

Seminole County Public Schools

Teague Middle School



2016-17 Schoolwide 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 and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	56%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	A*	A	A

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Teague Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

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

2. School Environment

a. 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).

b. 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 will be the fifth 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.

c. 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 embedded within each core area's rigor/complexity action 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. Professional development plans are based on the specific needs of a particular grade level or individual teacher, and school-wide (e.g. Mandatory Reporting) as appropriate.

d. 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, Aspire, and Children's Home Society 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 services of a full-time mental health counselor from Aspire who conducts individual and group counseling with students.

3. Early Warning Systems

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

a. 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.

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	39	26	33	0	0	0	0	98	
One or more suspensions	0	0	0	0	0	0	2	2	1	0	0	0	0	5	
Course failure in ELA or Math	0	0	0	0	0	0	5	12	9	0	0	0	0	26	
Level 1 on statewide assessment	0	0	0	0	0	0	140	74	81	0	0	0	0	295	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	7	9	1	0	0	0	0	17	

c. 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 coaches, social worker, and invited staff such as ESOL and ESE teachers).

- * Practice of school-wide Common Boards in all classrooms which records the standard, the dok, learning goal and associated learning activities, their homework, upcoming dates for projects and quizzes.
- * 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. .
- * All Level 1 mathematics students scheduled in intensive mathematics classes.
- * After school tutoring offered on Tuesday and Thursday afternoons beginning at the end of the first academic quarter; transportation and snack provided.
- * Monday through Friday during all student attendance days, the YMCA offers students homework assistance.
- * 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 develop 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 or revised when needed.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. 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.
- * Mail Tiger Prints quarterly newsletter to parents and post on Teague website. The newsletter includes school activities and parenting tips related to school achievement such as homework tips, organizational skills, and study skills.
- * Use multiple genres of social networking to families on a regular basis (e.g. Remind 101, Synervoice)
- * 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 Family Access 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 marquee
- * Teachers have course websites accessible through the e-campus portal. The course websites include assignments, Common Board, and other instructional resources such as the electronic textbook.
- * The guidance department schedules parent-teacher-student conferences, and assists families with connecting to resources in the community.

2. 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. In addition, faith-based leaders are invited for relationships with local schools, such as sponsoring the Fellowship of Christian Athletes club on the Teague campus.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Abbott, Debra	Principal
Harrison, Donna	Assistant Principal
Bennett, Chuck	Assistant Principal
Johnson, Ted	Assistant Principal
Argrett, Cherlottla	Dean
Bundy, Michael	Dean
Yenisch, Elizabeth	Instructional Coach
Morris, Ikema	Instructional Coach
Eldemire, Kim	Instructional Coach

b. Duties

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

Mrs. Abbott, 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. Coaches work primarily with grade level content area teams, departments and individual teachers providing instructional support through coaching. The coaches are assigned specific content areas and work closely with the assistant principal to identify instructional strengths (e.g. demonstration classrooms) and weaknesses (areas to remediate through coaching support) and analyze grade level student performance data.

Decision making is shared at various levels within the Teague community. The administrative team and coaches meet 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.

2. 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 funds to provide additional academic tutorial and/or intervention time for students in need of remediation. This funding source is coordinated to maximize the number of students and the amount of services available for academic interventions. 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Michael Cox	Business/Community
Mrs. Tighiouart	Parent
Obough Bostwick	Teacher
Britt Johnson	Education Support Employee
Haylee O'Dowd	Parent
James Presley	Parent
Debra Abbott	Principal
Alex Sanchez	Teacher
Emily Dykstra	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

During the September SAC meeting, principal Debra Abbott reviewed the school's end of course exam performance in algebra, geometry and civics for the 2015-2016 school year along with FSA data for ELA, mathematics and science. Mrs. Abbott described the goal setting process with SAC board members. While Teague earned the status of a "B" school, there are significant achievement gaps among all subgroups across all assessments. She facilitated discussion with SAC members about the Florida Standards Assessments students will take in the spring and the goal setting process for the 2016-2017 School Improvement Plan.

b. 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 2016-2017 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 throughout the campus during the school day. We currently meet the 2nd Tuesday of each month in the Administrative Conference Room from 7:30 a.m. to 8:45 a.m. All meetings are open to the public and visitors are encouraged to attend.

c. 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. Mrs. Abbott solicits input from PTSA, SAC, and members of the greater Teague community for suggestions and concerns for consideration as she develops the annual school budget. Upon development of the initial school budget, she 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 she makes final revisions and submits the budget for approval.

