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

Teague Middle School

School Improvement Plan 2021-2022

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 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.

School Information

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.

Describe how the school involved parents and the community in developing this plan and how it will be shared with all stakeholders and in a language parents can understand.

Parents and community were involved in developing this plan initially through the input on the 2020-2021 Snapshot survey. Secondly, meetings were held with parents within the PTSA and SAC Committees. In addition, parent feedback was received through the Annual Open House. Our school focus is aligned to the action plan located in the school improvement plan. The plan of action will be referred to and utilized throughout the course of the school year in faculty meetings, PLC meetings, professional developments, SAC meetings, and with business partners.

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 Messenger, 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 8) parents receive weekly updates regarding school activities via mass email using Skyward Family Access 9) invite parents to participate in SAC and PTSA Boards 10) the guidance department schedules parent-teacher-student conferences, and assists families with connecting to resources in the community 11) ESOL Parent Leadership Meeting: ESOL Teachers to provide an informational presentation and Q&A to parents of ESOL students

Supportive Environment

Describe how the school addresses building a positive school culture and environment. Include how the school culture and environment will impact positive student experiences. (e.g. PBS supports)

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

Identify stakeholders and their role in promoting a positive culture and environment at the school. Stakeholder groups may include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Administration and Teachers: -Celebrate students reaching an academic goal, and/or good behavior ensuring them that we notice their individual contribution to their learning. -Model appropriate qualities and values. -Consistently implement traditions that are fun for the students (i.e. Fun Fridays) -Plan for innovative and inspiring lessons where students can determine how they display their learning progress and level of understanding. Custodians: -Maintain a clean, safe, campus and classrooms where it is comfortable and inviting for teachers and students Parents: -Provide additional resources for the school to assist with student achievement. -Inform teachers of background information and details about their student to help them connect the content to students' passions. -Advertise special events occurring on campus to increase participation. Students: -Encourage peers to engage in learning and positive behaviors. -Provide feedback on polls and surveys to identify student interests. Business Partners: -Provide incentives for students reaching academic goals. -Sponsor events to assist with acquiring student materials and resources. -Connect students with future employment opportunities in their field of study.

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 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. Teague has included I.S. support to provide immediate contact with students, teachers, and classes in need. The relocation of Administration provides continuous visibility in the hallways.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Dr. Connie Collins	Principal	connie_collins@scps.k12.fl.us	Responsible for overseeing the instruction of the school
Dr. Victoia Hyatt	Assistant Principal	victoria_hyatt@scps.k12.fl.us	Instructional Leader responsible for supporting, monitoring and assessing the instruction for ELA and Social Studies.
Dr. Jessica Webb	Assistant Principal	jessica_webb@scps.k12.fl.us	Instructional Leader responsible for supporting, monitoring and assessing the instruction of Science, ESE, I-Ready, Intensive Reading, ESOL.
Ken Viola	Assistant Principal	kenneth_viola@scps.k12.fl.us	Instructional Leader responsible for supporting, monitoring and assessing the instruction of Math, I-Series, Innovation, and Electives.
Kim Eldemire	Instructional Coach	kim_eldemire@scps.k12.fl.us	Responsible for providing group and individual coaching to teachers in order to strengthen the understanding and implementation of the SCIM.
Susanne Nicely	Instructional Coach	susanne_nicely@scps.k12.fl.us	Responsible for providing group and individual coaching to teachers in order to strengthen the understanding and implementation of the SCIM.
Kelvin Ferrell	Dean	kelvin_ferrell@scps.k12.fl.us	Student discipline, school supervision and safety.
Julanne Franklin	Dean	julanne_franklin@scps.k12.fl.us	Student discipline, school supervision and safety.

