion

Sample of student written work and observations of student oral responses during classroom walkthroughs.

Action Step 9 5

Math teachers will use problem solving, cooperative structures, and writing to deepen student understanding and increase proficiency among all student subgroups.

Person Responsible

Chuck Bennett

Schedule

On 5/31/2016

Evidence of Completion

Formative assessments, data analysis by subgroup, and samples of student written work.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Classroom Observations of writing expectations (oral responses in complete sentences, written work regularly in classroom instruction and assessment), PLC Data Discussions on student writing , Reinforce and reiterate writing expectations with teachers during department meetings, PLC meetings, and during individual data chats. Review status of goal with Instructional Coach and principal.

Person Responsible

Donna Harrison

Schedule

Daily, from 8/11/2015 to 5/29/2016

Evidence of Completion

Data Logs, Student Data, Student Work, Administration Observations via Walkthroughs, PLC Agenda and meeting summaries, and Data analysis Discussions and summaries.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Provide Professional Development that is content specific on writing skills with a focus on instruction and assessment across all disciplines.

Person Responsible

Elizabeth Yenisch

Schedule

Monthly, from 8/8/2015 to 5/29/2016

Evidence of Completion

Writing scores on district formative progress monitoring assessments for writing. Writing assignments included in lesson plans for all content disciplines and samples of student work.

G4.B2 Some teachers do not know the discipline specific criteria for quality writing in their content area. 2

B194430

G4.B2.S1 Have teachers participate in a literacy cadre that supports content literacy in science and social studies. 4

S205970

Strategy Rationale

Each content discipline has unique literacy requirements and features.

Action Step 1 5

Expand the knowledge base among science and social studies teachers regarding disciplinary literacy.

Person Responsible

Donna Harrison

Schedule

Monthly, from 10/19/2015 to 5/31/2016

Evidence of Completion

The science and social studies teachers along with the instructional coach will share information, instructional strategies and resources with colleagues in their respective departments upon returning to school.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Literacy cadre representatives make monthly presentations at department meetings.

Person Responsible

Leon McCants

Schedule

Monthly, from 8/12/2015 to 5/29/2016

Evidence of Completion

Minutes from department meetings, handouts from presentations, and use of instructional resources and strategies observed in classrooms during walkthroughs.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Content specific literacy strategies are regularly included in civics classroom instruction.