2. 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 \$5400. SAC funds will be 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,

professional development, technology, and teacher/student recognition. The SAC budget was voted and approved unanimously at the October 11th meeting.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Abbott, Debra	Principal
Harrison, Donna	Assistant Principal
Eldemire, Kim	Teacher, K-12
Yenisch, Elizabeth	Instructional Coach
Bennett, Chuck	Assistant Principal
Johnson, Ted	Assistant Principal
Morris, Ikema	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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, Cooperative Learning structures to support our disciplinary literacy goals, and differentiated instruction through the use of stations. Proficient readers will be scheduled into one of the literacy-related elective courses such as Great Books, Advanced Reading/Writing, Creative Writing, and Speech & Debate. 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.

D. Public and Collaborative Teaching

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

1. 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 together 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 will be allocated in support of School Improvement Plan goals; this year teacher teams will attend the Collaborative Instructional Practices workshop offered by FDLRS in support of our Support Facilitation teaching teams. 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.

2. 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 a high performing 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

Each grade level discipline creates weekly common formative assessments and administers district common 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.

2. 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. During the Summer 2016, a mathematics component was added to the Summer Bridges program for incoming sixth grade students.

Strategy Rationale

Students who scored a Level 1 on the FSA 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

Abbott, Debra, debra_abbott@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, Cherlottla , cherlottla_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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

1. 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.

2. 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 2016-2017 school year we offer iConnect and iJourney classes providing students the opportunity to earn digital literacy certifications and high school credits.

3. 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.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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

B. 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

C. Strategic Goals

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.** Teachers will implement effective instruction, interventions, and differentiated instructional strategies aligned to the standards to increase student success in reading, mathematics, science and end-of-course exams with a focus on all subgroups.

Strategic Goals Detail

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

G1. Teachers will implement effective instruction, interventions, and differentiated instructional strategies aligned to the standards to increase student success in reading, mathematics, science and end-of-course exams with a focus on all subgroups. **1a**

 **G086347**

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement - Hispanic	50.0
FSA Math Achievement - Black/African American	50.0
FSA Math Achievement - Hispanic	50.0
FSA ELA Achievement - Black/African American	50.0

Targeted Barriers to Achieving the Goal **3**

- Instruction lacks alignment with the standards, learning goal, test item specs and appropriate level of rigor/cognitive complexity..

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Instructional coaches and assistant principals work closely with grade level PLCs to focus instructional planning with closer alignment to the standards, learning goal, test item specs with the appropriate level of cognitive complexity.
- Teachers receive focused feedback regularly from instructional rounds and classroom walkthroughs.

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

 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will implement effective instruction, interventions, and differentiated instructional strategies aligned to the standards to increase student success in reading, mathematics, science and end-of-course exams with a focus on all subgroups. 1

G086347

G1.B1 Instruction lacks alignment with the standards, learning goal, test item specs and appropriate level of rigor/cognitive complexity.. 2

B229458

G1.B1.S1 Representatives from each grade level PLC participate in the Professional Learning Network professional development offered by the district and will share their expertise with their colleagues in their grade level PLC. The emphasis is on rigorous instruction, aligned to the standards, learning goal, test item specs, and the appropriate level of cognitive complexity utilizing high yield instructional strategies. 4

S242050

Strategy Rationale

Develop teacher-leader leadership capacity.

Action Step 1 5

The Math department has developed a rigor/complexity action plan for the school year that incorporates rigorous lesson planning (from PLN PD), data analysis, and differentiation of instruction.

Person Responsible

Chuck Bennett

Schedule

Monthly, from 10/17/2016 to 5/31/2017

Evidence of Completion

The PLC meeting summaries and data analysis of common assessments and the district 9-week exams with plans for remediation or extension of learning.

