



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

---

---

Teague Middle School  
1350 MCNEIL RD  
Altamonte Springs, FL 32714  
407-320-1550  
[http://www.scps.k12.fl.us/schools/  
schoolinfopage.cfm?schoolnumber=0501](http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0501)

---

## School Demographics

---

**School Type**  
Middle School

**Title I**  
No

**Free and Reduced Lunch Rate**  
51%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
49%

---

## School Grades History

---

**2013-14**  
A

**2012-13**  
A

**2011-12**  
A

**2010-11**  
A

---

## SIP Authority and Template

---

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

---

**Table of Contents**

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Part I: Current School Status</b>	<b>6</b>
<b>Part II: Expected Improvements</b>	<b>16</b>
<b>Goals Summary</b>	<b>21</b>
<b>Goals Detail</b>	<b>21</b>
<b>Action Plan for Improvement</b>	<b>23</b>
<b>Part III: Coordination and Integration</b>	<b>35</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>36</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>46</b>

---

## 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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

---

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

---

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

---

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

---

Appendix 2 is the budget needed to implement the strategies identified in the plan.

## 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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Teague Middle School

##### Principal

Adrienne DeRienzo

##### School Advisory Council chair

Charles Bennett

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Donna Harrison	Assistant Principal
Phil Perrault	Assistant Principal
Ted Johnson	Assistant Principal
Anthony Fiorentino	Dean
Michael Bundy	Dean
Julanne Franklin	Instructional Coach
Kim Eldemire	Art Teacher
Karen Struck	Math Teacher
Michelle Coke	Science Teacher
Peggy Clark	Language Arts Teacher
Meghan Schwartz	Social Studies Teacher
Lateshia Martin	Guidance Counselor
Aleshia Kraft	Guidance Counselor
Adrienne DeRienzo	Principal
Charles Bennett	Dean

#### District-Level Information

##### District

Seminole

##### Superintendent

Dr. Walt Griffin

##### Date of school board approval of SIP

11/11/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Adrienne DeRienzo - Principal  
 Charles Bennett - Dean  
 Anthony Fiorentino - Dean  
 Michael Bundy - Dean  
 Julanne Franklin - Instructional Coach  
 Oscar Casanova - Non-Instructional Personnel  
 Carrie Glatting - Parent  
 Ryan Kanaga - Parent  
 Beth Klingenberg - Parent  
 Yaasmine Campbell - Parent  
 Matthew Presser - Community Member  
 Carrie Arzonico - Parent  
 Annette Ault - Parent

**Involvement of the SAC in the development of the SIP**

Teague's SAC Membership is comprised of school personnel (administrative, instructional and non-instructional,) and parent / community members. The secretaries are parents of Teague Middle School students. 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.

**Activities of the SAC for the upcoming school year**

Members serve in an advisory capacity to the principal. The purpose of Teague's SAC is to assist in the development of the educational programs, the School Improvement Plan, and to advise the school on budgetary allocations and disbursement of funds as allocated by the state legislature. Teague's SAC works to promote communication and involvement between the school and the local community.

**Projected use of school improvement funds, including the amount allocated to 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.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

4

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

<b>Adrienne DeRienzo</b>		
Principal	Years as Administrator: 15	Years at Current School: 8
<b>Credentials</b>	Masters in Education Leadership Bachelors of Science Certified in English 6-12 Principal Certification	
<b>Performance Record</b>	Highly Effective	

<b>Donna Pounds-Harrison</b>		
Asst Principal	Years as Administrator: 5	Years at Current School: 5
<b>Credentials</b>	Masters in Educational Leadership ESOL Endorsed Reading Endorsed Exceptional Student Education K-12	
<b>Performance Record</b>	Highly Effective	

<b>Phillip Perrault</b>		
Asst Principal	Years as Administrator: 27	Years at Current School: 1
<b>Credentials</b>	Specialist in Educational Leadership Masters in Educational Leadership Certified in Physics 9-12, and Science 6-8	
<b>Performance Record</b>	Highly Effective	

<b>Ted Johnson</b>		
Asst Principal	Years as Administrator: 11	Years at Current School: 1
<b>Credentials</b>	Mathematics Grades 5-9 School Principal All Levels Social Science Grades 6-12 Middle Grades Endorsement	
<b>Performance Record</b>	Highly Effective	

