

# *Seminole County Public Schools*

The Mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.



[www.scps.k12.fl.us](http://www.scps.k12.fl.us)

## **Teague Middle School**

### **School Improvement Plan 2020-2021**

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## **Purpose and Outline of the SIP**

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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 Strategic Plan, designed to help district leadership make the necessary connections between school and district system initiatives. 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.

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## **School Information**

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### **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.

## List the members of the leadership team.

Name	Title	Email	Responsibilities
Dr. Connie Collins	Principal	<a href="mailto:connie_collins@scps.k12.fl.us">connie_collins@scps.k12.fl.us</a>	Responsible for overseeing the instruction of the school
Dr. Victoia Hyatt	Assistant Principal	<a href="mailto:victoria_hyatt@scps.k12.fl.us">victoria_hyatt@scps.k12.fl.us</a>	Instructional Leader responsible for supporting, monitoring and assessing the instruction for ELA, ROTC, I-Series, Spanish, Band, Chorus, Drama, and Art.
Berna Munoz	Assistant Principal	<a href="mailto:munozbz@scps.k12.fl.us">munozbz@scps.k12.fl.us</a>	Instructional Leader, responsible for supporting, monitoring and assessing the instruction of Science, ESE, I-Ready, Intensive Reading, ESOL, Innovation and Robotics.
Ken Viola	Assistant Principal	<a href="mailto:kenneth_viola@scps.k12.fl.us">kenneth_viola@scps.k12.fl.us</a>	Instructional Leader responsible for supporting, monitoring and assessing the instruction of Math, Social Studies, P.E., and Life Skills.
Kim Eldemire	Instructional Coach	<a href="mailto:kim_eldemire@scps.k12.fl.us">kim_eldemire@scps.k12.fl.us</a>	Responsible for providing group and individual coaching to teachers in order to strengthen the understanding and implementation of the SCIM.
Susanne Nicely	Instructional Coach	<a href="mailto:susanne_nicely@scps.k12.fl.us">susanne_nicely@scps.k12.fl.us</a>	Responsible for providing group and individual coaching to teachers in order to strengthen the understanding and implementation of the SCIM.
Kelvin Ferrell	Dean	<a href="mailto:kelvin_ferrell@scps.k12.fl.us">kelvin_ferrell@scps.k12.fl.us</a>	Student discipline, school supervision and safety.

Julanne Franklin

Dean

[julanne\\_franklin@scps.k12.fl.us](mailto:julanne_franklin@scps.k12.fl.us)

Student discipline, school supervision and safety.

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Thomas Snead

School Administration Manager

[thomas\\_snead@scps.k12.fl.us](mailto:thomas_snead@scps.k12.fl.us)

To ensure fidelity of all testing: school, local and state. To implement and monitor instructional use of technology.

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## Supportive Environment

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### **Describe how the school involved parents and the community in developing this plan.**

Parents and community were involved in developing this plan initially through the input on the 2019-20 5-Essentials survey. Secondly, meetings were held with parents on the PTSA and SAC Committees. In addition, parent feedback was received through the Annual Open House.

