

Seminole County Public Schools

TEAGUE MIDDLE SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Seminole County School Board on 10/8/24.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department’s SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

To provide quality education that builds a foundation for life-long learning in a safe, respectful, inclusive, innovative environment. Teague Middle School will develop well-rounded students who are prepared to cope with a rapidly changing world by instilling in them innovative thinking, a global perspective, and respect for core values of honesty, loyalty, perseverance, diversity, collaboration and compassion. which will develop capacity to compete in an increasingly complex world.

Provide the school's vision statement

A collaborative, high performing school community where our students are safe, nurtured, encouraged, and prepared to develop to their greatest potential.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Dr. Connie Collins

Position Title

Principal

Job Duties and Responsibilities

Responsible for overseeing the instruction of the school.

Leadership Team Member #2

Employee's Name

Ken Viola

Position Title

Assistant Principal

Job Duties and Responsibilities

Instructional Leader responsible for supporting, monitoring and assessing the instruction of Math, LEAP, Innovation, and Electives.

Leadership Team Member #3

Employee's Name

Dr. Victoria Hyatt

Position Title

Assistant Principal

Job Duties and Responsibilities

Instructional Leader responsible for supporting, monitoring and assessing the instruction for Social Studies, and ESE.

Leadership Team Member #4

Employee's Name

Mary Jo Knight

Position Title

Assistant Principal

Job Duties and Responsibilities

Instructional Leader responsible for supporting, monitoring and assessing the instruction for ELA, Science, Intensive Reading, ESOL, and iReady.

Leadership Team Member #5

Employee's Name

Kelvin Ferrell

Position Title

Dean of Students

Job Duties and Responsibilities

Student discipline, school supervision and safety.

Leadership Team Member #6

Employee's Name

Jeff Norton

Position Title

Dean of Students

Job Duties and Responsibilities

Student discipline, school supervision and safety.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Parents and community were involved in developing this plan initially through the input on the 2023-2024 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.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

The Teague leadership team, math and reading instructional coaches and teacher PLC's will consistently collaborate in an on-going data analysis and discussions with all stakeholders, and align the achievements or lack of to the action steps outlined on the SIP. This will be done through department meetings, teacher to teacher and teacher to student data chats, faculty meetings, and PLC's. To ensure continuous improvement, the SIP will be revised and discussed in monthly School Advisory Council meetings.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	60.7%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	63.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: B* 2021-22: B 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days							62	79	68	209
One or more suspensions							20	56	26	102
Course failure in English Language Arts (ELA)							22	32	14	68
Course failure in Math							18	23	8	49
Level 1 on statewide ELA assessment							83	77	63	223
Level 1 on statewide Math assessment							74	79	51	204
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators							83	99	50	232

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year							36	58		94
Students retained two or more times							3	33		36

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	54	57	53	49	54	49	52	59	50
ELA Grade 3 Achievement **			21						
ELA Learning Gains	58	56	56				51		
ELA Learning Gains Lowest 25%	50	50	50				39		
Math Achievement *	62	65	60	57	61	56	57	37	36
Math Learning Gains	65	65	62				62		
Math Learning Gains Lowest 25%	67	60	60				56		
Science Achievement *	52	56	51	48	56	49	48	62	53
Social Studies Achievement *	69	73	70	72	72	68	78	62	58
Graduation Rate								59	49
Middle School Acceleration	78	77	74	80	76	73	87	51	49
College and Career Readiness								76	70
ELP Progress	56	65	49	27	50	40	59	80	76