Person Responsible

Ikema Morris

Schedule

Monthly, from 11/12/2015 to 5/29/2016

Evidence of Completion

Instructional coaches observations during classroom visits and documented walkthroughs in iObservation.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Throwback Thursdays. On Thursdays, students in eighth grade physical science classes will engage in lessons with content/standards from life science and/or earth/space curriculum.	Johnson, Ted	9/1/2015	Lesson plans for Throwback Thursdays, observations by supervising assistant principal and instructional coach, and PLC summaries of data analysis on formative assessments.	5/31/2016 weekly
G2.B1.S1.A1	Workshop: Problem solving & cooperative structures in Math, part one and two.	Yenisch, Elizabeth	10/19/2015	Workshop attendance sign in sheets, observations of cooperative structures and problem solving documented in iObservation, and summaries of PLC lesson plans that include cooperative structures for problem solving tasks. Coaching logs to reflect ongoing follow up support to initial PD.	5/29/2016 monthly
G2.B2.S1.A1	Familiarize math teachers for various cooperative structures aligned with the desired learning objective.	Yenisch, Elizabeth	9/1/2015	During walkthroughs and observations in math classes, teachers will use cooperative learning structures aligned with learning objectives.	5/31/2016 monthly
G2.B3.S1.A1	In grade level PLCs, math teachers will collaborate to plan instruction with the identification of specific cooperative learning strategies that will be utilized in the classroom for specific standards and learning objectives. Teachers will design common formative assessments that will be given weekly in order to monitor and track student progress on the learning goal(s).	Bennett, Chuck	9/1/2015	The supervising administrator will Document walkthroughs in iObservation that will record the cooperative learning structures observed in the classroom. The PLC analysis sheets and meeting summaries will document the PLC analysis of student performance and the discussions on the design of formative assessments.	5/31/2016 weekly
G3.B1.S1.A1	Data overview: Teague's ranking position within the state, district, and among SCPS middle schools.	McCants, Leon	8/11/2015	Sign in sheets and learning logs.	5/31/2016 quarterly
G3.B2.S1.A1	All language arts teachers will attend professional development on the test item specs, FSA standards, and the instructional plan for their specific grade level.	Harrison, Donna	9/1/2015	Teachers develop formative assessments that are aligned with the FSA standards, instructional plan and test item specs.	9/30/2015 one-time
G3.B3.S1.A1	Teachers will use the uniform lesson planning, reflection and data analysis	McCants, Leon	9/1/2015	Each week, grade level PLCs/ teachers will submit to their supervising assistant	5/31/2016 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	forms to record their collaborative discussions, decisions, and outcomes.			principal the completed lesson planning, reflections, and data analysis by subgroups templates.	
G4.B1.S1.A1	Scores data/writing samples from FSA 2015 writing reviewed and analyzed to determine areas of development for future instruction.	Yenisch, Elizabeth	11/30/2015	Summary of writing strengths and areas for improvement.	5/30/2016 one-time
G4.B2.S1.A1	Expand the knowledge base among science and social studies teachers regarding disciplinary literacy.	Harrison, Donna	10/19/2015	The science and social studies teachers along with the instructional coach will share information, instructional strategies and resources with colleagues in their respective departments.upon returning to school.	5/31/2016 monthly
G3.B3.S1.A2	Supervising administrators will attend at least two PLC meetings each week.	McCants, Leon	8/17/2015	During weekly Admin meetings, the supervising administrator will present and share their observations and concerns from the PLC meetings with the rest of the Admin team.	5/31/2016 weekly
G4.B1.S1.A2	Establish school-wide expectations that all teachers will provide weekly opportunities for students to develop skill in supporting claims with logical reasoning and relevant evidence, using accurate credible sources and demonstrating understanding of the topic or text.	McCants, Leon	9/1/2015	Samples of student written work that are reviewed during PLC meeting and included in meeting summary.	5/29/2016 weekly
G3.B3.S1.A3	Supervising administrators will look for evidence of delivery of high yield instructional strategies during classroom walkthroughs.	McCants, Leon	9/1/2015	Recorded walkthroughs in iObservation.	5/31/2016 weekly
G4.B1.S1.A3	Require teachers and students to use writing rubrics aligned with FSA when scoring student writing.	Harrison, Donna	9/1/2015	Feedback by teachers on student written work; students' written comments during peer editing.	5/31/2016 daily
G4.B1.S1.A4	Create individual student writing goals based on teacher/peer feedback and performance on classroom assessments; have students rate their status after writing progress monitoring assessments, and clarify their efforts for improvement.	Harrison, Donna	10/20/2015	Tracking My Data sheets that track student performance with SMART goals.	5/31/2016 quarterly
G4.B1.S1.A5	Using Textual Support in Extended Response --	Yenisch, Elizabeth	10/19/2015	Student writing samples	10/20/2016 one-time
G4.B1.S1.A6	Using Textual Support in Extended Response –exploratory, social studies and science teachers	Yenisch, Elizabeth	10/1/2015	Student writing samples	5/29/2016 one-time
G4.B1.S1.A7	Increase opportunities for students to engage in the writing process. Emphasis is on providing students with focused, actionable feedback from their peer editors and opportunities to revise their work.	McCants, Leon	10/20/2015	Writing samples in composition books during Tiger Time. Notebooks also contain pre-writing planning, comments from peer editors and revised written work.	5/31/2016 weekly
G4.B1.S1.A8	All written work from students must be in complete sentences with the first word capitalized and contain correct end punctuation. Also, complete sentences for oral responses.	McCants, Leon	10/20/2015	Sample of student written work and observations of student oral responses during classroom walkthroughs.	5/31/2016 daily
G4.B1.S1.A9	Math teachers will use problem solving, cooperative structures, and writing to deepen student understanding and increase proficiency among all student subgroups.	Bennett, Chuck	10/20/2015	Formative assessments, data analysis by subgroup, and samples of student written work.	5/31/2016 one-time