### **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.**

Teachers and administrators use multiple strategies to communicate with families, including but not limited to 1) contacting families prior to the start of school to welcome students to the new school year. 2) inviting parents to Open House and Curriculum Nights to meet teachers and school staff and to learn about the curriculum and how to support their child academically at home, 3) mail Tiger Prints quarterly newsletter to parents and post on Teague website. The newsletter includes school activities and parenting tips related to school achievement such as homework tips, organizational skills, and study skills, 4) use multiple genres of social networking to families on a regular basis (e.g. School Connect, Skyward, Twitter, Facebook, eCampus), 5) the school website and eCampus 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. 6) teachers contact parents regularly on an individual basis to inform them about their child's progress. 7) parents can keep track of the child's academic progress (grades, attendance, etc.) via the online Skyward Family Access Parent Portal 24/7, 8) the school provides parents with report cards regarding their child's academic progress and upcoming classroom and school events approximately every nine weeks, 9) parents receive weekly updates regarding school activities via mass email using Skyward Family Access, 10) inviting parents to participate in SAC and PTSA Boards. 11) advertising events on the school marquee, school website, Twitter, Facebook and Skyward, 12) teachers have course websites accessible through the eCampus portal. The course websites include assignments, Common Board, and other instructional resources such as the electronic textbook, 13) the guidance department schedules parent-teacher-student conferences, and assists families with connecting to resources in the community, 14) ESOL Parent Leadership Meeting: ESOL Teachers to provide an informational presentation and Q and A to parents of ESOL students, 15) Science/Math Technology Night: Parents and students will have the opportunity to engage in hands on activities they can use with their children, 16) Literacy/History Night: Parents and students will be provided with opportunities to interact with strategies that can be used to help their child at home, 17) Incoming 6th Grade Night: Administrative Team, & School Counselors; 6th Grade Teachers will provide parents with the opportunity to tour the campus and learn about Teague's expectations and course selections, 18) Transition Night for 8th Grade At-Risk Students: Administrative Team, School Counselors, MTSS Coordinator and Transition Team will provide parents with the expectation for promotion to the High School and the opportunity to attend the High School summer transition program and its alignment with SSC.

### **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 three school counselors who actively participate in parent-teacher conferences, Student Study meetings, MTSS meetings, and meet with students based upon requests/referrals from students, teachers, or parents. One of the counselors will focus on the ESE and ESOL students while the others focus is on general education students. The counselors also partner with outside agencies to bring additional services to students and families. The school provides the services of a full-time mental health counselor from Aspire who conducts individual and group counseling with students. In addition, Teague has the weekly support of a SCPS Mental Health Counselor and biweekly (2x per week) support of a SCPS Social Worker. Teague Middle School has also identified a MTSS Specialist who will focus on the Academic needs of the students and will work collaboratively with the two Deans who will focus on the social behavior needs of the students. Teague has implemented a resource room for students who need social and behavioral support. This room is facilitated by a certified teacher. In addition, an Intervention Paraprofessional will support students who need additional support with Academic and Behavioral/Emotional strategies. The offices of the Assistant Principals are located in the buildings and floors of the grade level they oversee. The School Administration Manager has been relocated to a non-grade level floor to provide immediate contact with students, teachers, and classes in need of support. The relocations of Administration provides continuous visibility in the hallways.

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## Student Transition and Readiness

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### 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 will cultivate future ready graduates through a professional, collaborative environment in which all teachers inspire students to be creative and innovative learners. The implementation of the Program of Exploration entitled “Institute of Innovation @Teague Middle School” is the foundation upon which our students will become familiar with personal branding, passion projects, presentations and the executive functions necessary for success in the work place.

**Identify the career and technical education programs available to students and industry or community organizations.**

Seminole County Public Schools is committed to Career and Technical Education/Vocational opportunities for all students. At the Teague Middle School, through exploratory and elective courses students experience a variety of careers that are designed to support workforce needs based on economic career predictors. For the 2020-21 school year we offer I-Connect, I-Journey and I-Challenge classes providing students the opportunity to earn digital literacy certifications and High School credits. We also offer robotics courses which implements research, coding and critical thinking in preparation for competitive events in the STEM arena.

## Middle School Essential Instructional Priority # 1 – Quality Instruction

### Essential Instructional Priority #1: Quality Instruction

All Seminole County Public Schools will strive for excellence in English/Language Arts, Mathematics and Science based on the current Florida Department of Education A+ Accountability Program.