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	611
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
61%	56%	59%	51%		58%	61%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	39%	Yes	2	
English Language Learners	46%	No		
Asian Students	76%	No		
Black/African American Students	53%	No		
Hispanic Students	56%	No		
Multiracial Students	68%	No		
White Students	68%	No		
Economically Disadvantaged Students	57%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	28%	Yes	1	1
English Language Learners	27%	Yes	1	1
Asian Students	75%	No		
Black/African American Students	51%	No		
Hispanic Students	50%	No		
Multiracial Students	71%	No		
White Students	71%	No		
Economically Disadvantaged Students	50%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	43%	No		
English Language Learners	45%	No		
Native American Students				
Asian Students	75%	No		
Black/African American Students	51%	No		
Hispanic Students	53%	No		
Multiracial Students	76%	No		
Pacific Islander Students				
White Students	66%	No		
Economically Disadvantaged Students	53%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	54%		58%	50%	62%	65%	67%	52%	69%	78%			56%
Students With Disabilities	20%		43%	45%	30%	56%	58%	35%	29%	38%			
English Language Learners	34%		43%	34%	42%	63%	58%	14%	41%	73%			56%
Asian Students	70%		77%		87%	68%		73%		83%			
Black/African American Students	41%		53%	57%	47%	59%	62%	36%	58%	68%			
Hispanic Students	48%		56%	50%	51%	59%	64%	42%	57%	76%			55%
Multiracial Students	49%		58%		68%	75%		64%	79%	80%			
White Students	64%		61%	46%	75%	71%	71%	64%	82%	80%			
Economically Disadvantaged Students	46%		56%	51%	53%	60%	66%	43%	59%	72%			62%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	49%				57%			48%	72%	80%			27%
Students With Disabilities	16%				24%			12%	46%	50%			22%
English Language Learners	21%				31%			13%	41%				31%
Asian Students	67%				81%			64%	82%	82%			
Black/African American Students	43%				38%			36%	62%	75%			
Hispanic Students	40%				48%			37%	64%	75%			33%
Multiracial Students	53%				67%			62%	83%	90%			
White Students	59%				70%			61%	81%	82%			
Economically Disadvantaged Students	42%				48%			38%	66%	75%			31%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	52%		51%	39%	57%	62%	56%	48%	78%	87%			59%
Students With Disabilities	15%		37%	33%	26%	52%	54%	17%	56%	82%			54%
English Language Learners	25%		43%	42%	31%	48%	50%	17%	48%	90%			59%
Native American Students													
Asian Students	64%		44%		79%	72%			91%	100%			
Black/African American Students	40%		44%	30%	37%	60%	64%	35%	75%	77%			
Hispanic Students	43%		50%	41%	48%	58%	52%	35%	66%	83%			56%
Multiracial Students	77%		60%		65%	66%		79%	92%	94%			
Pacific Islander Students													
White Students	63%		55%	45%	71%	66%	55%	60%	88%	89%			
Economically Disadvantaged Students	44%		47%	37%	47%	57%	52%	35%	71%	85%			57%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	6	50%	59%	-9%	54%	-4%
Ela	7	50%	56%	-6%	50%	0%
Ela	8	52%	53%	-1%	51%	1%
Math	6	46%	67%	-21%	56%	-10%
Math	7	63%	69%	-6%	47%	16%
Math	8	28%	30%	-2%	54%	-26%
Science	8	49%	54%	-5%	45%	4%
Civics		66%	72%	-6%	67%	-1%
Algebra		78%	53%	25%	50%	28%
Geometry		100%	55%	45%	52%	48%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

The data components that showed the most improvement according to the 2023-2024 Florida Assessment of Student Thinking were:

- 1) English Language Learners, ELA Achievement, from 21% proficient in 2023 to 34% in 2024 (+13%).
- 2) English Language Learners, Math Achievement, from 31% proficient in 2023 to 42% in 2024 (+11%).
- 3) Students with Disabilities, Science Achievement, from 12% proficient in 2023 to 35% proficient in 2024 (+23%).

New actions Teague focused on was having the ESOL teachers focus and plan for implementation of reading strategies in their lessons, and using the program Lexia with fidelity in those classes. The ESOL team met also planned collaborative lessons with the ELA & Reading PLC's. In Science, teachers were more engaged with learning specific teaching strategies that align with student accommodations, with the provided support of the ESE case managers.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component showing the lowest performance according to the 2023-2024 Florida Assessment of Student Thinking was Students with Disabilities (SWD) ELA Achievement, with 20% proficiency.

This subgroup has improved 4% in ELA Achievement from the prior year, however, teachers in ELA have not consistently planned for the implementation of reading strategies, such as Content Area Reading Professional Development (CAR-PD) as the Science teachers in the 2023-2024 school year.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component showing the greatest decline according to the 2023-2024 Florida Assessment of Student Thinking was Students with Disabilities (SWD) Social Studies Achievement. SWD students were 46% proficient in the 2022-2023 school year, to 29% proficient in 2023-2024 (-17%).

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our data components proficiency levels were all above the state average according to the 2023-2024 Florida Assessment of Student Thinking. However our closest component to the state average is ELA Achievement. Teague ELA Achievement is at 54%, while the state's average is at 52%. Factors that contribute to this gap is the high number of students who attend Teague who qualify for ESOL services, ELA teachers not consistently implementing reading strategies in their lessons, and that 209 students have been absent 10 or more school days in 2023-2024.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

- 1) Students with 10% or more absences: 209 students
- 2) Students who are level 1 on statewide ELA assessment: 223 students
- 3) Students who are level 1 on statewide Math assessment: 204 students

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

- 1) Reduce Student Absences
- 2) Increase Students with Disabilities achievement in ELA and Math
- 3) Increase achievement in Social Studies
- 4) Increase achievement in Middle School Acceleration
- 5) Increase achievement in Science

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Students with Disabilities, according to the Federal Percentage has improved from 28% in 2022-2023 to 39% in 2023-2024 (+11). Even though Teague has made gains in that subgroup, this is still the only subgroup that does not meet the 41% minimum. In further reflection of this subgroup, significant achievement gains have been made in Science (+23%), however gains are not evident with this subgroup in Social Studies achievement and Middle School Acceleration.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our goal is to improve the Federal Percent of Students with Disabilities from 38% to 43% (+5%).

