

# Teague Middle School



2014-15 School Improvement Plan

## Teague Middle School

1350 MCNEIL RD, Altamonte Springs, FL 32714

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

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

51%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

49%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

### School Board Approval

This plan was approved by the Seminole County School Board on 11/18/2014.

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

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

##### **Provide the school's vision statement**

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

#### School Environment

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

At the beginning of the school year, the beginning of the second semester in January, and during the academic year, classroom students engage students in "getting to know you" 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) throughout the year. For each grade level there is an elective class that incorporates our school's diversity into their curriculum (e.g. Life Skills, Health and Successful Teens).

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

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

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

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

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



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

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

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

**Early Warning Systems**

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

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

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

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

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

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

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

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

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

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

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

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

**Family and Community Involvement**

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

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

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

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

Research indicates that parental involvement is very important to student success. Teachers and administrators use multiple strategies to contact families, including but not limited to:

- \* Contacting families prior to the start of school to welcome the 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.
- \* Distribute Tiger Prints newsletter quarterly to parents. The newsletter includes school activities and parenting tips related to school achievement such as homework tips, organizational skills, and study skills.

- \* The school website contains pertinent school/classroom information including the school calendar, links to teacher websites, links to staff email, as well as a host of helpful resources.
- \* Teachers routinely contact parents on an individual basis to inform them about their child's progress.
- \* The school provides parents with progress reports/report cards regarding their child's academic progress and upcoming classroom and school events approximately every four and a half weeks.
- \* Parents can keep track of the child's academic progress (grades, attendance, etc.) via the online Skyward Parent Portal 24/7
- \* Parents receive weekly updates regarding school activities via mass email using Skyward Family Access.
- \* Inviting parents to participate in SAC and PTA Boards.
- \* Advertising events on school marquees

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

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

**Effective Leadership**

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

**School Leadership Team**

**Membership**

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

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

**Duties**

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

Mr. McCants, the school principal, has categorized 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 responsibilities, especially 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 is available to all students as needed.

Decision making is shared at various levels within the Teague community. The administrative team meets weekly to review and monitor progress to school goals. Curriculum leaders meet with the

administrative team monthly to review progress towards school goals, identify barriers to goals and formulate solutions to overcome them, and collaborate on instructional matters. Parents participate through active participation in the Parents-Teachers-Student Association and the School Advisory Council. Both organizations meet monthly in support of Teague's school goals. The school improvement plan is discussed with both organizations and parental feedback is incorporated in the formulation of school goals.

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

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

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Noehmi Casanova	Student
Eden Eyal	Student
Leon McCants	Principal
Cherlottla Argrett	Teacher
Julanne Franklin	Teacher
Elizabeth Yenisch	Teacher
Yashira Cedeno	Education Support Employee
Ryan Kanaga	Parent
Matthew Presser	Business/Community
Jessica Helm	Parent
Beth Klingenberg	Parent
Annette Ault	Parent
Carrie Glatting	Parent

#### Duties

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

*Evaluation of last year's school improvement plan*

During the September SAC meeting, principal Leon McCants reviewed the school's achievement scores for the 2013-2014 school year and described the goal setting process with SAC board members. While Teague earned the status of an "A: school, there are significant achievement gaps among all subgroups across all assessments. He facilitated discussion with SAC members about the new Florida Standards Assessments students will take for the first time and setting goals for the 2014-2015 School Improvement Plan.

*Development of this school improvement plan*

Teague's SAC Membership is comprised of school personnel (administrative, instructional and non-instructional,) students and parent / community members. The School Improvement Plan for the 2014-2015 school year was developed based upon a review of school data, feedback from PTA, SAC, and CIT (Collaborative Instructional Team), parent and student surveys along with administrative observations during classroom walkthroughs and throughout the campus during the school day. We currently meet the 2nd Tuesday of each month in the Administrative Conference Room from 7:45 a.m. to 8:45 a.m. All meetings are open to the public and visitors are encouraged to attend.

*Preparation of the school's annual budget and plan*

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

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

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

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

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

## Duties

### ***Describe how the LLT promotes literacy within the school***

The LLT will continue its commitment to increase the reading proficiency of students in each subgroup by providing training for teachers along with ongoing follow up and support. These efforts will promote the instructional fidelity of the Reading Edge 2.0 and SRA programs as well as the high yield instructional strategies in reading, writing, listening and speaking across the disciplines. Proficient readers will be scheduled into either Reading Plus or Great Books Advanced Reading/Writing on a space available basis. The LLT will provide ongoing professional development focusing on reading, writing, listening and speaking across the disciplines to promote learning gains and proficiency. Teachers will use data from Discovery Education progress monitoring assessments and common formative assessments to inform instructional decisions that will foster student achievement for all student subgroups. Focusing on disciplinary literacy, the LLT identifies common goals, purposes, and strategies for meeting state goals and objectives and school level SIP. Using data, they will make decisions on instructional practices.

