

Seminole County Public Schools

Teague Middle School



2021-22 Schoolwide Improvement Plan

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Teague Middle School

1350 MCNEIL RD, Altamonte Springs, FL 32714

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

Demographics

Principal: Connie Collins

Start Date for this Principal: 1/7/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	65%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: B (59%) 2016-17: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	59%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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SIP Authority

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Teague Middle School is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.

Provide the school's vision statement.

Teague Middle School will cultivate future ready graduates through a professional, collaborative environment in which all teachers inspire students to be creative and innovative learners.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Collins, Connie	Principal	Responsible for overseeing the instruction of the school
Hyatt, Victoria	Assistant Principal	Instructional Leader responsible for supporting, monitoring and assessing the instruction for ELA and Social Studies.
Viola, Kenneth	Assistant Principal	Instructional Leader responsible for supporting, monitoring and assessing the instruction of Math, I-Series, Innovation, and Electives.
Eldemire, Kim	Instructional Coach	Responsible for providing group and individual coaching to teachers in order to strengthen the understanding and implementation of the SCIM.
Nicely, Susanne	Instructional Coach	Responsible for providing group and individual coaching to teachers in order to strengthen the understanding and implementation of the SCIM.
Ferrell, Kelvin	Dean	Student discipline, school supervision and safety.
Franklin, Julianne	Dean	Student discipline, school supervision and safety.
Webb, Jessica	Assistant Principal	Instructional Leader responsible for supporting, monitoring and assessing the instruction of Science, ESE, I-Ready, Intensive Reading, ESOL.

Demographic Information

Principal start date

Monday 1/7/2019, Connie Collins

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

19

Total number of teacher positions allocated to the school

71

Total number of students enrolled at the school

1,185

Identify the number of instructional staff who left the school during the 2020-21 school year.

17

Identify the number of instructional staff who joined the school during the 2021-22 school year.

3

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	389	403	389	0	0	0	0	1181
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	2	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	9	28	6	0	0	0	0	43
Course failure in Math	0	0	0	0	0	0	32	41	19	0	0	0	0	92
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	54	87	74	0	0	0	0	215
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	86	90	73	0	0	0	0	249
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	32	40	13	0	0	0	0	85

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	56	73	35	0	0	0	0	164
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 9/2/2021

2020-21 - As Reported

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	
Number of students enrolled	0	0	0	0	0	0	452	398	413	0	0	0	0	1263
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	32	36	42	0	0	0	0	110
Course failure in Math	0	0	0	0	0	0	25	43	26	0	0	0	0	94
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	85	50	64	0	0	0	0	199
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	89	56	66	0	0	0	0	211

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	34	20	24	0	0	0	0	78

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	79	43	34	0	0	0	0	156
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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		
Number of students enrolled	0	0	0	0	0	0	452	398	413	0	0	0	0	1263	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	32	36	42	0	0	0	0	110	
Course failure in Math	0	0	0	0	0	0	25	43	26	0	0	0	0	94	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	85	50	64	0	0	0	0	199	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	89	56	66	0	0	0	0	211	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	34	20	24	0	0	0	0	78	

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	79	43	34	0	0	0	0	156	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				55%	61%	54%	57%	60%	53%
ELA Learning Gains				55%	57%	54%	56%	56%	54%
ELA Lowest 25th Percentile				44%	45%	47%	45%	43%	47%
Math Achievement				59%	66%	58%	63%	66%	58%
Math Learning Gains				55%	64%	57%	62%	64%	57%
Math Lowest 25th Percentile				38%	52%	51%	41%	48%	51%
Science Achievement				49%	59%	51%	54%	62%	52%
Social Studies Achievement				77%	75%	72%	75%	74%	72%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	55%	60%	-5%	54%	1%
Cohort Comparison						
07	2021					
	2019	55%	58%	-3%	52%	3%
Cohort Comparison		-55%				
08	2021					
	2019	50%	61%	-11%	56%	-6%
Cohort Comparison		-55%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	62%	65%	-3%	55%	7%
Cohort Comparison						
07	2021					
	2019	44%	61%	-17%	54%	-10%
Cohort Comparison		-62%				
08	2021					
	2019	22%	32%	-10%	46%	-24%
Cohort Comparison		-44%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	46%	57%	-11%	48%	-2%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	71%	-71%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	75%	74%	1%	71%	4%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	87%	61%	26%	61%	26%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	93%	64%	29%	57%	36%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Common District Created Benchmark Assessments were utilized to progress monitor:

- ELA – Grades 6-8
- Mathematics – Grades 6-8 including high school Algebra and Geometry
- Science – Grade 8
- Civics – Grade 7

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	203/65%	169/50%	227/71%
	Economically Disadvantaged	97/52%	83/40%	123/65%
	Students With Disabilities	7/21%	7/17%	8/22%
	English Language Learners	9/35%	10/23%	5/100%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	164/51%	189/56%	220/64%
	Economically Disadvantaged	91/47%	110/53%	127/59%
	Students With Disabilities	12/34%	18/45%	23/59%
	English Language Learners	18/58%	27/69%	26/70%

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	259/78%	269/76%	310/89%
	Economically Disadvantaged	132/68%	139/66%	168/82%
	Students With Disabilities	26/48%	33/59%	35/66%
	English Language Learners	15/63%	16/57%	6/100%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	247/72%	241/68%	220/60%
	Economically Disadvantaged	136/68%	132/64%	118/56%
	Students With Disabilities	34/63%	30/59%	25/47%
	English Language Learners	17/65%	16/57%	9/37%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	294/88%	229/68%	272/74%
	Economically Disadvantaged	165/85%	118/59%	144/67%
	Students With Disabilities	35/69%	18/37%	24/44%
	English Language Learners	18/72%	12/43%	15/56%

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	267/80%	199/60%	247/75%
	Economically Disadvantaged	142/74%	97/50%	128/69%
	Students With Disabilities	21/54%	8/21%	16/43%
	English Language Learners	14/42%	10/29%	1/100%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	168/51%	198/59%	198/54%
	Economically Disadvantaged	78/41%	102/51%	98/46%
	Students With Disabilities	9/29%	11/28%	15/45%
	English Language Learners	12/40%	18/56%	17/55%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	198/62%	206/63%	249/68%
	Economically Disadvantaged	93/51%	97/51%	130/59%
	Students With Disabilities	7/21%	8/22%	15/38%
	English Language Learners	8/27%	13/43%	12/36%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	17	32	26	21	30	23	16	28	45		
ELL	36	57	51	39	46	39	16	56	60		
ASN	74	71		78	67						
BLK	34	36	25	34	31	24	26	44	74		
HSP	40	48	43	43	41	34	36	61	63		
MUL	68	61		76	53		45	90	69		
WHT	62	52	25	67	47	28	64	73	80		
FRL	41	43	34	42	37	31	34	57	68		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17	39	36	24	39	33	14	44	64		
ELL	30	48	52	37	53	44	25	52	70		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ASN	79	66		87	76		83	100	100		
BLK	35	44	44	35	40	30	23	65	58		
HSP	44	51	49	47	53	41	37	69	74		
MUL	55	51	30	69	47	36	41	84	82		
WHT	67	60	40	72	60	38	61	84	85		
FRL	45	49	43	47	50	36	38	68	74		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	16	35	32	20	39	35	17	45	45		
ELL	32	57	54	35	50	42	19	41	62		
ASN	84	78		91	79		82	100	92		
BLK	36	50	45	42	50	34	33	57	63		
HSP	45	50	45	48	54	41	39	58	60		
MUL	66	48	33	74	71	40	54	100	67		
WHT	67	60	45	74	67	44	67	86	79		
FRL	47	51	44	51	54	39	40	67	59		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	512
Total Components for the Federal Index	10
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The performance of students with disabilities across all grade levels and content areas is a concerning trend.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The achievement and learning gains of students with disabilities demonstrates the greatest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Factors contributing to the low performance of students with disabilities in ELA and Math proficiency and learning gains include disruption in instructional continuity due to the pandemic that further widened gaps in students' foundational skills. Actions to support improvement in these areas will include frequent formative progress monitoring with target support and acceleration in identified areas of need.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Grade 6-8 ELA, Grade 6 mathematics and Grade 8 science reflect the most improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Deliberate monitoring of specific student groups contributed to this improvement. Actions included focus on the monitoring of the lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students along with standards-based tutoring.