**Instructional Coaches**

**# of instructional coaches**  
1

**# receiving effective rating or higher**  
(not entered because basis is < 10)



**Instructional Coach Information:**

**Julanne Franklin**

Full-time / School-based

Years as Coach: 2

Years at Current School: 7

**Areas**

Reading/Literacy, Data

**Credentials**

Masters in Reading Education  
 Bachelors of Science Elementary Education  
 Certified in: Elementary Ed K - 6, Reading K - 12, Social Sciences  
 5 - 9, Middle Grades Integrated Curriculum 5 - 9, ESOL K-12

**Performance Record**

Highly Effective

**Classroom Teachers**

**# of classroom teachers**

78

**# receiving effective rating or higher**

0, 0%

**# Highly Qualified Teachers**

96%

**# certified in-field**

75, 96%

**# ESOL endorsed**

10, 13%

**# reading endorsed**

11, 14%

**# with advanced degrees**

31, 40%

**# National Board Certified**

7, 9%

**# first-year teachers**

9, 12%

**# with 1-5 years of experience**

16, 21%

**# with 6-14 years of experience**

19, 24%

**# with 15 or more years of experience**

34, 44%

**Education Paraprofessionals**

**# of paraprofessionals**

4

**# Highly Qualified**

4, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during this calendar 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 given situation. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The school has a core Multi-Tiered System of Supports (MTSS) 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 determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

**Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

The MTSS Leadership Team is composed of: Adrienne DeRienzo, Principal; Ted Johnson, Chairman, Assistant Principal; Donna Harrison, Assistant Principal; Phil Perrault, Assistant Principal; Deans - Charles Bennett, Anthony Fiorentino, Michael Bundy; Guidance Counselors - Lateshia Martin, Aleishia Kraft; Instructional Coach - Julanne Franklin; Behavioral Specialist - Dorrie Lombardi; Zone Administrator - M. Kaesberg; School Psychologist - K. Rockwell; Speech/Lang. Path. - D. Schoepski; Staff Res. Spec. - J. Mayer/D. Franco; Social Worker - E. Martinez; O.T. - D. Morrard; School Nurse - L. Jimenez; and Selected General Education Teachers.

Responsibilities include: Chairman provides a common vision for the use of data-based decision –making; models the Problem Solving Process; supervises the design of a strong infrastructure for implementation of MTSS; ensures that the school-based team is implementing MTSS; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support MTSS implementation; develops a culture of expectation with the school staff for the implementation of MTSS school-wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school- based MTSS plans and activities.

Guidance Counselors: Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicate with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

Technology Specialist: Develops technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic display.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical evaluation; assists in facilitation databased decision making activities.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrates core instructional activities/materials/instruction in tiered interventions; collaborates with general education teachers.

Instructional Coach: Develops, leads, and evaluates core content standards and programs; identifies and analyzes curriculum/behavior assessment and intervention approaches; Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk," assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Selected General Education Teachers: Deliver Tier 1 instruction/intervention; collaborate with other staff to implement Tier 2/3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

**Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The MTSS team will use data from the school improvement plan to help to target subgroups and students who score below proficiency on the FCAT. The use of the school improvement data will allow MTSS to help not only address school wide needs of improvement, but will also allow for targeted students to be able to get the interventions that will make them successful within the classroom. By targeting academics and behaviors of the targeted students, MTSS will help assist teachers in understanding and implementing MTSS effectively with the use of interventions.

The MTSS Leadership Team meets every Monday morning with the purpose of monitoring students currently receiving Tier II and Tier III support and to conduct file reviews of students referred to the MTSS team. The team uses a problem solving approach throughout the process by first identifying the problem through a thorough review of all available data. After the problem has been identified, an analysis is conducted to determine why it is occurring. Based on that outcome, an intervention is designed or put in place to address the issue and the intervention is monitored for effectiveness (RtI). Adjustments are made or additional interventions are implemented as needed. Other school teams are consulted for assistance with intervention design or implementation when necessary.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Skyward, EdInsight, and Discovery Education will be utilized as the primary data sources for MTSS. Data for students receiving Tier II or Tier III interventions will be maintained in EdInsight which includes all relevant academic, attendance, and behavior data. In addition, each student will have individualized folders which will contain all pertinent data. A master list of these students will also be kept to ensure that their progress is monitored appropriately.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