Seminole - 0501 - Teague Middle School - 2015-16 SIP
Teague Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Analysis of progress monitoring for science, 9-weeks exams, and formative assessments.	Johnson, Ted	10/19/2015	Data analysis summaries by student subgroup submitted quarterly by each eighth grade teacher of Discovery Education progress monitoring and formative assessment performance.	5/31/2016 quarterly
G1.B1.S1.MA1	Supervising assistant principal will conduct quarterly data chats with each eighth grade science teacher to review student achievement of all student subgroups by standard/skill.	Johnson, Ted	10/19/2015	Analysis of student subgroup performance on formative assessments and 9-weeks exams.	5/29/2016 quarterly
G1.B1.S1.MA1	Supervising assistant principal will meet regularly with the science department and grade level PLCs to monitor their planning (lesson plans, formative assessments, and data analysis).	Johnson, Ted	9/1/2015	Documented walkthroughs in iObservation, coaches log of classroom visits and coaching sessions with science teachers, analysis of formative assessments on Throwback Thursdays content/standards.	5/31/2016 biweekly
G2.MA1	Analysis of district progress monitoring data of all student subgroups.	Bennett, Chuck	10/19/2015	Discovery Education progress monitoring mathematics assessments by teacher, and then by student subgroups.	5/31/2016 quarterly
G2.B1.S1.MA1	Mr. Bennett will meet with PLCs and individual teachers to discuss student performance in solving problems.	Bennett, Chuck	10/20/2015	Summaries of PLC data analysis discussions of student performance on formative assessments involving problem solving.	5/29/2016 one-time
G2.B1.S1.MA1	Teachers will incorporate problem solving learning activities in their lessons.	Bennett, Chuck	9/1/2015	Lesson plans will document problem solving activities and students will be observed in these activities during walkthroughs.	5/31/2016 weekly
G2.B2.S1.MA1	Teachers will analyze student performance on formative assessments that involve problem solving.	Bennett, Chuck	10/19/2015	Monthly PLC summaries of student subgroups performance on formative assessments.	5/29/2016 monthly
G2.B2.S1.MA1	Teachers will use cooperative learning structures in the mathematics classroom to support student learning.	Bennett, Chuck	10/13/2015	During classroom walkthroughs, Mr. Bennet will observe students engaged in cooperative learning structures that is aligned with the assigned learning goal and objective. This will also be noted in lesson plans.	5/29/2016 weekly
G2.B3.S1.MA1	Supervising administrator will track classroom teacher effectiveness by analyzing student growth in learning.	Bennett, Chuck	10/20/2015	Analysis of student performance on formative assessments, 9-weeks exams and district progress monitoring assessments.	5/29/2016 biweekly
G2.B3.S1.MA1	The instructional coach will monitor the fidelity of instructional delivery of the cooperative structures in the classroom, looking for the alignment of structures with the academic tasks students are assigned to perform.	Yenisch, Elizabeth	10/20/2015	The instructional coach provides a written summary of all coaching activities: both one-on-one and small group or whole department support. Documented walkthroughs by supervising administrator in iObservation of walkthroughs with feedback.	5/29/2016 daily
G3.MA1	Administration of progress monitoring, writing PMAs, common formative and summative assessments.	Harrison, Donna	10/19/2015	Each teacher maintains a spreadsheet with the performance of every student in their classes. The data includes 2015 FSA data, progress monitoring assesments 1,2, and 3 along with common assessment data. This data is reviewed with the supervising administrator each quarter during a face-to-face meeting.	5/31/2016 quarterly
G3.B1.S1.MA1	Teachers will receive professional development in literacy strategies for their specific content area.	Yenisch, Elizabeth	10/13/2015	The coaching plans developed for individual teachers that focus on improving instructional delivery of literacy strategies. Assistant principals will observe improvement in	5/29/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				instructional delivery during walkthroughs.	
G3.B1.S1.MA1	Explicit instruction and reinforcement of discipline specific literacy strategies.	McCants, Leon	8/11/2015	Supervising assistant principals document in iObservation evidence of literacy instruction and reinforcement activities during classroom walkthroughs and observations.	5/29/2016 monthly
G3.B2.S1.MA1	Students will complete formative assessments weekly.	Harrison, Donna	9/29/2015	Formative assessments are submitted with weekly lesson plans and are denoted in the plans. PLC data analysis summaries will document students' performance on the assessments.	5/29/2016 weekly
G3.B2.S1.MA1	Formative assessments aligned with FSA standards and test item specs.	Yenisch, Elizabeth	9/23/2015	Teachers submit the formative assessments to their supervising administrator for review and feedback.	5/29/2016 weekly
G3.B3.S1.MA1	Closing the achievement gap by reviewing formative assessment (unit/ chapter/9 weeks assessment) proficiency data analysis for all student subgroups.		10/10/2015	The analysis of student performance data by subgroup.	5/29/2016 monthly
G3.B3.S1.MA1	Instructional coaches, as part of their follow up to professional develop workshops and coaching sessions with individual teachers, will visit classrooms to observe the fidelity of implementation to specific high probability instructional strategies.	McCants, Leon	8/18/2015	The coaches submit monthly reports on their support activities with teachers. The feedback from coaches will reference the scale and provide observations based upon the levels of performance within the scale.	5/29/2016 monthly
G4.MA1	Disaggregate scores on district writing progress monitoring assessments by grade level, teacher and student subgroups.	Harrison, Donna	10/20/2015	PLC discussions on writing scores and the PLC meeting summaries will include a reflection of where we (as a school, grade level, teacher, and subgroup) are relative to the writing goal and what interventions will be taken to achieve the goal.	3/27/2016 quarterly
G4.B1.S1.MA1	Provide Professional Development that is content specific on writing skills with a focus on instruction and assessment across all disciplines.	Yenisch, Elizabeth	8/8/2015	Writing scores on district formative progress monitoring assessments for writing. Writing assignments included in lesson plans for all content disciplines and samples of student work.	5/29/2016 monthly
G4.B1.S1.MA1	Classroom Observations of writing expectations (oral responses in complete sentences, written work regularly in classroom instruction and assessment), PLC Data Discussions on student writing , Reinforce and reiterate writing expectations with teachers during department meetings, PLC meetings, and during individual data chats. Review status of goal with Instructional Coach and principal.	Harrison, Donna	8/11/2015	Data Logs, Student Data, Student Work, Administration Observations via Walkthroughs, PLC Agenda and meeting summaries, and Data analysis Discussions and summaries.	5/29/2016 daily
G4.B2.S1.MA1	Content specific literacy strategies are regularly included in civics classroom instruction.	Morris, Ikema	11/12/2015	Instructional coaches observations during classroom visits and documented walkthroughs in iObservation.	5/29/2016 monthly
G4.B2.S1.MA1	Literacy cadre representatives make monthly presentations at department meetings.	McCants, Leon	8/12/2015	Minutes from department meetings, handouts from presentations, and use of instructional resources and strategies observed in classrooms during walkthroughs.	5/29/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. On the 2016 FSA, Teague students will achieve mathematics proficiency percentile of 80% percentile on the Mathematics FSA for all student subgroups.