- A. Lessons aligned to Florida Standards at the appropriate level of complexity
- B. Ongoing feedback loop between leadership and teacher, students and teachers and student with students
- C. PLC focused on data, instructional planning and student evidence of learning

*All SCPS schools serving K-8 students have an Early Warning system in place that is in compliance with s. 1001.42(18)(b), F.S.; SCPS academic intervention/support programs and/or dropout prevention programs reflected per s. 1003.53(2)(b), F.S.*

*\*All data targets are reported as percentages with the exception of 5E data targets, which are reported as scale scores.*

ELA		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	
Learning Gains	B.1.1	
Learning Gains of the Low 25%	B.1.1	
Learning Gains for High 1 levels	B.1.1	
Learning Gains for High 2 levels	B.1.1	
Learning Gains for Low 3 levels	B.1.1	
Learning Gains for sub group: Black	B.1.1	
Learning Gains for sub group: Hispanic	B.1.1	
Learning Gains for sub group: White	B.1.1	
Learning Gains for sub group: Mul	B.1.1	
Learning Gains for sub group: SWD	B.1.1	
Learning Gains for sub group: FRL	B.1.1	
Learning Gains for sub group: ELL	B.1.1	

Social Studies		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	

Common Assessments			
Indicators	Grade Level/Subject	Strategic Plan	Target
ELA Common Assessment students scoring on grade level	Gr 6	B.2.4	
	Gr 7	B.2.4	
	Gr 8	B.2.4	
Social Studies Common Assessment students scoring on grade level	Gr 6	B.2.4	
	Gr 7	B.2.4	
	Gr 8	B.2.4	

5 Essentials		
5E_SM_Classroom Rigor	B.1.1	
5E Ambitious Instruction	B.1.1	
5E Collaborative Teachers	B.1.1	

## Middle School Essential Instructional Priority #1 – Quality Instruction

<b>Math</b>		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	
Learning Gains	B.1.1	
Learning Gains of the Low 25%	B.1.1	
Learning Gains for High 1 levels	B.1.1	
Learning Gains for High 2 levels	B.1.1	
Learning Gains for Low 3 levels	B.1.1	
Learning Gains for sub group: Black	B.1.1	
Learning Gains for sub group: Hispanic	B.1.1	
Learning Gains for sub group: White	B.1.1	
Learning Gains for sub group: Mul	B.1.1	
Learning Gains for sub group: SWD	B.1.1	
Learning Gains for sub group: FRL	B.1.1	
Learning Gains for sub group: ELL	B.1.1	
Algebra 1 Achievement for sub group: Black	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: Hispanic	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: White	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: Mul	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: SWD	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: FRL	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: ELL	B.1.1; B.1.2	
Algebra 1 Access Gap	B.1.1; B.1.2	

<b>Science</b>		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	

<b>Middle School Acceleration</b>		
Indicators	Strategic Plan	Target
Middle School Acceleration	B.1.1	
Middle School Acceleration: Black	B.1.1	
Middle School Acceleration: Hispanic	B.1.1	
Middle School Acceleration: White	B.1.1	
Middle School Acceleration: Mul	B.1.1	
Middle School Acceleration: SWD	B.1.1	
Middle School Acceleration: FRL	B.1.1	
Middle School Acceleration: ELL	B.1.1	

<b>Common Assessments</b>			
Indicators	Grade Level/Subject	Strategic Plan	Target
Math Common Assessment students scoring on grade level	Grade 6	B.2.4	
	Grade 7	B.2.4	
	Grade 8	B.2.4	
	Algebra 1	B.2.4	
	Geometry	B.2.4	
Science Common Assessment students scoring on grade level	Gr 6	B.2.4	
	Gr 7	B.2.4	
	Gr 8	B.2.4	



## Middle School Essential Instructional Priority #1 - Quality Instruction

### Action Plan

#### Student owned progress monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed	
Three I-Ready Diagnostics for Intensive Math and Reading and ESOL Reading. All students (General Education, ESE and ESOL) will graph the number of lessons completed, passed and time spent on I-Ready (Math & Reading). Data chats bi-weekly and after each diagnostic.	Math Teachers using I-Ready, Intensive Reading Teachers and ESOL Reading Teachers	August, December, March	Y	I-ready Training through District and at school.	August, December, March and Biweekly	iReady Reports	Y
Content Area-For each Learning Goal/Scale, all students (General Education, ESE and ESOL) will monitor their progress using data obtained from at least 2 common formative assessments and the post assessment. The content area PLC will identify the tracking tool.	All Content Area Teachers, ESE and ESOL Teachers	End of Unit	N		Pre-Test, assessments, post-test and completed tracking tool.	C9A progress graph by standard	Y
All students(General Education, ESE and ESOL) will monitor their progress made on each Quarterly common nine weeks assessment (C9A).	All Teachers, Administrative Team, Instructional Coaches, and students.	October, December, March, May	N		Quarterly C9A	PLC Notes, Gradebooks and completed tracking tool.	Y