What strategies will need to be implemented in order to accelerate learning?

Acceleration strategies will include strategic monitoring of lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students, more frequent common formative assessment to gather progress monitoring data and highly structured professional learning community discussions using this data to collaborate on strategies to accelerate student learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development will be focused on the development of highly effective professional learning communities and how school-based leaders can foster the growth and development of teacher collaboration for student success.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services dedicated to student acceleration include social emotional learning support for students and families, data driven tutoring and acceleration support, expanded use of SCPS early warning tracking and MTSS based support, and additional progress monitoring opportunities in ELA and mathematics for all students in grades 6-8.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Increasing academic achievement of students with disabilities. ESSA Federal Percent of Points Index indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success
Measurable Outcome:	Increase achievement and learning gains for students with disabilities.
Monitoring:	This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities.
Person responsible for monitoring outcome:	Connie Collins (connie_collins@scps.k12.fl.us)
Evidence-based Strategy:	Lessons aligned to Florida Standards at the appropriate level of complexity with ongoing feedback loops between leadership and teachers, students and teachers and student with students and PLCs focused on data, instructional planning and student evidence of learning.
Rationale for Evidence-based Strategy:	Standards based lessons differentiated to meet the needs of these specific student groups and data driven deliberate action planning will improve achievement and learning gains for our students. This strategy is aligned to having high expectations for all learners and teachers.

Action Steps to Implement

Student owned progress monitoring
 Low 30% Monitoring
 High Level 1 and High Level 2 Monitoring
 Low Level 3 Acceleration
 Collaborative Data Driven PLCs
 See SCPS School Improvement Plan for additional details

Person Responsible Connie Collins (connie_collins@scps.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to the Safe Schools dashboard, Teague Middle's school incident ranking is considered "Low" (#167 out of 553 middle schools) statewide. Trends of incident details and suspensions has also steadily declined for the last 2 years. An area for improvement would be Property Incidents. We will ensure students have a clean safe campus to focus on learning, and a place that they are proud to go to school. This will reduce the frequency of property damage and vandalism, empowering students to monitor each other for destructive behaviors and lead by example.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Use Data: -Using surveys and eCampus polls with students and parents that measure perceptions about Teague. -Frequent classroom visits, focusing on the behavior and teaching practice and teacher/student relationships. Engagement: -Frontload schoolwide expectations highlighting teacher/student relationships and academic needs. -Provide support for teachers, including job imbedded professional development. Parental Involvement: -Establish clear communication networks with parents and the community. -Provide resources using eCampus to ensure parents have the tools needed to support learning at home. -Encourage family involvement with extracurricular activities and special events. Student Involvement: -Have open discussion on classroom rules and policies, involving students to develop these policies specific for their class. -Implement PBS to reinforce and encourage positive behavior (Tiger Bucks/Tiger Store. -Provide Friday cafeteria incentives (student voting on specific topic, music and dancing during lunch - "Fun Fridays").

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administration and Teachers: -Celebrate students reaching an academic goal, and/or good behavior ensuring them that we notice their individual contribution to their learning. -Model appropriate qualities and values. -Consistently implement traditions that are fun for the students (i.e. Fun Fridays) -Plan for innovative and inspiring lessons where students can determine how they display their learning progress and level of

understanding. Custodians: -Maintain a clean, safe, campus and classrooms where it is comfortable and inviting for teachers and students Parents: -Provide additional resources for the school to assist with student achievement. -Inform teachers of background information and details about their student to help them connect the content to students' passions. -Advertise special events occurring on campus to increase participation. Students: -Encourage peers to engage in learning and positive behaviors. -Provide feedback on polls and surveys to identify student interests. Business Partners: -Provide incentives for students reaching academic goals. -Sponsor events to assist with acquiring student materials and resources. - Connect students with future employment opportunities in their field of study.