G2.B1 Teachers lack understanding of how to incorporate problem solving strategies within their content

G2.B1.S1 Problem solving & cooperative structures in math, part one and two.

PD Opportunity 1

Workshop: Problem solving & cooperative structures in Math, part one and two.

Facilitator

Elizabeth Yensch

Participants

All math teachers

Schedule

Monthly, from 10/19/2015 to 5/29/2016

G2.B2 Teachers lack understand of how to incorporate effective cooperative learning structures to support learning in the math classroom.

G2.B2.S1 Provide professional development on specific cooperative learning structures that support learning in the math classroom.

PD Opportunity 1

Familiarize math teachers for various cooperative structures aligned with the desired learning objective.

Facilitator

Elizabeth Yensch

Participants

All math teachers.

Schedule

Monthly, from 9/1/2015 to 5/31/2016

G2.B3 Teachers are unfamiliar with designing formative assessments and then using the student data to inform instruction.

G2.B3.S1 Teachers can use weekly formative assessments in order to monitor student learning within a unit/chapter or quarter.

PD Opportunity 1

In grade level PLCs, math teachers will collaborate to plan instruction with the identification of specific cooperative learning strategies that will be utilized in the classroom for specific standards and learning objectives. Teachers will design common formative assessments that will be given weekly in order to monitor and track student progress on the learning goal(s).

Facilitator

Elizabeth Yenisch

Participants

All math teachers.

Schedule

Weekly, from 9/1/2015 to 5/31/2016

G3. On the 2016 FSA all student subgroups will achieve a reading proficiency percentile of 80%.

G3.B1 Some teachers lack knowledge and understanding on how to incorporate literacy strategies within their discipline.

G3.B1.S1 Teague has created school wide professional expectations to ensure all learning environments use data to drive instruction and incorporate disciplinary literacy.

PD Opportunity 1

Data overview: Teague's ranking position within the state, district, and among SCPS middle schools.

Facilitator

Ikema Morris, Kim Eldemire, and Elizabeth Yenisch

Participants

Entire faculty

Schedule

Quarterly, from 8/11/2015 to 5/31/2016

G3.B3 Some teachers lack knowledge and understanding on how to inform their instruction once formative assessment data has been analyzed.

G3.B3.S1 Align the data analysis, reflection, and lesson plan forms to support the continuous improvement model and cycle of effective instruction.

PD Opportunity 1

Supervising administrators will look for evidence of delivery of high yield instructional strategies during classroom walkthroughs.