Action Step 2 5

The ELA department has developed a rigor/complexity action plan for the school year that incorporates rigorous lesson planning (from PLN PD), data analysis, and differentiation of instruction.

Person Responsible

Donna Harrison

Schedule

Monthly, from 10/17/2016 to 5/31/2017

Evidence of Completion

The PLC meeting summaries and data analysis of common assessment and the district 9-week exams with plans for remediation or extension of learning.

Action Step 3 5

Professional development on Collaborative Instructional Practices or all math, ELA, and ESE support facilitation teachers.

Person Responsible

Donna Harrison

Schedule

On 5/31/2017

Evidence of Completion

Submitted participant reflection logs with action items and follow up.

Action Step 4 5

Professional development workshops offered regularly on site for all new teachers by the Mentor Teacher. Workshop topics emphasize the high yield instructional strategies.

Person Responsible

Kim Eldemire

Schedule

Weekly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Workshop agenda and teacher participant sign in sheets.

Action Step 5 5

Instructional Rounds

Person Responsible

Ikema Morris

Schedule

Monthly, from 10/17/2016 to 5/31/2017

Evidence of Completion

Sign in sheets and the reflection log.

Action Step 6 5

Book Study: Becoming a Reflective Teacher

Person Responsible

Ikema Morris

Schedule

Monthly, from 10/24/2016 to 5/31/2017

Evidence of Completion

Participant sign in sheets and reflection logs.

Action Step 7 5

Professional development offered during summer break that addresses high yield instructional strategies.

Person Responsible

Debra Abbott

Schedule

On 8/4/2017

Evidence of Completion

Certificate of completion for summer workshop. Teachers will present mini-PDs to their grade level PLCs and departments in August.

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

Assistant principal will monitor math lesson plans, in conjunction with the instructional coach, for the alignment of standards, learning goals, test item specs, and the appropriate level of cognitive complexity.

Person Responsible

Chuck Bennett

Schedule

Biweekly, from 10/17/2016 to 5/31/2017

Evidence of Completion

When asked, teachers can describe the frequency and level of participation of the administrator and coach in PLC meetings, and the feedback they receive from them on their lesson plans.

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

Assistant principal will monitor ELA lesson plans, in conjunction with the instructional coach, for the alignment of standards, learning goals, test item specs, and the appropriate level of cognitive complexity.

Person Responsible

Donna Harrison

Schedule

Biweekly, from 10/17/2016 to 5/31/2017

Evidence of Completion

When asked, teachers can describe the frequency and level of participation of the administrator and coach in PLC meetings, and the feedback they receive from them on their lesson plans.

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

Review data analysis of formative assessments and district 9-week exams for growth in student learning, noting areas of strength and weakness, and making recommendations to address deficits.

Person Responsible

Elizabeth Yenisch

Schedule

Monthly, from 10/17/2016 to 5/31/2017

Evidence of Completion

Report showing analysis of formative assessments and 9-week exams, with notations of strengths and weaknesses.

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

Assistant principal for math will conduct walkthroughs regularly to ensure that classroom instruction is aligned with the rigorous lesson plans developed and submitted by the teacher.

Person Responsible

Chuck Bennett

Schedule

Weekly, from 10/17/2016 to 5/31/2017

Evidence of Completion

Documented walkthroughs in iObservation.

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

Assistant principal for ELA will conduct walkthroughs regularly to ensure that classroom instruction is aligned with the rigorous lesson plans developed and submitted by the teacher.