All staff members attended a mandatory training designed to give participants an overview of MTSS, the process used to refer students, and district/state requirements. An overview of Tier I interventions that can be implemented for all students, in all settings, was discussed. Small group and individual trainings are conducted on an as needed basis.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Summer Program

**Minutes added to school year:** 4,140

Decoding, Comprehension and Fluency

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

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

**Who is responsible for monitoring implementation of this strategy?**

Instructional Coach, Reading Teacher and ESE Support Facilitator

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Adrienne DeRienzo	Principal
Donna Harrison	Assistant Principal
Julanne Franklin	Academic Coach
Charles Bennett	Dean
Anthony Fiorentino	Dean
Michael Bundy	Dean
Kim Eldemire	Teacher
Karen Struck	Teacher
Michelle Coke	Teacher
Peggy Clarke	Teacher
Meghan Schwartz	Teacher
Lateshia Martin	Guidance Counselor
Aleisha Kraft	Guidance Counselor

**How the school-based LLT functions**

Teague's Literacy Leadership Team consists of Adrienne DeRienzo (Principal), Donna Harrison (Asst. Principal), Julanne Franklin (Instructional Coach). The members of this team were chosen because they are responsible for the implementation and oversight of literacy at Teague Middle School. The grade level department leaders will disseminate information down to grade level teachers.

The LLT meeting will be chaired by the Principal. Data from Professional Learning Communities will determine the focus of the monthly meetings. Minutes from the weekly meetings will be shared with grade level leaders to disseminate information to all parties held accountable. The grade level leaders will be the liaison between the LLT and the curriculum leaders in the classroom.

Duties will be as followed:

- Analyze school wide Literacy data to determine strengths and weaknesses to set goals for each grade level. Monitor the implementation of the Instructional Calendar as it pertains to the specific grade level/ subject.
- Be able to assist teachers and be knowledgeable about District Reading Curriculum, Language Arts Standards, and other literacy related information.
- Assist in planning and organizing school-wide literacy events and professional development in-services.

### **Major initiatives of the LLT**

Among one major initiative of the LLT will be train and increase the instructional fidelity of the Reading Edge 2.0 and SRA programs to help to increase the reading proficiency of students in each subgroup. The LLT will train teachers to implement varied high probability instructional practices within reading, writing, and across the content areas to further learning gains. They will use data from Discovery Education testing and Common Assessments to help drive decisions that will affect all students. The LLT will also focus on common goals, purposes, and strategies for meeting state goals and objectives and school level SIP. Using data, they will make decisions on instructional practices.

## **Every Teacher Contributes to Reading Instruction**

### **How the school ensures every teacher contributes to the reading improvement of every student**

Literacy is central to the life and success of any school. Our vision of literacy reaches beyond reading strategies to incorporate a broader approach that involves students in reading, speaking, writing and habits of thinking as they are practiced in specific disciplines of English language arts, history, math, science, and every content our students encounter. This emphasis on disciplinary knowledge paired with critical thinking skills allows the secondary teacher to give all students the opportunity to engage in sophisticated, challenging academic work. School leaders function as instructional leaders, helping the entire school community function as a community of practice, working in concert to study, develop, share, and learn from state-of-the-art methods for developing literacy skills and capacity.

## **Preschool Transition**

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

## **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

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.

### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

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.

**Strategies for improving student readiness for the public postsecondary level**

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.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	74%	67%	No	77%
American Indian				
Asian	83%	81%	No	85%
Black/African American	59%	49%	No	63%
Hispanic	65%	61%	No	69%
White	80%	73%	No	82%
English language learners	37%	39%	Yes	43%
Students with disabilities	47%	28%	No	52%
Economically disadvantaged	63%	54%	No	66%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	402	31%	40%
Students scoring at or above Achievement Level 4	466	36%	40%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	759	61%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	171	52%	60%