In our Lowest 25% of students in Math, our goal is to increase learning gains with Students with Disabilities from 58% to 63% (+5%). In our Lowest 25% of students scheduled in MS Acceleration courses, which is predominantly Algebra and Geometry, our goal is to increase learning gains with Students with Disabilities from 38% to 48% (+10%).

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Teachers will participate in frequent professional developments and receive feedback regarding their instructional practice from their supervising administrators, and peer feedback from their PLCs and Instructional Coaches from classroom observations and walkthroughs. Students within this subgroup will be identified so data can be identified to ensure differentiation of instruction.

Person responsible for monitoring outcome

Leadership Team

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

ELA - The following evidence-based interventions are available to middle schools to help them support students based upon the area of need of the individual student: Content Area Reading (demonstrates a rationale), iReady (moderate evidence), Lexia (strong evidence), Corrective Reading (strong evidence), and Reading Mastery (promising evidence). Math - The following evidence-based interventions are available to support students based upon the area of need of the individual student: iReady, SAVVAS enVision Math Diagnostic and Intervention System, Seminole Numeracy Project.

Rationale:

ELA - A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence- Based Reading Plan. Math - All the listed interventions have research-based evidence for efficacy.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence, Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Reading Strategies

Person Monitoring:

Leadership Team, Instructional Coaches

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will ensure student tasks are aligned to state standards and the Seminole County Public School Frameworks. They will provide small group instruction to differentiate based on student needs and monitor students' understanding of content. Teachers will implement reading strategies within all content areas to build the skills needed to increase comprehension in all content areas.

Action Step #2

Small Group Instruction within Math Classes

Person Monitoring:

Leadership Team, Instructional Coach

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will ensure student tasks are aligned to state standards and the Seminole County Public School Frameworks. Teachers will frequently analyze data results from formative assessments, that

were developed collaboratively in their PLC, to identify the misconceptions in a specific math skill or process. They will then provide small group instruction to differentiate instruction based on student needs, provide opportunities for students to explain their thinking of their original response, revisit and reteach if needed, and monitor students' new understanding of the content.

Action Step #3

Implement IXL within 6th - 8th standard math courses, Algebra, and Algebra Honors.

Person Monitoring:

Ken Viola (Assistant Principal)

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

IXL is personalized learning. With a comprehensive K-12 curriculum, individualized guidance, and real-time analytics, IXL meets the unique needs of each learner. Teachers will utilize the program to support B.E.S.T Standards by assigning as homework, as preview activities, and as intervention activities determined by diagnostic and unit assessment results. Personalized practice will be assigned to the class while the teacher is providing small group intervention to specific students.

Action Step #4

Frequent use of cooperative learning structures.

Person Monitoring:

Leadership Team, Instructional Coaches

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Selected teachers were offered the opportunity to attend the Kagan Institute professional development over the summer. Throughout the school year, monthly professional developments will incorporate the use of cooperative structures to model how it should be implemented in the classroom. Teachers are encouraged to practice using these strategies within their PLC meetings, and then select a structure to use for the duration of the month within their classroom. Feedback using the structure will be given to teachers frequently by instructional coaches and the leadership team so teachers can gain confidence with implementation.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to FAST, Teague has improved in ELA achievement from 49% in 2022-2023 to 54% in 2023-2024 (+5). Improved in ELA learning gains from 51% in 2021-2022 to 58% in 2023-2024 (+7). Also, improved in ELA lowest quartile learning gains from 39% in 2021-2022 to 50% in 2023-2024 (+11). Significant gains have been made in ELA, however our goal has yet to be met.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our goal is to improve:

- ELA Achievement from 54% to 60% (+6)
- ELA Learning Gains from 58% to 65% (+7)
- ELA Lowest Quartile from 50% to 55% (+5)

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Teachers will participate in frequent professional developments and receive feedback regarding their instructional practice from their supervising administrators, and peer feedback from their PLCs and Instructional Coaches from classroom observations and walkthroughs.

Person responsible for monitoring outcome

Leadership Team

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The following evidence-based interventions are available to middle schools to help them support students based upon the area of need of the individual student: Content Area Reading (demonstrates a rationale), iReady (moderate evidence), Lexia (strong evidence), Corrective Reading (strong evidence), and Reading Mastery (promising evidence).