## Public and Collaborative Teaching

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

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

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

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

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



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

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

Our school has a school-wide mentor teacher who works with administration 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 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.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

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

#### **Instructional Strategies**

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

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

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

**Strategy: Summer Program**

**Minutes added to school year: 960**

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

**Strategy Rationale**

Students who scored a Level 1 on the 2014 FCAT Reading showed demonstrated below grade level expectations in the areas of vocabulary, decoding and reading comprehension. The SRA Corrective Reading program encompasses these core reading skills throughout its curriculum.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Harrison, Donna, donna\_harrison@scps.k12.fl.us

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

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

**Strategy: After School Program**

**Minutes added to school year: 2,475**

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Argrett, 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.

**Student Transition and Readiness**

**PreK-12 Transition**

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



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

During the winter the guidance counselors, ESE teachers and administrators collaborate with our feeder elementary schools to develop the vertical articulation plan for the next school year. Teachers and guidance counselors at the feeder schools are presented with updated curricula information and 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 Lake Brantley High School and the other high school magnets.

During the summer a Summer Bridges program that focus 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 Message are implemented regularly.

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

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

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

Seminole County Public Schools is committed to Career and Technical Education/Vocational opportunities for all students. Beginning at the elementary level students are exposed to Career and Technical workforce related opportunities through standard based mathematics, science and social studies curriculum. At the middle and high school levels through exploratory and elective courses students experience a variety of careers that are designed to support workforce needs based on economic career predictors.

***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. Every year Teague participates in the Teach In and brings guest speakers on campus from a broad variety of careers and technical fields.

**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.

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** On the 2015 Science FCAT 2.0 NGSSS assessment, Teague students in all subgroups will achieve science proficiency percentile of 62%,
- G2.** On the 2015 FSA, Teague students will achieve mathematics proficiency percentile of 80% percentile on the Mathematics FSA for all student subgroups.
- G3.** On the 2015 FSA all student subgroups will achieve a reading proficiency percentile of 80%.
- G4.** Students in all subgroups will achieve 80% percentile proficiency on the 2015 FSA for writing. Students will write in all classes to deepen their understanding and demonstrate what they know relative to the standard/learning goal; teachers will infuse reading, writing, listening and speaking as appropriate for their discipline as a regular part of daily classroom instruction and assessment.

## Strategic Goals Detail

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

**G1.** On the 2015 Science FCAT 2.0 NGSSS assessment, Teague students in all subgroups will achieve science proficiency percentile of 62%, 1a

G053334

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	62.0

**Resources Available to Support the Goal** 2

- Professional development workshops, Literacy Cadre, and instructional coaches.

**Targeted Barriers to Achieving the Goal** 3

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

**Plan to Monitor Progress Toward G1.** 8

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

**Person Responsible**

Ted Johnson

**Schedule**

Quarterly, from 10/13/2014 to 5/29/2015

**Evidence of Completion**

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

**G2.** On the 2015 FSA, Teague students will achieve mathematics proficiency percentile of 80% percentile on the Mathematics FSA for all student subgroups. 1a

G053335

**Targets Supported** 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	80.0

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

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

**Plan to Monitor Progress Toward G2.** 8

Analysis of district progress monitoring data of all student subgroups.

**Person Responsible**

Chuck Bennett

**Schedule**

Quarterly, from 10/20/2014 to 5/29/2015

**Evidence of Completion**

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

**G3. On the 2015 FSA all student subgroups will achieve a reading proficiency percentile of 80%. 1a**

G053336

**Targets Supported 1b**

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	80.0

**Resources Available to Support the Goal 2**

- 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 3**

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

**Plan to Monitor Progress Toward G3. 8**

Discovery Education progress monitoring, writing PMA, common formative and summative assessments.

**Person Responsible**

Donna Harrison

**Schedule**

Quarterly, from 10/10/2014 to 5/29/2015

**Evidence of Completion**

Each teacher maintains a spreadsheet with the performance of every student in their classes. The data includes 2014 FCAT data, DE 1,2, and 3 along with common assessment data. This data is reviewed with the supervising administrator each quarter during a face-to-face meeting.