**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	34	67%	72%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	22	42%	47%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	23	45%	50%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	288	70%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	66%	No	75%
American Indian				
Asian	85%	85%	Yes	87%
Black/African American	54%	41%	No	59%
Hispanic	59%	57%	No	63%
White	80%	73%	No	82%
English language learners	35%	25%	No	42%
Students with disabilities	48%	31%	No	53%
Economically disadvantaged	61%	52%	No	65%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	399	31%	40%
Students scoring at or above Achievement Level 4	444	34%	40%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		100%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	829	66%	71%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	193	57%	60%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	298	84%	86%
Middle school performance on high school EOC and industry certifications	281	95%	97%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	91	38%	43%
Students scoring at or above Achievement Level 4	132	55%	60%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		17%
Students scoring at or above Achievement Level 4	44	88%	93%

**Area 4: Science****Middle School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	119	29%	34%
Students scoring at or above Achievement Level 4	121	29%	34%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		100%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1374		1374
Participation in STEM-related experiences provided for students	1374	100%	100%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	472	35%	40%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

**Area 8: Early Warning Systems**

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	138	10%	8%
Students who fail a mathematics course	44	3%	1%
Students who fail an English Language Arts course	30	2%	1%
Students who fail two or more courses in any subject	57	4%	2%
Students who receive two or more behavior referrals	188	13%	11%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	118	8%	6%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Research indicates that parental involvement is very important to student success. Teague Middle School will use the following communication strategies to provide additional information to parents and to increase parent involvement in supporting classroom instruction.

- A. Distribute a quarterly newsletter to parents, the "Tiger Prints". It includes school activities and parenting tips related to school achievement such as homework tips, organizational skills, and study skills.
- B. 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.
- C. Teachers routinely contact parents on an individual basis to inform them about their child's progress.
- D. The school provides parents reports/report cards regarding their child's academic progress and upcoming classroom and school events.
- E. Parents can keep track of the child's academic progress (grades, attendance, etc.) via the Skyward Parent Portal 24/7
- F. Parents receive weekly updates regarding school activities via mass email

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent logged into Skyward Parent Portal at least once during sch year	584	47%	52%

**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
--------	---------------	---------------	---------------

## Goals Summary

- G1.** All teachers will implement effective instruction aligned to Common Core by using a variety of high probability, research based instructional strategies to address special needs for all identified sub groups.
- G2.** Students will write in all classes and teachers will use effective writing strategies to teach the process of writing.

## Goals Detail

**G1.** All teachers will implement effective instruction aligned to Common Core by using a variety of high probability, research based instructional strategies to address special needs for all identified sub groups.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)

### Resources Available to Support the Goal

- Instructional Coach/Modeling/Training
- Trainings/Lesson Study/Data Analysis
- Instructional Materials
- Professional Learning Communities
- MTSS
- Behavior Specialist
- Administrative Support/District Support
- DE and Common Assessments

### Targeted Barriers to Achieving the Goal

- Some teachers lack knowledge and understanding on how to differentiate instruction and utilize data to drive instruction.

## Plan to Monitor Progress Toward the Goal

### Person or Persons Responsible

### Target Dates or Schedule:

### Evidence of Completion:

**G2. Students will write in all classes and teachers will use effective writing strategies to teach the process of writing.**

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

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

**Targeted Barriers to Achieving the Goal**

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

**Plan to Monitor Progress Toward the Goal**

**Person or Persons Responsible**

**Target Dates or Schedule:**

**Evidence of Completion:**

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** All teachers will implement effective instruction aligned to Common Core by using a variety of high probability, research based instructional strategies to address special needs for all identified sub groups.

**G1.B1** Some teachers lack knowledge and understanding on how to differentiate instruction and utilize data to drive instruction.

**G1.B1.S1** Teague has created school wide professional expectations to ensure learning environments that use data to drive instruction.