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
<p>ELA Teachers, ESE Case Managers and students will monitor writing progress using data obtained from prior FSA and two WriteScore Assessments.</p>	<p>All ELA Teachers, ESE Case Managers and all students</p>	<p>November, February</p>	<p>Y</p>	<p>November, February</p>	<p>Results obtained from the WriteScore Assessments.</p>	<p>Y</p>
<p>Seminole Connect students in need of additional academic support as determined by district progress monitoring tools can transition to the learning model that best supports student progress. Transitioning to the Face-to-Face model can occur quarterly. Transitioning to Hybrid or Seminole County Virtual School learning models can occur at the end of the semester. Students will be provided academic support before, during, and after the transition. All decisions related to adjustments to instructional delivery model will be conducted in consultation with school staff, parents, and students (when appropriate). Seminole Connect students in need of additional academic support who elect to stay in the learning model will receive intensive, targeted support utilizing the methods described above.</p>	<p>Administration, Teachers</p>	<p>August, 2020</p>	<p>N</p>	<p>Weekly</p>	<p>iReady, Reports, Grade books, C9A Analysis</p>	<p>N</p>

## Low 30% Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
All Teachers will identify and monitor the students on their roster (General Education, ESE and ESOL), who are in the lower 30%.	All Teachers, Administration and Instructional Coaches Instructional Coaches: Kim Eldemire Susanne Nicely	Aug	N	Weekly	Low 30% Monitoring Spreadsheet	Y
I-Ready teachers will monitor student time on program, lessons completed and passed and level gains made. This includes ESE and ESOL students.	Math I-Ready Teachers, Intensive Reading Teachers, Administrations, ESE Case Managers and Instructional Coaches	Weekly	N	Weekly	iReady Data Sheets	Y
All Content area teachers will monitor the results of at least 2 common formative assessments and a post-assessment for each learning goal/scale.	All Content Area Teachers (General Education, ESE and ESOL) , Administration and Instructional Coaches	Upon completion of each assessment. After each unit and quarterly	N	After each unit and quarterly	Completed Assessments, Completed Unit tests and C9A's.	Y
All Content area teachers will monitor the results of Unit Tests and Quarterly C9As	All Content Area Teachers, Administration (General Education, ESE and ESOL) and Instructional Coaches	Upon completion of each assessment - Unit and Quarterly	N	After each unit and C9A	Progress reports, report cards, data chats and C9A results.	Y
All Teachers, in the PLC, will discuss the progress of all students and develop plans to address lack of progress.	All Content Area Teachers, Administration and Instructional Coaches	Weekly PLC's for unit assessments and quarterly for C9A data.	N	Weekly PLC's for unit assessments and quarterly for C9A data.	Differentiated Action Plans	Y

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
<p>MTSS Specialist, ESE Case Managers and Administrators will monitor student progress as identified from content area grades and C9A results.</p>	<p>MTSS Specialist, ESE Case Managers and Administration</p>	<p>Weekly and Quarterly</p>	<p>N</p>	<p>Weekly and Quarterly</p>	<p>Grades in Skyward and C9A results</p>	<p>Y</p>
<p>Seminole Connect students in need of additional academic support as determined by district progress monitoring tools can transition to the learning model that best supports student progress. Transitioning to the Face-to-Face model can occur quarterly. Transitioning to Hybrid or Seminole County Virtual School learning models can occur at the end of the semester. Students will be provided academic support before, during, and after the transition. All decisions related to adjustments to instructional delivery model will be conducted in consultation with school staff, parents, and students (when appropriate). Seminole Connect students in need of additional academic support who elect to stay in the learning model will receive intensive, targeted support utilizing the methods described above.</p>	<p>Administration, Teachers</p>	<p>August, 2020</p>	<p>N</p>	<p>Weekly</p>	<p>iReady Reports, Grade books, C9A Analysis</p>	<p>N</p>