**G4.** Students in all subgroups will achieve 80% percentile proficiency on the 2015 FSA for writing. Students will write in all classes to deepen their understanding and demonstrate what they know relative to the standard/learning goal; teachers will infuse reading, writing, listening and speaking as appropriate for their discipline as a regular part of daily classroom instruction and assessment. 1a

G053337

**Targets Supported** 1b

Indicator	Annual Target
FAA Writing Proficiency	80.0

**Resources Available to Support the Goal** 2

- 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** 3

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

**Plan to Monitor Progress Toward G4.** 8

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

**Person Responsible**

Donna Harrison

**Schedule**

Quarterly, from 10/20/2014 to 3/27/2015

**Evidence of Completion**

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

## Action Plan for Improvement

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

### Problem Solving Key

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

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


**G1.** On the 2015 Science FCAT 2.0 NGSSS assessment, Teague students in all subgroups will achieve science proficiency percentile of 62%, **1**

 G053334

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

 B134556

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

 S146386

### Strategy Rationale

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

### Action Step 1 **5**

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

### Person Responsible

Ted Johnson

### Schedule

Weekly, from 10/13/2014 to 5/29/2015

### Evidence of Completion

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



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

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

**Person Responsible**

Ted Johnson

**Schedule**

Biweekly, from 10/13/2014 to 5/29/2015

***Evidence of Completion***

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

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

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

**Person Responsible**

Ted Johnson

**Schedule**

Quarterly, from 10/13/2014 to 5/29/2015

***Evidence of Completion***

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

**G2.** On the 2015 FSA, Teague students will achieve mathematics proficiency percentile of 80% percentile on the Mathematics FSA for all student subgroups. 1

G053335

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

B134557

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

S146387

### Strategy Rationale

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

### Action Step 1 5

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

#### Person Responsible

Elizabeth Yenisch

#### Schedule

Monthly, from 10/17/2014 to 5/29/2015

#### Evidence of Completion

Workshop attendance sign in sheets, observations of cooperative structures and problem solving documented in iObservation, and summaries of PLC lesson plans that include cooperative structures for problem solving tasks.

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

Teachers will incorporate problem solving learning activities in their lessons.

#### Person Responsible

Chuck Bennett

#### Schedule

Weekly, from 10/20/2014 to 5/29/2015

#### Evidence of Completion

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

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

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

**Person Responsible**

Chuck Bennett

**Schedule**

On 5/29/2015


**Evidence of Completion**

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

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

 B134558

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

 S146388

**Strategy Rationale**

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

**Action Step 1 5**

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

**Person Responsible**

Elizabeth Yenisch

**Schedule**

Monthly, from 8/11/2014 to 5/29/2015

**Evidence of Completion**

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

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

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

**Person Responsible**

Chuck Bennett

**Schedule**

Weekly, from 10/13/2014 to 5/29/2015

***Evidence of Completion***

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

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

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

**Person Responsible**

Chuck Bennett

**Schedule**

Monthly, from 10/13/2014 to 5/29/2015


***Evidence of Completion***

Monthly PLC summaries of student subgroups performance on formative assessments.

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

 B134559

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

 S146389

### **Strategy Rationale**

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

### **Action Step 1** **5**

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

#### **Person Responsible**

Chuck Bennett

#### **Schedule**

Weekly, from 10/13/2014 to 5/29/2015

#### **Evidence of Completion**

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

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

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

#### **Person Responsible**

Elizabeth Yenisch

#### **Schedule**

Daily, from 10/20/2014 to 5/29/2015

#### **Evidence of Completion**

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

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

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

**Person Responsible**

Chuck Bennett

**Schedule**

Biweekly, from 10/20/2014 to 5/29/2015

**Evidence of Completion**

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

**G3.** On the 2015 FSA all student subgroups will achieve a reading proficiency percentile of 80%. 1

 G053336

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

 B134560

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

 S146390

**Strategy Rationale**

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

**Action Step 1 5**

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

**Person Responsible**

Julanne Franklin

**Schedule**

Quarterly, from 8/7/2014 to 5/29/2015

**Evidence of Completion**

Sign in sheets and learning logs.

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

Explicit instruction and reinforcement of discipline specific literacy strategies.

**Person Responsible**

Leon McCants

**Schedule**

Monthly, from 8/11/2014 to 5/29/2015

**Evidence of Completion**

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

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

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

**Person Responsible**

Elizabeth Yenisch


**Schedule**

Monthly, from 10/13/2014 to 5/29/2015

**Evidence of Completion**


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

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

 B134561

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

**4**

 S146391

### Strategy Rationale

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

### Action Step 1 **5**

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

#### Person Responsible

Donna Harrison

#### Schedule

On 5/29/2015

#### Evidence of Completion

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

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

Formative assessments aligned with FSA standards and test item specs.