### Action Step 1

CST Training Civics

#### Person or Persons Responsible

Pam Ferrante, Civics Teachers

#### Target Dates or Schedule

09/03/13 & 09/09/13

#### Evidence of Completion

Administrative Observations via Walkthroughs

#### Facilitator:

Pam Ferrante

#### Participants:

Civics Teachers

## **Action Step 2**

CST Training Science

### **Person or Persons Responsible**

Pam Ferrante, Science Teachers

### **Target Dates or Schedule**

09/19/13 & 09/20/13

### **Evidence of Completion**

Administrative Observations via Walkthroughs

### **Facilitator:**

Pam Ferrante

### **Participants:**

Science Teachers

## **Action Step 3**

Springboard Math

### **Person or Persons Responsible**

County, New Teachers

### **Target Dates or Schedule**

August 26&27, 2013

### **Evidence of Completion**

Learning Logs and Sign In Sheets, Data Logs

### **Facilitator:**

District Facilitator

### **Participants:**

New Teachers



#### **Action Step 4**

Math Facts Algebra

**Person or Persons Responsible**

District, Teague Algebra Teachers

**Target Dates or Schedule**

Throughout the year - ongoing

**Evidence of Completion**

Learning Logs and Sign In Sheets, Data Logs

**Facilitator:**

District Facilitator

**Participants:**

Teague Algebra Teachers

#### **Action Step 5**

Math Facts Geometry

**Person or Persons Responsible**

District, Teague Geometry Teachers

**Target Dates or Schedule**

Throughout the year - ongoing

**Evidence of Completion**

Learning Logs and Sign In Sheets, Data Logs

**Facilitator:**

District Facilitator

**Participants:**

Teague Geometry Teachers

## **Action Step 6**

MTSS Training

### **Person or Persons Responsible**

Guidance Counselors

### **Target Dates or Schedule**

August 28, 2013

### **Evidence of Completion**

Learning Logs and Sign In Sheets, Data Logs

### **Facilitator:**

Guidance Counselors

### **Participants:**

Teachers and Staff

## **Action Step 7**

Data Overview

### **Person or Persons Responsible**

Instructional Coach

### **Target Dates or Schedule**

August 6, 2013

### **Evidence of Completion**

Learning Logs and Sign In Sheets, Data Logs

### **Facilitator:**

Instructional Coach

### **Participants:**

Teachers and Staff

### **Action Step 8**

Edinsight

#### **Person or Persons Responsible**

Instructional Coach, Dean

#### **Target Dates or Schedule**

August 6&13, 2013

#### **Evidence of Completion**

Learning Logs and Sign In Sheets, Data Logs

#### **Facilitator:**

Instructional Coach, Dean

#### **Participants:**

Teachers and Staff

### **Action Step 9**

Reading Edge 2.0

#### **Person or Persons Responsible**

Administration, Instructional Coach

#### **Target Dates or Schedule**

September 9&10, 2013

#### **Evidence of Completion**

Learning Logs and Sign In Sheets, Data Logs

#### **Facilitator:**

County

#### **Participants:**

Success for All Foundation (All reading teachers, instructional coach, reading administrator). This workshop provided training in the newest version of Reading Edge 2.0, which is aligned to Common Core. Participants learned how to deliver lessons, how to use rubrics more effectively, and how to use the data-monitoring system.

## **Action Step 10**

Building a Strong Core

### **Person or Persons Responsible**

Teaching and Learning- Karen Nolan

### **Target Dates or Schedule**

Throughout the year - ongoing

### **Evidence of Completion**

Learning Logs and Sign In Sheets, Data Logs

### **Facilitator:**

Teaching and Learning- Karen Nolan

### **Participants:**

Teague Teachers and Staff

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

Classroom Observations of Implementation of Strategies, Data Discussions, Review with teachers, Instructional Coach and Administration

### **Person or Persons Responsible**

Sixth, Seventh, and Eight Grade Teachers and Staff

### **Target Dates or Schedule**

Ongoing, Weekly/Monthly

### **Evidence of Completion**

Data Logs, Student Data, Administration Observations via Walkthroughs, Agendas, and Discussions

## Plan to Monitor Effectiveness of G1.B1.S1

Provide Professional Development on how to differentiate instruction, use data to drive instruction, use effective research based instruction, and implement skill based interventions.

### Person or Persons Responsible

Administration, Instructional Coach, Teachers, and Paraprofessionals

### Target Dates or Schedule

Throughout the year - ongoing, Weekly, Monthly

### Evidence of Completion

Progress and benchmark monitoring, Improvement on student data on State Standardized Test, Data Logs,

**G2.** Students will write in all classes and teachers will use effective writing strategies to teach the process of writing.