Facilitator

Beth Sharpe/Mark Roleski

Participants

Principals and assistant principals: Instructional rounds

Schedule

Weekly, from 9/1/2015 to 5/31/2016

G4. Students in all subgroups will achieve 80% percentile proficiency on the 2016 FSA for writing. Students will write in all classes to deepen their understanding and demonstrate what they know relative to the standard/ learning goal; teachers will infuse reading, writing, listening and speaking as appropriate for their discipline as a regular part of daily classroom instruction and assessment.

G4.B1 Training teachers on how to integrate writing activities in all classes across the content areas.

G4.B1.S1 Teague will organize and support targeted professional development focusing on writing skills for instructional focus across all disciplines.

PD Opportunity 1

Scores data/writing samples from FSA 2015 writing reviewed and analyzed to determine areas of development for future instruction.

Facilitator

Writing Facilitators

Participants

Social Studies and Science teachers

Schedule

On 5/30/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Throwback Thursdays. On Thursdays, students in eighth grade physical science classes will engage in lessons with content/standards from life science and/or earth/space curriculum.				\$0.00
2	G2.B1.S1.A1	Workshop: Problem solving & cooperative structures in Math, part one and two.				\$0.00
3	G2.B2.S1.A1	Familiarize math teachers for various cooperative structures aligned with the desired learning objective.				\$0.00
4	G2.B3.S1.A1	In grade level PLCs, math teachers will collaborate to plan instruction with the identification of specific cooperative learning strategies that will be utilized in the classroom for specific standards and learning objectives. Teachers will design common formative assessments that will be given weekly in order to monitor and track student progress on the learning goal(s).				\$0.00
5	G3.B1.S1.A1	Data overview: Teague's ranking position within the state, district, and among SCPS middle schools.				\$0.00
6	G3.B2.S1.A1	All language arts teachers will attend professional development on the test item specs, FSA standards, and the instructional plan for their specific grade level.				\$0.00
7	G3.B3.S1.A1	Teachers will use the uniform lesson planning, reflection and data analysis forms to record their collaborative discussions, decisions, and outcomes.				\$0.00
8	G3.B3.S1.A2	Supervising administrators will attend at least two PLC meetings each week.				\$0.00
9	G3.B3.S1.A3	Supervising administrators will look for evidence of delivery of high yield instructional strategies during classroom walkthroughs.				\$0.00
10	G4.B1.S1.A1	Scores data/writing samples from FSA 2015 writing reviewed and analyzed to determine areas of development for future instruction.				\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$400.00
<i>Notes: Professional Development budget, substitute teachers: 4 teachers</i>						
11	G4.B1.S1.A2	Establish school-wide expectations that all teachers will provide weekly opportunities for students to develop skill in supporting claims with logical reasoning and relevant evidence, using accurate credible sources and demonstrating understanding of the topic or text.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$500.00

Budget Data

<i>Notes: Supplies: large poster-sized templates for learning goals and scales, small post it notes, markers, sheet protectors, individual whiteboards and erasers.</i>						
12	G4.B1.S1.A3	Require teachers and students to use writing rubrics aligned with FSA when scoring student writing.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$500.00
<i>Notes: Each student given their own copy to the ELA Text-based Writing Rubrics: Argumentation and Informative/explanatory.</i>						
13	G4.B1.S1.A4	Create individual student writing goals based on teacher/peer feedback and performance on classroom assessments; have students rate their status after writing progress monitoring assessments, and clarify their efforts for improvement.				\$40.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$40.00
<i>Notes: Student planners include a data tracking sheet. Additional sheets provided to allow students to graph their progress.</i>						
14	G4.B1.S1.A5	Using Textual Support in Extended Response --				\$20.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$20.00
<i>Notes: Handouts for workshop.</i>						
15	G4.B1.S1.A6	Using Textual Support in Extended Response –exploratory, social studies and science teachers				\$60.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$60.00
<i>Notes: Workshop handouts</i>						
16	G4.B1.S1.A7	Increase opportunities for students to engage in the writing process. Emphasis is on providing students with focused, actionable feedback from their peer editors and opportunities to revise their work.				\$700.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$700.00
<i>Notes: Each student provided with a composition book to complete authentic writing assignments.</i>						
17	G4.B1.S1.A8	All written work from students must be in complete sentences with the first word capitalized and contain correct end punctuation. Also, complete sentences for oral responses.				\$0.00

Budget Data

18	G4.B1.S1.A9	Math teachers will use problem solving, cooperative structures, and writing to deepen student understanding and increase proficiency among all student subgroups.				\$45.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$45.00
			<i>Notes: Workshop handouts.</i>			
19	G4.B2.S1.A1	Expand the knowledge base among science and social studies teachers regarding disciplinary literacy.				\$0.00
					Total:	\$2,265.00