#### Person Responsible

Elizabeth Yenisch

#### Schedule

Weekly, from 9/23/2014 to 5/29/2015

#### Evidence of Completion

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



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

Students will complete formative assessments weekly.

**Person Responsible**

Donna Harrison

**Schedule**

Weekly, from 9/29/2014 to 5/29/2015


**Evidence of Completion**

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

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

 B134562

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

 S146392

**Strategy Rationale**

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

**Action Step 1 5**

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

**Person Responsible**

Leon McCants

**Schedule**

Weekly, from 9/15/2014 to 5/29/2015

**Evidence of Completion**

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

### Action Step 2 5

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

#### **Person Responsible**

Leon McCants

#### **Schedule**

Weekly, from 8/11/2014 to 5/29/2015

#### **Evidence of Completion**

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

### Action Step 3 5

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

#### **Person Responsible**

Leon McCants

#### **Schedule**

Weekly, from 8/11/2014 to 5/29/2015

#### **Evidence of Completion**

Recorded walkthroughs in iObservation.

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

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

#### **Person Responsible**

Leon McCants

#### **Schedule**

Monthly, from 8/18/2014 to 5/29/2015

#### **Evidence of Completion**

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

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

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

**Person Responsible**

**Schedule**

Monthly, from 10/10/2014 to 5/29/2015


**Evidence of Completion**

The analysis of student performance data by subgroup.


**G4.** Students in all subgroups will achieve 80% percentile proficiency on the 2015 FSA for writing. Students will write in all classes to deepen their understanding and demonstrate what they know relative to the standard/ learning goal; teachers will infuse reading, writing, listening and speaking as appropriate for their discipline as a regular part of daily classroom instruction and assessment. 1

 G053337

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

 B134563

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

 S146393

**Strategy Rationale**

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

**Action Step 1 5**

Scores data/writing samples from FCAT Writes 2014 reviewed and analyzed to determine areas of development for future instruction.

**Person Responsible**

Elizabeth Yenisch

**Schedule**

On 8/4/2014

**Evidence of Completion**

Summary of writing strengths and areas for improvement.

### Action Step 2 5

ELA, Social Studies and Science teachers analyze sample test questions/tasks in FSA Portal.

#### **Person Responsible**

Julanne Franklin

#### **Schedule**

On 8/1/2014

#### **Evidence of Completion**

Teachers developed a bank of FSA question stems that are used when creating formative assessments.

### Action Step 3 5

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

#### **Person Responsible**

Leon McCants

#### **Schedule**

Weekly, from 8/8/2014 to 5/29/2015

#### **Evidence of Completion**

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

### Action Step 4 5

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

#### **Person Responsible**

Donna Harrison

#### **Schedule**

Daily, from 9/23/2014 to 5/29/2015

#### **Evidence of Completion**

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

**Action Step 5** 5

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

**Person Responsible**

Donna Harrison

**Schedule**

Quarterly, from 10/20/2014 to 5/29/2015

**Evidence of Completion**

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

**Action Step 6** 5

Using Textual Support in Extended Response --

**Person Responsible**

Elizabeth Yenisch

**Schedule**

On 5/29/2015

**Evidence of Completion**

Student writing samples

**Action Step 7** 5

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

**Person Responsible**

Elizabeth Yenisch

**Schedule**

On 5/29/2015

**Evidence of Completion**

Student writing samples

**Action Step 8** 5

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

**Person Responsible**

Leon McCants

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

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

**Action Step 9** 5

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

**Person Responsible**

Leon McCants

**Schedule**

Daily, from 8/8/2014 to 5/29/2015

***Evidence of Completion***

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

**Action Step 10** 5

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

**Person Responsible**

Chuck Bennett

**Schedule**

On 5/29/2015

***Evidence of Completion***

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

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

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

**Person Responsible**

Donna Harrison

**Schedule**

Daily, from 8/11/2014 to 5/29/2015

**Evidence of Completion**

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

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

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

**Person Responsible**

Elizabeth Yenisch

**Schedule**

Monthly, from 8/8/2014 to 5/29/2015

**Evidence of Completion**

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

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

B134564

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

S146394

### Strategy Rationale

Each content discipline has unique literacy requirements and features.