**G2.B1** Training teachers on how to integrate writing activities in all classes across the content areas.

**G2.B1.S1** Teague will organize and support targeted professional development focusing on writing skills for instructional focus across all content areas.

### Action Step 1

Social Studies and Science teachers- revisit extended response scoring and practice; sharing and scoring of student and teacher samples; practice peer-editing; punctuation of textual support; effective pre-plans; planning for grade-level writing activities

### Person or Persons Responsible

Writing Facilitators and all Social Studies and Science teachers

### Target Dates or Schedule

10/14/13

### Evidence of Completion

Interrater reliability and peer editing by students in classrooms & improvement in student work

### Facilitator:

Writing Facilitators

### Participants:

Social Studies and Science teachers

**Action Step 2**

LA teachers, ESE, ESOL-- Writing Introductory Paragraphs. Good Beginnings

**Person or Persons Responsible**

Writing Facilitators and LA teachers, ESE, ESOL

**Target Dates or Schedule**

11/2013

**Evidence of Completion**

Lessons targeting good beginnings & student work

**Facilitator:**

Writing Facilitators

**Participants:**

LA teachers, ESE, ESOL

**Action Step 3**

LA teachers, ESE, ESOL- organization.

**Person or Persons Responsible**

Writing Facilitators and LA teachers, ESE, ESOL

**Target Dates or Schedule**

11/2013

**Evidence of Completion**

Lessons targeting organization & student work

**Facilitator:**

Writing Facilitators

**Participants:**

LA teachers, ESE, ESOL

#### **Action Step 4**

LA teachers, ESE, ESOL. Writing Body paragraphs.

##### **Person or Persons Responsible**

All LA, ESE, ESOL teachers & Writing Facilitators

##### **Target Dates or Schedule**

12/2013

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

Student written work of body paragraphs

##### **Facilitator:**

Writing Facilitators

##### **Participants:**

All LA, ESE, ESOL teachers

#### **Action Step 5**

LA teachers- Writing Concluding Paragraphs. Good Endings.

##### **Person or Persons Responsible**

All Language Arts, ESE and ESOL teachers

##### **Target Dates or Schedule**

1/2014

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

Lessons focus on concluding paragraphs & student work

##### **Facilitator:**

Writing Facilitators

##### **Participants:**

All Language Arts, ESE and ESOL teachers

### **Action Step 6**

Using Textual Support in Extended Response --

#### **Person or Persons Responsible**

Writing Facilitators

#### **Target Dates or Schedule**

8/28/13

#### **Evidence of Completion**

Student writing samples

#### **Facilitator:**

Writing Facilitators

#### **Participants:**

LA teachers, ESE, ESOL.

### **Action Step 7**

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

#### **Person or Persons Responsible**

Writing Facilitators

#### **Target Dates or Schedule**

9/4/13

#### **Evidence of Completion**

Student writing samples

#### **Facilitator:**

Writing Facilitators

#### **Participants:**

Social Studies, Science & Exploratory teachers



### **Action Step 8**

Extended Response Rubric, Peer Editing, pre-plans and review of sample writings for LA teachers, ESE, ESOL.

#### **Person or Persons Responsible**

Writing Facilitators

#### **Target Dates or Schedule**

9/25/13

#### **Evidence of Completion**

Peer editing with students in classrooms

#### **Facilitator:**

Writing Facilitators

#### **Participants:**

Writing Facilitators

### **Action Step 9**

LA teachers, ESE, ESOL— revisit extended response scoring and practice; practice peer editing; scoring of FCAT calibration papers; discussion and scoring of student writing samples; the use of mature transitions in writing; sentence elaboration; planning time for grade-level writing instruction

#### **Person or Persons Responsible**

Writing Facilitators & all Language Arts, ESE and ESOL teachers

#### **Target Dates or Schedule**

10/14/2013

#### **Evidence of Completion**

Interrater reliability & improvement in student work

#### **Facilitator:**

Writing Facilitators

#### **Participants:**

Language Arts, ESE and ESOL teachers

### **Plan to Monitor Fidelity of Implementation of G2.B1.S1**

Classroom Observations of Implementation of Strategies, Data Discussions, Review with teachers, Instructional Coach and Administration

#### **Person or Persons Responsible**

Sixth, Seventh, and Eight Grade Teachers and Staff

#### **Target Dates or Schedule**

Ongoing, Weekly/Monthly

#### **Evidence of Completion**

Data Logs, Student Data, Student Work, Administration Observations via Walkthroughs, Agendas, and Discussions

### **Plan to Monitor Effectiveness of G2.B1.S1**

Provide Professional Development on writing skills for instructional focus across all content areas.