## High Level 1 / Level 2 Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
All Teachers (General Education, ESE and ESOL) will identify and monitor High Level 1 students on their roster.	All Teachers (General Education, ESE and ESOL) and Administration	August, 2020	N	Weekly	H1/H2 Monitoring Spreadsheet	Y
All Content Area Teachers will monitor the results of at least 2 common formative assessments and a post assessment for each learning goal/scale.	All Content Area Teachers (General Education, ESE and ESOL) and Administration	Upon completion of each assessment. After each unit, and quarterly assessment.	N	After each Unit and Quarterly	Completed Assessment, Completed Unit Test and C9A	Y
All Content Area Teachers will monitor progress on Unit Tests and C9As.	All Content Area Teachers, ESE and ESOL teachers, Administration and Instructional Coaches	Upon completion of each assessment, Unit and Quarterly	N	After each Unit and C9A	Progress Reports, report cards, data chats and C9a results.	Y
During PLC's, all content area teachers, ESE and ESOL teachers will discuss the progress of all students (General Education, ESE and ESOL) and develop plans to address lack of progress.	All Content Area Teachers, ESE and ESOL Teachers, Administration and Instructional Coaches	Weekly PLC for Unit Assessment and Quarterly for C9A Data	N	Weekly PLC for Unit Assessment and Quarterly for C9A Data	Developed and Implemented Action Plans	Y

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
<p>Seminole Connect students in need of additional academic support as determined by district progress monitoring tools can transition to the learning model that best supports student progress. Transitioning to the Face-to-Face model can occur quarterly. Transitioning to Hybrid or Seminole County Virtual School learning models can occur at the end of the semester. Students will be provided academic support before, during, and after the transition. All decisions related to adjustments to instructional delivery model will be conducted in consultation with school staff, parents, and students (when appropriate). Seminole Connect students in need of additional academic support who elect to stay in the learning model will receive intensive, targeted support utilizing the methods described above.</p>	Administration, Teachers	August, 2020	N	Weekly	iReady Reports, Grade books, C9A Analysis	N

## Low Level 3 Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
All Teachers identify and monitor Low Level 3 students (General Education, ESE and ESOL) on their roster.	All Teachers, ESE and ESOL teachers, Administration and Instructional Coaches	August, 2020	N	Weekly	L3 Monitoring Spreadsheet	Y
All Content Area Teachers will monitor and track monthly, the progress made on at least 2 common formative assessments and post assessment each learning goal/scale.	All Teachers, Administration, and Instructional Coaches	Upon completion of each assessment, and Quarterly	N	After each Unit and Quarterly	Completed Assessments, Completed Unit tests and C9As	Y
All Content Area Teachers, ESE and ESOL Teachers will monitor and track progress made on Unit tests and C9As.	All Content Area Teachers, ESE and ESOL teachers, Administration and Instructional Coaches	Upon completion of each Assessment- Unit and Quarterly	N	After each Unit and C9A	Progress report, report cards, data chats and C9As	Y
During PLC's, all Content Areas Teachers, ESE and ESOL Teachers will discuss the progress of all students (General Education, ESE and ESOL) and develop plans to address lack of progress.	All Content Area Teachers, ESE and ESOL teachers, Administration and Instructional Coaches	Weekly PLCs for Unit Assessments and Quarterly for C9As	N	Weekly PLCs for Unit Assessments and Quarterly for C9As	Developed and Implemented Action Plans	Y

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
<p>Seminole Connect students in need of additional academic support as determined by district progress monitoring tools can transition to the learning model that best supports student progress. Transitioning to the Face-to-Face model can occur quarterly. Transitioning to Hybrid or Seminole County Virtual School learning models can occur at the end of the semester. Students will be provided academic support before, during, and after the transition. All decisions related to adjustments to instructional delivery model will be conducted in consultation with school staff, parents, and students (when appropriate). Seminole Connect students in need of additional academic support who elect to stay in the learning model will receive intensive, targeted support utilizing the methods described above.</p>	Administration, Teachers	August, 2020	N	Weekly	iReady Reports, Grade books, C9A Analysis	N