### Action Step 1 5

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

#### Person Responsible

Donna Harrison

#### Schedule

Monthly, from 10/29/2014 to 5/29/2015

#### Evidence of Completion

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

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

Literacy cadre representatives make monthly presentations at department meetings.

#### Person Responsible

Leon McCants

#### Schedule

Monthly, from 11/12/2014 to 5/29/2015

#### Evidence of Completion

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



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

Content specific literacy strategies are regularly included in classroom instruction.

**Person Responsible**

Julanne Franklin

**Schedule**

Monthly, from 11/12/2014 to 5/29/2015

**Evidence of Completion**

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

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Throwback Thursdays. On Thursdays, students in eighth grade physical science classes will engage in lessons with content/standards from life science and/or earth/space curriculum.	Johnson, Ted	10/13/2014	Lesson plans for Throwback Thursdays, observations by supervising assistant principal and instructional coach, and PLC summaries of data analysis on formative assessments.	5/29/2015 weekly
G2.B1.S1.A1	Workshop: Problem solving & cooperative structures in Math, part one and two.	Yenisch, Elizabeth	10/17/2014	Workshop attendance sign in sheets, observations of cooperative structures and problem solving documented in iObservation, and summaries of PLC lesson plans that include cooperative structures for problem solving tasks.	5/29/2015 monthly
G2.B2.S1.A1	Familiarize math teachers for various cooperative structures aligned with the desired learning objective.	Yenisch, Elizabeth	8/11/2014	During walkthroughs and observations in math classes, teachers will use cooperative learning structures aligned with learning objectives.	5/29/2015 monthly
G2.B3.S1.A1	In grade level PLCs, math teachers will collaborate to plan instruction with the identification of specific cooperative learning strategies that will be utilized in the classroom for specific standards and learning objectives. Teachers will design common formative assessments that will be given weekly in order to monitor and track student progress on the learning goal(s).	Bennett, Chuck	10/13/2014	The supervising administrator will Document walkthroughs in iObservation that will record the cooperative learning structures observed in the classroom. The PLC analysis sheets and meeting summaries will document the PLC analysis of student performance and the discussions on the design of formative assessments.	5/29/2015 weekly
G3.B1.S1.A1	Data overview: Teague's ranking position within the state, district, and among SCPS middle schools.	Franklin, Julanne	8/7/2014	Sign in sheets and learning logs.	5/29/2015 quarterly
G3.B2.S1.A1	All language arts teachers will attend professional development on the test item specs and FSA standards for their specific grade level.	Harrison, Donna	9/22/2014	Teachers develop formative assessments that are aligned with the FSA standards and test item specs.	5/29/2015 one-time
G3.B3.S1.A1	Teachers will use the uniform lesson planning, reflection and data analysis forms to record their collaborative discussions, decisions, and outcomes.	McCants, Leon	9/15/2014	Each week, grade level PLCs/ teachers will submit to their supervising assistant principal the completed lesson planning, reflections, and data analysis by subgroups templates.	5/29/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A1	Scores data/writing samples from FCAT Writes 2014 reviewed and analyzed to determine areas of development for future instruction.	Yenisch, Elizabeth	7/31/2014	Summary of writing strengths and areas for improvement.	8/4/2014 one-time
G4.B2.S1.A1	Expand the knowledge base among science and social studies teachers regarding disciplinary literacy.	Harrison, Donna	10/29/2014	The science and social studies teachers along with the instructional coach will share information, instructional strategies and resources with colleagues in their respective departments. upon returning to school.	5/29/2015 monthly
G3.B3.S1.A2	Supervising administrators will attend at least two PLC meetings each week.	McCants, Leon	8/11/2014	During weekly Admin meetings, the supervising administrator will present and share their observations and concerns from the PLC meetings with the rest of the Admin team.	5/29/2015 weekly
G4.B1.S1.A2	ELA, Social Studies and Science teachers analyze sample test questions/tasks in FSA Portal.	Franklin, Julianne	8/1/2014	Teachers developed a bank of FSA question stems that are used when creating formative assessments.	8/1/2014 one-time
G3.B3.S1.A3	Supervising administrators will look for evidence of high probability instructional strategies during classroom walkthroughs.	McCants, Leon	8/11/2014	Recorded walkthroughs in iObservation.	5/29/2015 weekly
G4.B1.S1.A3	Establish school-wide expectations that all teachers will provide weekly opportunities for students to develop skill in supporting claims with logical reasoning and relevant evidence, using accurate credible sources and demonstrating understanding of the topic or text.	McCants, Leon	8/8/2014	Samples of student written work that are reviewed during PLC meeting and included in meeting summary.	5/29/2015 weekly
G4.B1.S1.A4	Require teachers and students to use writing rubrics aligned with FSA when scoring student writing.	Harrison, Donna	9/23/2014	Feedback by teachers on student written work; students' written comments during peer editing.	5/29/2015 daily
G4.B1.S1.A5	Create individual student writing goals based on teacher/peer feedback and performance on classroom assessments; have students rate their status after writing progress monitoring assessments, and clarify their efforts for improvement.	Harrison, Donna	10/20/2014	Tracking My Data sheets that track student performance with SMART goals.	5/29/2015 quarterly
G4.B1.S1.A6	Using Textual Support in Extended Response --	Yenisch, Elizabeth	10/10/2014	Student writing samples	5/29/2015 one-time
G4.B1.S1.A7	Using Textual Support in Extended Response –exploratory, social studies and science teachers	Yenisch, Elizabeth	10/10/2014	Student writing samples	5/29/2015 one-time
G4.B1.S1.A8	Increase opportunities for students to engage in the writing process. Emphasis is on providing students with focused, actionable feedback from their peer editors and opportunities to revise their work.	McCants, Leon	8/18/2014	Writing samples in composition books during Tiger Time. Notebooks also contain pre-writing planning, comments from peer editors and revised written work.	5/29/2015 monthly
G4.B1.S1.A9	All written work from students must be in complete sentences with the first word capitalized and contain correct end punctuation. Also, complete sentences for oral responses.	McCants, Leon	8/8/2014	Sample of student written work and observations of student oral responses during classroom walkthroughs.	5/29/2015 daily
G4.B1.S1.A10	Math teachers will use problem solving, cooperative structures, and writing to deepen student understanding and increase proficiency among all student subgroups.	Bennett, Chuck	10/10/2014	Formative assessments, data analysis by subgroup, and samples of student written work.	5/29/2015 one-time