#### **Person or Persons Responsible**

Administration, Writing Facilitators, Instructional Coach, Teachers, and Paraprofessionals

#### **Target Dates or Schedule**

Throughout the year - ongoing, Weekly, Monthly

#### **Evidence of Completion**

Progress monitoring, Improvement on student data on State Standardized Test, Student Work, Data Logs

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** All teachers will implement effective instruction aligned to Common Core by using a variety of high probability, research based instructional strategies to address special needs for all identified sub groups.

**G1.B1** Some teachers lack knowledge and understanding on how to differentiate instruction and utilize data to drive instruction.

**G1.B1.S1** Teague has created school wide professional expectations to ensure learning environments that use data to drive instruction.

### PD Opportunity 1

CST Training Civics

#### Facilitator

Pam Ferrante

#### Participants

Civics Teachers

#### Target Dates or Schedule

09/03/13 & 09/09/13

#### Evidence of Completion

Administrative Observations via Walkthroughs

**PD Opportunity 2**

CST Training Science

**Facilitator**

Pam Ferrante

**Participants**

Science Teachers

**Target Dates or Schedule**

09/19/13 & 09/20/13

**Evidence of Completion**

Administrative Observations via Walkthroughs

**PD Opportunity 3**

Springboard Math

**Facilitator**

District Facilitator

**Participants**

New Teachers

**Target Dates or Schedule**

August 26&27, 2013

**Evidence of Completion**

Learning Logs and Sign In Sheets, Data Logs

**PD Opportunity 4**

Math Facts Algebra

**Facilitator**

District Facilitator

**Participants**

Teague Algebra Teachers

**Target Dates or Schedule**

Throughout the year - ongoing

**Evidence of Completion**

Learning Logs and Sign In Sheets, Data Logs

**PD Opportunity 5**

Math Facts Geometry

**Facilitator**

District Facilitator

**Participants**

Teague Geometry Teachers

**Target Dates or Schedule**

Throughout the year - ongoing

**Evidence of Completion**

Learning Logs and Sign In Sheets, Data Logs

## **PD Opportunity 6**

MTSS Training

### **Facilitator**

Guidance Counselors

### **Participants**

Teachers and Staff

### **Target Dates or Schedule**

August 28, 2013

### **Evidence of Completion**

Learning Logs and Sign In Sheets, Data Logs

## **PD Opportunity 7**

Data Overview

### **Facilitator**

Instructional Coach

### **Participants**

Teachers and Staff

### **Target Dates or Schedule**

August 6, 2013

### **Evidence of Completion**

Learning Logs and Sign In Sheets, Data Logs

## **PD Opportunity 8**

Edinsight

### **Facilitator**

Instructional Coach, Dean

### **Participants**

Teachers and Staff

### **Target Dates or Schedule**

August 6&13, 2013

### **Evidence of Completion**

Learning Logs and Sign In Sheets, Data Logs

## **PD Opportunity 9**

Reading Edge 2.0

### **Facilitator**

County

### **Participants**

Success for All Foundation (All reading teachers, instructional coach, reading administrator). This workshop provided training in the newest version of Reading Edge 2.0, which is aligned to Common Core. Participants learned how to deliver lessons, how to use rubrics more effectively, and how to use the data-monitoring system.

### **Target Dates or Schedule**

September 9&10, 2013

### **Evidence of Completion**

Learning Logs and Sign In Sheets, Data Logs



## **PD Opportunity 10**

Building a Strong Core

### **Facilitator**

Teaching and Learning- Karen Nolan

### **Participants**

Teague Teachers and Staff

### **Target Dates or Schedule**

Throughout the year - ongoing

### **Evidence of Completion**

Learning Logs and Sign In Sheets, Data Logs

**G2.** Students will write in all classes and teachers will use effective writing strategies to teach the process of writing.