Person Responsible

Donna Harrison







Schedule

Weekly, from 10/17/2016 to 5/31/2017

Evidence of Completion

Assistant principal for ELA will conduct walkthroughs regularly to ensure classroom instruction is aligned with the rigorous lesson plans developed and submitted by the teacher.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1  M323204	Review data analysis of formative assessments and district 9-week exams for growth in student...	Yenisch, Elizabeth	10/17/2016	Report showing analysis of formative assessments and 9-week exams, with notations of strengths and weaknesses.	5/31/2017 monthly
G1.B1.S1.MA4  M323205	Assistant principal for math will conduct walkthroughs regularly to ensure that classroom...	Bennett, Chuck	10/17/2016	Documented walkthroughs in iObservation.	5/31/2017 weekly
G1.B1.S1.MA5  M323206	Assistant principal for ELA will conduct walkthroughs regularly to ensure that classroom...	Harrison, Donna	10/17/2016	Assistant principal for ELA will conduct walkthroughs regularly to ensure classroom instruction is aligned with the rigorous lesson plans developed and submitted by the teacher.	5/31/2017 weekly
G1.B1.S1.MA1  M323207	Assistant principal will monitor math lesson plans, in conjunction with the instructional coach,...	Bennett, Chuck	10/17/2016	When asked, teachers can describe the frequency and level of participation of the administrator and coach in PLC meetings, and the feedback they receive from them on their lesson plans.	5/31/2017 biweekly
G1.B1.S1.MA2  M323208	Assistant principal will monitor ELA lesson plans, in conjunction with the instructional coach,...	Harrison, Donna	10/17/2016	When asked, teachers can describe the frequency and level of participation of the administrator and coach in PLC meetings, and the feedback they receive from them on their lesson plans.	5/31/2017 biweekly
G1.B1.S1.A1  A313299	The Math department has developed a rigor/complexity action plan for the school year that...	Bennett, Chuck	10/17/2016	The PLC meeting summaries and data analysis of common assessments and the district 9-week exams with plans for remediation or extension of learning.	5/31/2017 monthly
G1.B1.S1.A2  A313300	The ELA department has developed a rigor/complexity action plan for the school year that...	Harrison, Donna	10/17/2016	The PLC meeting summaries and data analysis of common assessment and the district 9-week exams with plans for remediation or extension of learning.	5/31/2017 monthly
G1.B1.S1.A3  A313301	Professional development on Collaborative Instructional Practices or all math, ELA, and ESE support...	Harrison, Donna	12/2/2016	Submitted participant reflection logs with action items and follow up.	5/31/2017 one-time
G1.B1.S1.A4  A313302	Professional development workshops offered regularly on site for all new teachers by the Mentor...	Eldemire, Kim	8/3/2016	Workshop agenda and teacher participant sign in sheets.	5/31/2017 weekly
G1.B1.S1.A5  A313303	Instructional Rounds	Morris, Ikema	10/17/2016	Sign in sheets and the reflection log.	5/31/2017 monthly
G1.B1.S1.A6  A313304	Book Study: Becoming a Reflective Teacher	Morris, Ikema	10/24/2016	Participant sign in sheets and reflection logs.	5/31/2017 monthly
G1.B1.S1.A7  A313305	Professional development offered during summer break that addresses high yield instructional...	Abbott, Debra	5/31/2017	Certificate of completion for summer workshop. Teachers will present mini-PDs to their grade level PLCs and departments in August.	8/4/2017 one-time

V. Professional Development Opportunities

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

G1. Teachers will implement effective instruction, interventions, and differentiated instructional strategies aligned to the standards to increase student success in reading, mathematics, science and end-of-course exams with a focus on all subgroups.

G1.B1 Instruction lacks alignment with the standards, learning goal, test item specs and appropriate level of rigor/cognitive complexity..

G1.B1.S1 Representatives from each grade level PLC participate in the Professional Learning Network professional development offered by the district and will share their expertise with their colleagues in their grade level PLC. The emphasis is on rigorous instruction, aligned to the standards, learning goal, test item specs, and the appropriate level of cognitive complexity utilizing high yield instructional strategies.

PD Opportunity 1

Professional development on Collaborative Instructional Practices or all math, ELA, and ESE support facilitation teachers.

Facilitator

Florida Inclusion Network

Participants

All support facilitation teacher teams in math and ELA.

Schedule

On 5/31/2017

PD Opportunity 2

Professional development workshops offered regularly on site for all new teachers by the Mentor Teacher. Workshop topics emphasize the high yield instructional strategies.

Facilitator

Peggy Clarke-Treasure

Participants

Teachers new to Teague.