**Seminole - 0501 - Teague Middle School - 2014-15 SIP**  
Teague Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Analysis of Discovery Education progress monitoring for science, 9-weeks exams, and formative assessments.	Johnson, Ted	10/13/2014	Data analysis summaries by student subgroup submitted quarterly by each eighth grade teacher of Discovery Education progress monitoring and formative assessment performance.	5/29/2015 quarterly
G1.B1.S1.MA1	Supervising assistant principal will conduct quarterly data chats with each eighth grade science teacher to review student achievement of all student subgroups by standard/skill.	Johnson, Ted	10/13/2014	Analysis of student subgroup performance on formative assessments and 9-weeks exams.	5/29/2015 quarterly
G1.B1.S1.MA1	Supervising assistant principal will meet regularly with the science department and grade level PLCs to monitor their planning (lesson plans, formative assessments, and data analysis).	Johnson, Ted	10/13/2014	Documented walkthroughs in iObservation, coaches log of classroom visits and coaching sessions with science teachers, analysis of formative assessments on Throwback Thursdays content/standards.	5/29/2015 biweekly
G2.MA1	Analysis of district progress monitoring data of all student subgroups.	Bennett, Chuck	10/20/2014	Discovery Education progress monitoring mathematics assessments by teacher, and then by student subgroups.	5/29/2015 quarterly
G2.B1.S1.MA1	Mr. Bennett will meet with PLCs and individual teachers to discuss student performance in solving problems.	Bennett, Chuck	10/20/2014	Summaries of PLC data analysis discussions of student performance on formative assessments involving problem solving.	5/29/2015 one-time
G2.B1.S1.MA1	Teachers will incorporate problem solving learning activities in their lessons.	Bennett, Chuck	10/20/2014	Lesson plans will document problem solving activities and students will be observed in these activities during walkthroughs.	5/29/2015 weekly
G2.B2.S1.MA1	Teachers will analyze student performance on formative assessments that involve problem solving.	Bennett, Chuck	10/13/2014	Monthly PLC summaries of student subgroups performance on formative assessments.	5/29/2015 monthly
G2.B2.S1.MA1	Teachers will use cooperative learning structures in the mathematics classroom to support student learning.	Bennett, Chuck	10/13/2014	During classroom walkthroughs, Mr. Bennet will observe students engaged in cooperative learning structures that is aligned with the assigned learning goal and objective. This will also be noted in lesson plans.	5/29/2015 weekly
G2.B3.S1.MA1	Supervising administrator will track classroom teacher effectiveness by analyzing student growth in learning.	Bennett, Chuck	10/20/2014	Analysis of student performance on formative assessments, 9-weeks exams and district progress monitoring assessments.	5/29/2015 biweekly
G2.B3.S1.MA1	The instructional coach will monitor the fidelity of instructional delivery of the cooperative structures in the classroom, looking for the alignment of structures with the academic tasks students are assigned to perform.	Yenisch, Elizabeth	10/20/2014	The instructional coach provides a written summary of all coaching activities: both one-on-one and small group or whole department support. Documented walkthroughs by supervising administrator in iObservation of walkthroughs with feedback.	5/29/2015 daily
G3.MA1	Discovery Education progress monitoring, writing PMA, common formative and summative assessments.	Harrison, Donna	10/10/2014	Each teacher maintains a spreadsheet with the performance of every student in their classes. The data includes 2014 FCAT data, DE 1,2, and 3 along with common assessment data. This data is reviewed with the supervising administrator each quarter during a face-to-face meeting.	5/29/2015 quarterly
G3.B1.S1.MA1	Teachers will receive professional development in literacy strategies for their specific content area.	Yenisch, Elizabeth	10/13/2014	The coaching plans developed for individual teachers that focus on improving instructional delivery of literacy strategies. Assistant principals will observe improvement in	5/29/2015 monthly