**G2.B1** Training teachers on how to integrate writing activities in all classes across the content areas.

**G2.B1.S1** Teague will organize and support targeted professional development focusing on writing skills for instructional focus across all content areas.

## **PD Opportunity 1**

Social Studies and Science teachers- revisit extended response scoring and practice; sharing and scoring of student and teacher samples; practice peer-editing; punctuation of textual support; effective pre-plans; planning for grade-level writing activities

### **Facilitator**

Writing Facilitators

### **Participants**

Social Studies and Science teachers

### **Target Dates or Schedule**

10/14/13

### **Evidence of Completion**

Interrater reliability and peer editing by students in classrooms & improvement in student work

**PD Opportunity 2**

LA teachers, ESE, ESOL-- Writing Introductory Paragraphs. Good Beginnings

**Facilitator**

Writing Facilitators

**Participants**

LA teachers, ESE, ESOL

**Target Dates or Schedule**

11/2013

**Evidence of Completion**

Lessons targeting good beginnings & student work

**PD Opportunity 3**

LA teachers, ESE, ESOL- organization.

**Facilitator**

Writing Facilitators

**Participants**

LA teachers, ESE, ESOL

**Target Dates or Schedule**

11/2013

**Evidence of Completion**

Lessons targeting organization & student work

**PD Opportunity 4**

LA teachers, ESE, ESOL. Writing Body paragraphs.

**Facilitator**

Writing Facilitators

**Participants**

All LA, ESE, ESOL teachers

**Target Dates or Schedule**

12/2013

**Evidence of Completion**

Student written work of body paragraphs

**PD Opportunity 5**

LA teachers- Writing Concluding Paragraphs. Good Endings.

**Facilitator**

Writing Facilitators

**Participants**

All Language Arts, ESE and ESOL teachers

**Target Dates or Schedule**

1/2014

**Evidence of Completion**

Lessons focus on concluding paragraphs & student work

**PD Opportunity 6**

Using Textual Support in Extended Response --

**Facilitator**

Writing Facilitators

**Participants**

LA teachers, ESE, ESOL.

**Target Dates or Schedule**

8/28/13

**Evidence of Completion**

Student writing samples

**PD Opportunity 7**

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

**Facilitator**

Writing Facilitators

**Participants**

Social Studies, Science & Exploratory teachers

**Target Dates or Schedule**

9/4/13

**Evidence of Completion**

Student writing samples

### **PD Opportunity 8**

Extended Response Rubric, Peer Editing, pre-plans and review of sample writings for LA teachers, ESE, ESOL.

#### **Facilitator**

Writing Facilitators

#### **Participants**

Writing Facilitators

#### **Target Dates or Schedule**

9/25/13

#### **Evidence of Completion**

Peer editing with students in classrooms

### **PD Opportunity 9**

LA teachers, ESE, ESOL— revisit extended response scoring and practice; practice peer editing; scoring of FCAT calibration papers; discussion and scoring of student writing samples; the use of mature transitions in writing; sentence elaboration; planning time for grade-level writing instruction

#### **Facilitator**

Writing Facilitators

#### **Participants**

Language Arts, ESE and ESOL teachers

#### **Target Dates or Schedule**

10/14/2013

#### **Evidence of Completion**

Interrater reliability & improvement in student work

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	All teachers will implement effective instruction aligned to Common Core by using a variety of high probability, research based instructional strategies to address special needs for all identified sub groups.	\$2,714
Total		\$2,714

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Professional Development	\$2,714	\$2,714
Total	\$2,714	\$2,714

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** All teachers will implement effective instruction aligned to Common Core by using a variety of high probability, research based instructional strategies to address special needs for all identified sub groups.

**G1.B1** Some teachers lack knowledge and understanding on how to differentiate instruction and utilize data to drive instruction.

**G1.B1.S1** Teague has created school wide professional expectations to ensure learning environments that use data to drive instruction.

#### Action Step 1

CST Training Civics

#### Resource Type

Professional Development

#### Resource

Substitute Teachers

#### Funding Source

Professional Development

#### Amount Needed

\$1,357

**Action Step 2**

CST Training Science

**Resource Type**

Professional Development

**Resource**

Substitute Teachers

**Funding Source**

Professional Development

**Amount Needed**

\$1,357