Schedule

Weekly, from 8/3/2016 to 5/31/2017

PD Opportunity 3

Instructional Rounds

Facilitator

Ikema Morris & Kim Eldemire

Participants

Teachers in ELA, Math, Science and Social Studies.

Schedule

Monthly, from 10/17/2016 to 5/31/2017

PD Opportunity 4

Book Study: Becoming a Reflective Teacher

Facilitator

Ikema Morris & Kim Eldemire

Participants

Open to all teachers at Teague

Schedule

Monthly, from 10/24/2016 to 5/31/2017

PD Opportunity 5

Professional development offered during summer break that addresses high yield instructional strategies.

Facilitator

Kagan Summer Academy, PLCs by Solution Tree, and Marzano Summer Institute.

Participants

Open to all teachers.

Schedule

On 8/4/2017

VI. Technical Assistance Items

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

G1. Teachers will implement effective instruction, interventions, and differentiated instructional strategies aligned to the standards to increase student success in reading, mathematics, science and end-of-course exams with a focus on all subgroups.

G1.B1 Instruction lacks alignment with the standards, learning goal, test item specs and appropriate level of rigor/cognitive complexity..

G1.B1.S1 Representatives from each grade level PLC participate in the Professional Learning Network professional development offered by the district and will share their expertise with their colleagues in their grade level PLC. The emphasis is on rigorous instruction, aligned to the standards, learning goal, test item specs, and the appropriate level of cognitive complexity utilizing high yield instructional strategies.

TA Opportunity 1

The Math department has developed a rigor/complexity action plan for the school year that incorporates rigorous lesson planning (from PLN PD), data analysis, and differentiation of instruction.

Facilitator

Instructional coach for Math: Betsy Yenisch

Participants

All teachers math teachers and ESE support facilitators.

Schedule

Monthly, from 10/17/2016 to 5/31/2017

TA Opportunity 2

The ELA department has developed a rigor/complexity action plan for the school year that incorporates rigorous lesson planning (from PLN PD), data analysis, and differentiation of instruction.

Facilitator

Instructional coach for ELA: Betsy Yenisch

Participants

All ELA teachers and ESE support facilitators.

Schedule

Monthly, from 10/17/2016 to 5/31/2017

VII. Budget

Seminole - 0501 - Teague Middle School - 2016-17 SIP
Teague Middle School

1	G1.B1.S1.A1	The Math department has developed a rigor/complexity action plan for the school year that incorporates rigorous lesson planning (from PLN PD), data analysis, and differentiation of instruction.				\$0.00
2	G1.B1.S1.A2	The ELA department has developed a rigor/complexity action plan for the school year that incorporates rigorous lesson planning (from PLN PD), data analysis, and differentiation of instruction.				\$0.00
3	G1.B1.S1.A3	Professional development on Collaborative Instructional Practices or all math, ELA, and ESE support facilitation teachers.				\$1,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0501 - Teague Middle School	School Improvement Funds		\$1,800.00
			Notes: Substitutes for teachers to attend workshop			
4	G1.B1.S1.A4	Professional development workshops offered regularly on site for all new teachers by the Mentor Teacher. Workshop topics emphasize the high yield instructional strategies.				\$450.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0501 - Teague Middle School	School Improvement Funds		\$450.00
			Notes: Purchase the Art & Science of Teaching			
5	G1.B1.S1.A5	Instructional Rounds				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0501 - Teague Middle School	School Improvement Funds		\$1,000.00
			Notes: Substitutes			
6	G1.B1.S1.A6	Book Study: Becoming a Reflective Teacher				\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0501 - Teague Middle School	School Improvement Funds		\$600.00
			Notes: Purchase books for book study: Becoming a Reflective Teacher			
7	G1.B1.S1.A7	Professional development offered during summer break that addresses high yield instructional strategies.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0501 - Teague Middle School	Other		\$5,000.00
			Notes: Registrations for summer workshops at Kagan Summer Academy, PLCs by Solution Tree, and Marzano Summer Institute. PD funds.			

Seminole - 0501 - Teague Middle School - 2016-17 SIP
Teague Middle School

Total:	\$8,850.00
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