**Seminole - 0501 - Teague Middle School - 2014-15 SIP**  
Teague Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				instructional delivery during walkthroughs.	
G3.B1.S1.MA1	Explicit instruction and reinforcement of discipline specific literacy strategies.	McCants, Leon	8/11/2014	Supervising assistant principals document in iObservation evidence of literacy instruction and reinforcement activities during classroom walkthroughs and observations.	5/29/2015 monthly
G3.B2.S1.MA1	Students will complete formative assessments weekly.	Harrison, Donna	9/29/2014	Formative assessments are submitted with weekly lesson plans and are denoted in the plans. PLC data analysis summaries will document students' performance on the assessments.	5/29/2015 weekly
G3.B2.S1.MA1	Formative assessments aligned with FSA standards and test item specs.	Yenisch, Elizabeth	9/23/2014	Teachers submit the formative assessments to their supervising administrator for review and feedback.	5/29/2015 weekly
G3.B3.S1.MA1	Closing the achievement gap by reviewing formative assessment (unit/ chapter/9 weeks assessment) proficiency data analysis for all student subgroups.		10/10/2014	The analysis of student performance data by subgroup.	5/29/2015 monthly
G3.B3.S1.MA1	Instructional coaches, as part of their follow up to professional develop workshops and coaching sessions with individual teachers, will visit classrooms to observe the fidelity of implementation to specific high probability instructional strategies.	McCants, Leon	8/18/2014	The coaches submit monthly reports on their support activities with teachers. The feedback from coaches will reference the scale and provide observations based upon the levels of performance within the scale.	5/29/2015 monthly
G4.MA1	Disaggregate scores on district writing progress monitoring assessments by grade level, teacher and student subgroups.	Harrison, Donna	10/20/2014	PLC discussions on writing scores and the PLC meeting summaries will include a reflection of where we (as a school, grade level, teacher, and subgroup) are relative to the writing goal and what interventions will be taken to achieve the goal.	3/27/2015 quarterly
G4.B1.S1.MA1	Provide Professional Development that is content specific on writing skills with a focus on instruction and assessment across all disciplines.	Yenisch, Elizabeth	8/8/2014	Writing scores on district formative progress monitoring assessments for writing. Writing assignments included in lesson plans for all content disciplines and samples of student work.	5/29/2015 monthly
G4.B1.S1.MA1	Classroom Observations of writing expectations (oral responses in complete sentences, written work regularly in classroom instruction and assessment), PLC Data Discussions on student writing , Reinforce and reiterate writing expectations with teachers during department meetings, PLC meetings, and during individual data chats. Review status of goal with Instructional Coach and principal.	Harrison, Donna	8/11/2014	Data Logs, Student Data, Student Work, Administration Observations via Walkthroughs, PLC Agenda and meeting summaries, and Data analysis Discussions and summaries.	5/29/2015 daily
G4.B2.S1.MA1	Content specific literacy strategies are regularly included in classroom instruction.	Franklin, Julianne	11/12/2014	Instructional coaches observations during classroom visits and documented walkthroughs in iObservation.	5/29/2015 monthly
G4.B2.S1.MA1	Literacy cadre representatives make monthly presentations at department meetings.	McCants, Leon	11/12/2014	Minutes from department meetings, handouts from presentations, and use of instructional resources and strategies observed in classrooms during walkthroughs.	5/29/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G2.** On the 2015 FSA, Teague students will achieve mathematics proficiency percentile of 80% percentile on the Mathematics FSA for all student subgroups.