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Dr. Jessica Webb	Assistant Principal	webbj1@myscps.us	Lead
Susanne Nicely	Instructional Coach/Teacher	susanne_nicely@scps.k12.fl.us	Instructional Coach/Teacher
Rupa Karandikar	Reading Teacher	rupa_karandikar@scps.k12.fl.us	Teacher
Jennifer Ricks	Reading Teacher	jennifer_ricks@scps.k12.fl.us	Teacher
Fatmata Sule	Reading Teacher	fatmata_sule@scps.k12.fl.us	Teacher

Student Transition and Readiness

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 emphasis, Institute of Innovation, 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 2021-22 school year we offer iConnect, iJourney and iChallenge, Digital Photography, and Graphic Design 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/B.E.S.T./Next Generation Sunshine State 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

	Strategic Plan	Target
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

Math

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	

Science

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	

Middle School Acceleration

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	

Common Assessments

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	

Essential Instructional Priority 1 – Quality Instruction

Student Owned Progress Monitoring Action Plan

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?
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 and 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 - IReady Training through District and at school.	August, December, March and Biweekly	iReady Reports
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
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.

Administration will review data for all students through Professional Learning Community (PLC), Student Study Meetings with ESE Case Managers, weekly meetings with Instructional Coaches, monthly Curriculum Leader Meetings (CLT) and MTSS meetings.	Administrative Team ESE Case Managers and Instructional Coaches	Weekly	Y	Weekly and Quarterly	Grade books
ELA Teachers, ESE Case Managers and students will monitor writing progress using data obtained from prior FSA and two WriteScore Assessments.	All ELA Teachers, ESE Case Managers and all students	November, February	Y	November, February	Results obtained from the WriteScore Assessments.
STAR ELA and Math results will be analyzed for learning gaps. Teachers will identify and plan for differentiated instruction for students identified as "Urgent" intervention.	Administration, Teachers	3 testing windows	N	Weekly	Grade books, PLC Minutes

Low 30% Monitoring Action Plan

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?
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	August	N	Weekly	Low 30% Monitoring Spreadsheet, Lesson Plan Reflections
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
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.

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.
All Teachers, in a 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
MTSS Specialist, ESE Case Managers and Administrators will monitor student progress as identified from content area grades and C9A results.	MTSS Specialist, ESE Case Managers and Administration	Weekly and Quarterly	N	Weekly and Quarterly	Grades in Skyward and C9A results
STAR ELA and Math results will be analyzed for learning gaps. Teachers will identify and plan for differentiated instruction for students identified as "Urgent" intervention within stations and teacher-led pull outs.	Administration, Teachers	3 testing windows	N	Weekly	Grade books, PLC Minutes, Lesson Plans

High Level 1 and 2 Monitoring Action Plan

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?
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, 2021	N	Weekly	H1/H2 Monitoring Spreadsheet
All Content AreaTeachers 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
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.

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
STAR ELA and Math results will be analyzed for learning gaps. Teachers will identify and plan for differentiated instruction for students identified as "Urgent" intervention.	Administration, Teachers	3 testing windows	N	Weekly	Grade books, PLC Minutes, Lesson Plans
STAR ELA and Math results will be analyzed for learning gaps. Teachers will identify and plan for differentiated instruction for students identified as "Urgent" intervention.	Administration, Teachers	3 testing windows	N	Weekly	Grade books, PLC Minutes
MTSS Specialist, ESE Case Managers and Administrators will monitor student progress as identified from content area grades and C9A results.	MTSS Specialist, ESE Case Managers and Administration	Weekly and Quarterly	N	Weekly and Quarterly	Grades in Skyward and C9A results
STAR ELA and Math results will be analyzed for learning gaps. Teachers will identify and plan for differentiated instruction for students identified as "Urgent" intervention within stations and teacher-led pull outs.	Administration, Teachers	3 testing windows	N	Weekly	Grade books, PLC Minutes, Lesson Plans

Low Level 3 Monitoring Action Plan

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?
All Teachers identify and monitor Low Level 3 students (General Education, ESE and ESOL) on their roster.	All Teachers, ESE and ESOL	August, 2021	N	Weekly	L3 Monitoring Spreadsheet
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
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
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
STAR ELA and Math results will be analyzed for learning gaps. Teachers will identify and plan for differentiated instruction for students identified as "Urgent" intervention.	Administration, Teachers	3 testing windows	N	Weekly	Grade books, PLC Minutes, Lesson Plans