## Tutorial

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Identify teachers (General Education, ESE and ESOL) interested in facilitating before and/or after school Tutoring and Saturday Boost Camps.	Identified Teachers (General Education, ESE and ESOL)	August 2020 - May 2021	N	Starting August 2020 (M,W,F) - Tuesday- Thursday Academic Success days (Specific Content Areas - Math, SS, Sci and ELA Writing)	Standards-based instructional needs; classroom performance.	Y
Coordinate the implementation of tutorials and boost camps to address the needs of students (General Education, ESE and ESOL) with regards to State Standards.	Administration and Teachers	August 2020	N	August 2020 - May 2021	Sign-in sheets; Lesson Plans	Y

## Middle School Essential Instructional Priority #2 – Conditions for Learning

### Essential Instructional Priority #2: Conditions for Learning

The district has identified the conditions for learning as physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning and student conduct. System focus on continuous improvement of these conditions will benefit student learning.

- A. Cultivation of positive, appropriate relationships resulting in increasing engagement of all students
- B. Development of a student centered culture
- C. Continued focus on campus safety and building a culture of respect
- D. Sharing collective responsibility for the success of all students in the school

*\*All 5E data targets are reported as scale scores, SCPS Safety data targets are out of 10, and other data targets are reported as percentages.*

Indicators	Strategic Plan	Target
5E Supportive Environment	D.1	
SCPS Safety Survey	D.1	
5E_SE_Academic Personalism	D.3	

Indicators	Strategic Plan	Target
5E_SE_Student-Teacher Trust	D.3	
5E_CT_Collective Responsibility	B.1.1	
Students with 10+ Absences	D.2	

## Middle School Essential Instructional Priority # 2 - Conditions for Learning

### Action Plan

#### Attendance Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
School Counselors use EdInsight to monitor the attendance of all students (General Education, ESE and ESOL). Letters are sent home.	School Counselors, MTSS Specialist and Administration	After the third absence	Y	Weekly	EdInsight Data, Attendance letters, Truancy Packets	Y
The School Social worker will collaborate with School Counselors and ESE Case Managers, to meet with parents of students (General Education, ESE and ESOL) who continue to be truant. MTSS Conferences and Student Study Team Meetings are scheduled with parents. Interventions are identified and monitored.	Social Worker, MTSS and School Counselor	Weekly; as needed	Y	Weekly	Attendance Data, Parent-Teacher Conferences, and MTSS Notes	Y
Administration reviews attendance at weekly meetings.	Administration	Weekly	N	Weekly	Administration Notes EdInsight Data, Attendance letters, Truancy Packets	Y

## Communication with students on campus safety

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Positive Behavior Systems (school wide initiative) for all students (General Education, ESE and ESOL).	Deans and PBS Committee	August; Daily PBS Incentives	Y	August; Daily	Discipline data; Improved behaviors	Y
Administration Team on Morning News (TNN) discussing campus safety and school expectations and/or Tiger Time Activities.	Administration Team	August 2020; Weekly	N	August 2020; Weekly	Discipline Data; Decrease in Infractions as represented by EdInsight	N/A
Classroom visits by School Counselors, Administration and/or Deans.	School Counselors, Administration and Deans	August 2020 and ongoing	N	August 2020 - May 2021	Discipline Data	Y
Focus on the Future Curriculum as developed by the Seminole County Sheriff's Department to be presented to all students (General Education, ESE and ESOL) in Grade 6-8.	Mr. LaPlaca and School Resource Officer	Each Semester (7 Lessons)	N	Each Semester (7 Lessons)	Program Deliverables and Classroom Observations	N