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

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

### PD Opportunity 1

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

#### Facilitator

Elizabeth Yensch

#### Participants

All math teachers

#### Schedule

Monthly, from 10/17/2014 to 5/29/2015

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

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

### PD Opportunity 1

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

#### Facilitator

Elizabeth Yensch

#### Participants

All math teachers.

#### Schedule

Monthly, from 8/11/2014 to 5/29/2015

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

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

### **PD Opportunity 1**

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

#### **Facilitator**

Elizabeth Yenisch

#### **Participants**

All math teachers.

#### **Schedule**

Weekly, from 10/13/2014 to 5/29/2015

**G3.** On the 2015 FSA all student subgroups will achieve a reading proficiency percentile of 80%.

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

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

### **PD Opportunity 1**

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

#### **Facilitator**

Julanne Franklin

#### **Participants**

Entire faculty

#### **Schedule**

Quarterly, from 8/7/2014 to 5/29/2015



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

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

**PD Opportunity 1**

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

**Facilitator**

Dr. Dehlinger/Dr. Rolewski

**Participants**

Principals and assistant principals: Instructional rounds

**Schedule**

Weekly, from 8/11/2014 to 5/29/2015

**G4.** Students in all subgroups will achieve 80% percentile proficiency on the 2015 FSA for writing. Students will write in all classes to deepen their understanding and demonstrate what they know relative to the standard/ learning goal; teachers will infuse reading, writing, listening and speaking as appropriate for their discipline as a regular part of daily classroom instruction and assessment.

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

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

**PD Opportunity 1**

Scores data/writing samples from FCAT Writes 2014 reviewed and analyzed to determine areas of development for future instruction.

**Facilitator**

Writing Facilitators

**Participants**

Social Studies and Science teachers

**Schedule**

On 8/4/2014



## **PD Opportunity 2**

ELA, Social Studies and Science teachers analyze sample test questions/tasks in FSA Portal.

### **Facilitator**

Writing Facilitators

### **Participants**

LA teachers, ESE, ESOL

### **Schedule**

On 8/1/2014

## **PD Opportunity 3**

Using Textual Support in Extended Response --

### **Facilitator**

Writing Facilitator and instructional coach

### **Participants**

ELA, ESE, and ESOL teachers.

### **Schedule**

On 5/29/2015

## **PD Opportunity 4**

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

### **Facilitator**

Elizabeth Yenisch and Julanne Franklin

### **Participants**

Social Studies, Science & Exploratory teachers

### **Schedule**

On 5/29/2015

**PD Opportunity 5**

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

**Facilitator**

Elizabeth Yenisch

**Participants**

All teachers of mathematics

**Schedule**

On 5/29/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 4:</b> Students in all subgroups will achieve 80% percentile proficiency on the 2015 FSA for writing. Students will write in all classes to deepen their understanding and demonstrate what they know relative to the standard/learning goal; teachers will infuse reading, writing, listening and speaking as appropriate for their discipline as a regular part of daily classroom instruction and assessment.	3,465
<b>Grand Total</b>	<b>3,465</b>

**Goal 4: Students in all subgroups will achieve 80% percentile proficiency on the 2015 FSA for writing. Students will write in all classes to deepen their understanding and demonstrate what they know relative to the standard/learning goal; teachers will infuse reading, writing, listening and speaking as appropriate for their discipline as a regular part of daily classroom instruction and assessment.**

Description	Source	Total
<b>B1.S1.A1</b> - Professional Development budget, substitute teachers: 4 teachers	Other	400
<b>B1.S1.A2</b> - Extended contract days for teachers	Other	1,200
<b>B1.S1.A3</b> - Supplies: large poster-sized templates for learning goals and scales, small post it notes, markers, sheet protectors, individual whiteboards and erasers.	Other	500
<b>B1.S1.A4</b> - Each student given their own copy fo the ELA Text-based Writing Rubrics: Argumentation and Informative/explanatory.	Other	500
<b>B1.S1.A5</b> - Student planners include a data tracking sheet. Additional sheets provided to allow students to graph their progress.	Other	40
<b>B1.S1.A6</b> - Handouts for workshop.	Other	20
<b>B1.S1.A7</b> - Workshop handouts	Other	60
<b>B1.S1.A8</b> - Each student provided with a composition book to complete authentic writing assignments.	General Fund	700
<b>B1.S1.A10</b> - Workshop handouts.	Other	45
<b>Total Goal 4</b>		<b>3,465</b>