Tutorial Action Plan

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?
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 2021 - May 2022	N	Starting August 2021 (T/TH)	Standards-based instructional needs; classroom performance.
Implement Reading Strategy Intervention during Tiger Time on Monday's, Tuesday's, and Friday's.	Administration and Teachers	Weekly	N	August 2021 - May 2022	Student activities and submissions during Tiger Time

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	

Essential Instructional Priority 2 – Conditions for Learning

Attendance Monitoring Action Plan

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?
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
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
Administration reviews attendance at weekly meetings.	Administration	Weekly	N	Weekly	Administration Notes EdInsight Data, Attendance letters, Truancy Packets

Safety Survey Action Plan

Topic Item	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?
Increase amount of students properly wearing ID cards	Develop motivational songs, reminders through morning announcements, implement incentives	Deans	October, 2021	N	Weekly	Increased participation of students wearing ID cards
Security Cameras - poor quality of images	Increase adult supervision in hallways and around campus during school entry, transitions, and dissmissal	Administration , Teachers, School Counselors	August, 2021	N	Daily	Reduction of behavioral infractions occurring in the hallways and on campus property

Communication about Safety Action Plan

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?
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
Administration Team on Morning News (TNN) discussing campus safety and school expectations and/or Tiger Time Activities.	Administration Team	August 2021; Weekly	N	August 2021; Weekly	Discipline Data; Decrease in Infractions as represented by EdInsight
Classroom visits by School Counselors, Administration and/or Deans.	School Counselors, Adminstration and Deans	August 2021 and ongoing	N	August 2021 - May 2022	Discipline Data
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

Building Relationships and Connecting with Stakeholders Action Plan

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?
Each PLC (including Guidance, testing coordinator, etc.) will contribute to the quarterly newsletter that is sent out to families.	All Teachers; Ms. Franklin	Quarterly	N	Quarterly	Produce Newsletter
Maintain an eCampus course that provides a weekly agenda of Lesson Targets/Learning Activities/HW that was taught/assigned throughout the weekly unit.	All Teachers	August, 2021	N	Weekly	Current eCampus course
Incorporate a "Fun Friday" in the cafeteria during lunches. Students will be able to request appropriate songs, dance, and be involved in games during lunches	Ms. Franklin	August, 2021	N	Weekly	Student eCampus polls and surveys

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 21st 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	

Essential Instructional Priority 3 – Skills for Future Ready Graduates

Advanced Opportunities and Monitoring Action Plan

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?
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-21	N	Quarter 1	Student Schedules
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
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
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 2021	N	Beginning August 2021 - May 2022	Sign-in Sheets, permission slips and lesson plans

Increasing the Number of Digital Tools Earned Action Plan

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?
Increasing the number of digital tools and industry certifications earned by all students (General Education, ESE and ESOL).	Administration, ESE Case Managers, iSeries, Innovation, Digital Photography, Graphic Design Teachers	Beginning and end of each semester. Upon completion of the Digital Tools certification exam.	Y	August 2021 - May 2022	Roster of students enrolled and number of test taken and passed.
All students (General Education, ESE and ESOL) will be monitored for enrollment in at least one iSeries class per year.	Administration, ESE Case Managers and School Counselors	Beginning and end of each semester.	N	August 2021 - May 2022	Roster of students enrolled

Every Student Succeeds Act Instructional Priorities

The Every Student Succeeds Act (ESSA) was enacted by the US Department of Education in 2015 requiring each state to have a plan for ensuring the achievement of all students. ESSA requires the calculation of Federal Percent of Points Index (FPPI) that measures academic achievement of student subgroups. Florida's FPPI includes student achievement data associated with the Florida Accountability school grade components and English Language Proficiency progress as measured by the ACCESS for English Language Learners 2.0 assessment.

Schools with subgroups scoring below 42% of the points possible on the FPPI, must develop targeted support plans to accelerate learning for students in these subgroups.

See data points in Quality Instruction for the subgroups listed below.