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
<p>Engage students in meaningful dialogue regarding SCPS Health and Safety Protocols, and increase participation through active and purposeful communication using eCampus, phone calls, and Webex. This will include communication and implementation with:</p> <ul style="list-style-type: none"> <li>• Face Coverings for Students and Staff</li> <li>• Screening for Illness</li> <li>• Clinic Spaces and Isolation Procedures (Illness vs. Injury)</li> <li>• Isolation from School and Protocols to Return to School After Home Isolation</li> <li>• Confirmed Case of COVID-19 on School Property</li> <li>• Procedure for Handling Employee COVID-19 Related Health Concerns &amp; Related Leave</li> <li>• Protecting Vulnerable Populations</li> </ul>	Administration, School Counselors, Teachers	August, 2020	N	Ongoing	Increased participation in SCPS Health and Safety Protocols	N

## Safety Survey

Name/ Topic of Strategy	Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Increase amount of students properly wearing ID cards	Develop motivational songs, reminders through morning announcements, implement incentives	Deans	August, 2020	N	Weekly	Increased participation of students wearing ID cards	N/A
Security Cameras - poor quality of images	Increase adult supervision in hallways and around campus during school entry, transitions, and dismissal	Administration, Teachers, School Counselors	August, 2020	N	Daily	Reduction of behavioral infractions occurring in the hallways and on campus property	N

## Middle School Essential Instructional Priority #3 – Skills for Future Ready Graduates

### Essential Instructional Priority #3: Skills for Future Ready Graduates

Seminole County Public Schools will prepare each student for academic and job related success in the 21<sup>st</sup> century by offering rigorous learning environments.

- A. Utilization of College Board/Khan resources to support future ready skill development of all students
- B. Connecting iJourney and iConnect to planning for high school and post-secondary college and career paths
- C. Developing expectations for success in college and careers for all students

*\*All data targets are reported as percentages with the exception of the number of Digital Tools/Industry Certifications earned.*

Indicators	Strategic Plan	Target
AO students enrolled in advanced courses: Black	B.2.7	
AO students in advanced courses earning a grade of C or higher: Black	B.2.7	
AO students enrolled in advanced courses: Hispanic	B.2.7	
AO students in advanced courses earning a grade of C or higher: Hispanic	B.2.7	
AO students enrolled in advanced courses: FRL	B.2.7	
AO students in advanced courses earning a grade of C or higher: FRL	B.2.7	
Digital Tools/Industry Certifications Earned	C.3	

## Middle School Essential Instructional Priority # 3 - Skills for Future Ready Graduates

### Action Plan

#### AO Support and Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Counselors and Administration will identify all Advanced Opportunity students including (General Education, ESE and ESOL) students and place them in advanced classes.	Administration and Counselors	Aug-2020	N	Quarter 1	Student Schedules	Y
Teachers of advanced classes will identify Advanced Opportunity students (General Education, ESE and ESOL) on their roster and monitor their progress.	Teachers of Advanced Classes	Weekly	Y	Weekly	Progress reports, assessments, C9As and report cards	Y
Teachers, ESE Case Managers and/or School Counselors will make contact with parents when students encounter difficulty.	Teachers, ESE Case Managers and/or School Counselors	Daily/Weekly	N	Daily/Weekly	Telephone call log; parent-teacher conference logs, Emails and EdInsight Notes	Y



Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Teachers will provide support through tutoring, differentiated lesson and ESE Monitoring for struggling students.	Teachers of advanced classes	As needed by the student(s), beginning August 2020	N	Beginning August 2020 - May 2021	Sign-in Sheets, permission slips and lesson plans	Y

## Increasing the number of digital tools and industry certifications earned

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Increasing the number of digital tools and industry certifications earned by all students (General Education, ESE and ESOL).	Administration, ESE Case Managers and I-Series Teachers	Beginning and end of each semester. Upon completion of the Certiport Test.	Y	August 2020 - May 2021	Roster of students enrolled and number of test taken and passed.	Y
All students (General Education, ESE and ESOL) will be monitored for enrollment in at least one I-Series class per year.	Administration, ESE Case Managers and School Counselors	Beginning and end of each semester.	N	August 2020 - May 2021	Roster of students enrolled	Y
The Year long I-Challenge class will provide any student (General Education, ESE and ESOL) the opportunity to complete an industry certification test.	Administration, ESE Case Managers, School Counselors and I-Challenge Teachers I-Series teachers: W. Dillon, J. Desaussure, M. Hickey	August 2020 - May 2021	N	August 2020 - May 2021	Roster of students enrolled and number of test taken and passed.	Y