School has a subgroup scoring below 42% on the FPPI

Yes

Finding(s):

Students with disabilities

How will your school's culture and environment be monitored through the lens of behavior or discipline data?

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

Action Plan

1st Finding

Students with disabilities

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?
1. Inclusive scheduling 2. Full time Student Support Services Facilitator 3. Co-teaching model 4. Station rotation school wide expectation	1. Dr. Webb, Dr. Hyatt, Ms. Butler, Mrs. Silver 2. Mrs. Silver, Dr. Webb, Dr. Collins 3. Dr. Webb, Support Facilitators 4. Administration, all teachers of core content areas	Ongoing	1. Y 2. N 3. Y 4. Y	Upon Enrolment and Ongoing	1. Support Facilitator schedules, student schedules, student report cards, IEP meetings, Case study reviews, ESE subgroup achievement increase, working with FIN on scheduling model, data dives and professional development. 2. SST meeting agendas, IEP's, Case Reviews, ESE subgroup achievement increase. 3. Walk throughs, PLC's, student achievement, lesson plans. 4. Walk throughs, PD rubric, lesson plans

Essential Instructional Priorities

Best Practices for Inclusive Education (BPIE)

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
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
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

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 1	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?
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 2021, then quarterly.	N	August 2021, then quarterly.	Data reports and student schedules

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?
The roles and responsibilities of paraprofessionals will be clearly outlined and communicated by administrators and teachers.	Administration and ESE Teachers	August 2021 and January 2022	N	August 2021 and January 2022	Paraprofessional meeting notes/logs relative to daily schedules and job descriptions. Sign-in Sheets

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?
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 2021 - May 2022	N	August 2021 - May 2022	Formative Assessments, Classroom data, discipline data, C9A and resulting differentiated instruction.

Professional Development Plan

PD Activity	SIP Priority	Date or Schedule	Impact on improved instruction and use of assessment data	PD Participants	# Anticipated Participants	Position(s) Responsible
Preparing for a Effective PLCs	1	August, 2021	Understanding the Processes of a PLC	Administration and All Instructional Staff	80	Instructional Coaches
I-Ready Training	1	September, 2021	Understanding the I-Ready program, reports and expectations	Reading and Intensive Math Teachers	7	Instructional Coaches, District TOA's, I-Ready representative.
District Quality Instructional Training	1	Anticipated for Quarter 2	Anticipated High Effect Strategies	All Instructional Staff	80	Administration
STAR Data Training	1	September, 2021	Identify students in "Urgent" need of intervention in ELA and Math	ELA and Math Teachers	21	Instructional Coaches, Administration
Social-Emotional Learning (SEL)Training	2	August, 2021	Understanding the At-Risk Student	All Instructional Staff	80	District Staff
District Conditions for Learning Training	2	August - October 2021	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	65	District Staff and School Administration

FIN Inclusive Teaching Model PD	1	January, 2022	The content area teacher and the support facilitator will learn how to plan together and implement instruction in the classroom.	Support Facilitators and the teachers that they support	30	Administration
Station Rotations - Semester 1 PD	1	Semester 1	PLC's are responsible for planning and implementing station rotations 3 times within the semester and having their administrator observe and provide feedback for growth.	All Teachers	80	Administration
Reciprocal Teaching	1	Quarter 2	Incorporation of reading strategies to teach the content in Social Studies, Science, Language Arts	All Teachers	80	Administration, Instructional Coaches
Station Rotations	1	Quarter 1	Differentiated Instruction, Teacher-led pull out intervention, student data reflection, increased practice opportunities.	ELA, SS, Science, Math	45	Administration and Teacher Research
Station Rotations - Semester 2 PD	1	Semester 1	PLC's are responsible for planning and implementing station rotations 3 times within the semester and having their administrator observe and provide feedback for growth.	All Teachers	80	Administration
School Mission/Vision	2	Quarter 1	Provide a clear focus and identity within the classroom. Teachers provide input and determine their contribution to the student through the new mission/vision.	All Teachers	80	Dr. Collins