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## Best Practices for Inclusive Education (BPIE)

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- A. Supports implementation of improved inclusive practices for students with disabilities
- B. Designed to identify priority needs and organize resources
- C. Supports development of short and long term improvement strategies
- D. Aligns with the district level BPIE

*Once every 3 years, each school shall complete a Best Practices in Inclusive Education (BPIE) assessment and include improvement efforts in the school district's exceptional student education policies and procedures. The due date of the new BPIE is 3 years of less from the written date. § 1003.57, Florida Statutes*

Short-and long-term efforts to implement and improve inclusive educational practices, as measured by the BPIE, are included in the SIP. Not Yet

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All paraprofessionals have received PD that includes clear descriptions of their work responsibilities and strategies for providing support to SWDs in general education classrooms and natural contexts. Partially Beginning

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All instructional and related services personnel use formative assessment processes and tools to gather, analyze and evaluate data about effective instruction and behavior interventions for all students with and without disabilities in general education and natural contexts. Partially Beginning

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## Action Plan

### Indicator 1

Short-and long-term efforts to implement and improve inclusive educational practices, as measured by the BPIE, are included in the SIP.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
The school leadership team will analyze scheduled data to assure Advanced Opportunity ESE students have been placed in appropriate advanced content areas classes monitor and evaluate progress toward meeting SIP goals related to inclusive practices in the school.	Administrative and Instructional Leadership Team	August 2020, then quarterly.	N	August 2020, then quarterly.	Data reports and student schedules	Y

### Indicator 2

All paraprofessionals have received PD that includes clear descriptions of their work responsibilities and strategies for providing support to SWDs in general education classrooms and natural contexts.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
The roles and responsibilities of paraprofessionals will be clearly outlined and communicated by administrators and teachers.	Administration and ESE Teachers	August 2020 and January 2021	N	August 2020 and January 2021	Paraprofessional meeting notes/logs relative to daily schedules and job descriptions. Sign-in Sheets	Y

### Indicator 3

All instructional and related services personnel use formative assessment processes and tools to gather, analyze and evaluate data about effective instruction and behavior interventions for all students with and without disabilities in general education and natural contexts.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
General Education Teachers and ESE Teachers collaboratively analyze both academic and behavioral student data to assess progress of SWDs in the general education classrooms.	General Education Teachers, ESE Teachers/Support Facilitators	August 2020 - May 2021	N	August 2020 - May 2021	Formative Assessments, Classroom data, discipline data, C9A and resulting differentiated instruction.	Y

## Professional Development Plan

PD Activity	SIP Priority #	Date or Schedule	How Will PD Activity Improve Instruction and Use of Assessment Data?	PD Participants	# Anticipated Participants	Position(s) Responsible
Preparing for a Effective PLCs	1	August, 2020	Understanding the Processes of a PLC	Administration and All Instructional Staff	80	Instructional Coaches
Social-Emotional Learning (SEL) Training	2	August, 2020	Understanding the At-Risk Student	All Instructional Staff	80	District Staff
I-Ready Training	1	September, 2020	Understanding the I-Ready program, reports and expectations	Reading and Intensive Math Teachers	6	Instructional Coaches and/or District TOA's
District Quality Instructional Training	1	Anticipated for Quarter 2	Anticipated High Effect Strategies	All Instructional Staff	80	Administration
District Conditions for Learning Training	2	August - October 2019	Anticipated Social Emotional Needs of the Students	All Instructional Staff	80	District Staff, School Administration, School Social Worker and District Mental Health Counselor
Future Ready Graduates	3	Anticipated Quarter 3	Anticipated Future Ready Skills	All Staff	90	District Staff and School Administration