Rationale:

A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence- Based Reading Plan.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence, Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Reading Strategies

Person Monitoring:

Leadership Team, Instructional Coaches

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will ensure student tasks are aligned to state standards and the Seminole County Public School Frameworks. They will provide small group instruction to differentiate based on student needs and monitor students' understanding of content. Teachers will implement reading strategies within all content areas to build the skills needed to increase comprehension in all content areas.

Action Step #2

Frequent use of cooperative learning structures.

Person Monitoring:

Leadership Team, Instructional Coaches

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Selected teachers were offered the opportunity to attend the Kagan Institute professional development over the summer. Throughout the school year, monthly professional developments will incorporate the use of cooperative structures to model how it should be implemented in the classroom. Teachers are encouraged to practice using these strategies within their PLC meetings, and then select a structure to use for the duration of the month within their classroom. Feedback using the structure will be given to teachers frequently by instructional coaches and the leadership team so teachers can gain confidence with implementation.

Action Step #3

Professional Development

Person Monitoring:

Leadership Team, Instructional Coaches

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

2024-2025 PD Calendar Includes: -Relationships PD Cohort -Small Group Instruction -Behavioral Coaching & Restorative Practice -Marzano Structures -EdInsight Communication and Documentation -Student Poverty -Data Analysis -Station Rotations

Action Step #4

Literacy Training

Person Monitoring:

ELA Leaders

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Literacy coaches, classroom teachers, and school administrators will receive a variety of professional learning and targeted support through district-facilitated trainings throughout the school year. Literacy coaches will meet monthly with district curriculum specialists to analyze reading data based on Tier 3 intervention programs, review instructional strategies, and prepare professional learning to present to classroom teachers on their campuses. School administrators will meet with district curriculum specialists quarterly to review data points and benchmark-aligned instructional strategies. In addition, schools will receive targeted support from district curriculum specialists to facilitate the use of

differentiated instructional techniques based on individual student needs. SCPS K-12 Comprehensive Reading Plan

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to FAST, Teague has improved in Math achievement from 57% in 2022-2023 to 62% in 2023-2024 (+5). Improved in Math learning gains from 62% in 2021-2022 to 65% in 2023-2024 (+3). Also, improved in Math lowest quartile learning gains from 56% in 2021-2022 to 67% in 2023-2024 (+11). Significant gains have been made in Math, however our goal has yet to be met.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our goal is to improve:

- Math Achievement from 62% to 70% (+8)
- Math Learning Gains from 65% to 70% (+5)
- Math Lowest Quartile from 67% to 75% (+8)

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Teachers will participate in frequent professional developments and receive feedback regarding their instructional practice from their supervising administrators, and peer feedback from their PLCs and Instructional Coaches from classroom observations and walkthroughs.

Person responsible for monitoring outcome

Leadership Team

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The following evidence-based interventions are available to support students based upon the area of need of the individual student: iReady, SAVVAS enVision Math Diagnostic and Intervention System, Seminole Numeracy Project.

Rationale:

All the listed interventions have research-based evidence for efficacy

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence, Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Small Group Instruction within Math Classes

Person Monitoring:

Leadership Team, Instructional Coach

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will ensure student tasks are aligned to state standards and the Seminole County Public School Frameworks. Teachers will frequently analyze data results from formative assessments, that were developed collaboratively in their PLC, to identify the misconceptions in a specific math skill or process. They will then provide small group instruction to differentiate instruction based on student needs, provide opportunities for students to explain their thinking of their original response, revisit and reteach if needed, and monitor students' new understanding of the content.

Action Step #2

Implement IXL within 6th - 8th standard math courses, Algebra, and Algebra Honors.

Person Monitoring:

Ken Viola (Assistant Principal)

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

IXL is personalized learning. With a comprehensive K-12 curriculum, individualized guidance, and real-time analytics, IXL meets the unique needs of each learner. Teachers will utilize the program to support B.E.S.T Standards by assigning as homework, as preview activities, and as intervention activities determined by diagnostic and unit assessment results. Personalized practice will be assigned to the class while the teacher is providing small group intervention to specific students.

Action Step #3

Professional Development

Person Monitoring:

Leadership Team, Instructional Coaches

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

2024-2025 PD Calendar Includes: -Relationships PD Cohort -Small Group Instruction -Behavioral Coaching & Restorative Practice -Marzano Structures -EdInsight Communication and Documentation -Student Poverty -Data Analysis -Station Rotations

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on Teague's Early Warning System data, absenteeism was indicated as an area for improvement. Students absent 10% or more school days in 2023-2024 were as follows:

6th grade: 62 students

7th grade: 79 students

8th grade: 68 students

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our goal is to reduce student absenteeism by 15% (209 students to 178 students) who are absent 10% or more school days for the 2024-2025 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Student attendance will be monitored by the School Counselors, classroom teachers, Leadership Team, and the School Social Worker. The more present students are in the classroom, the more learning opportunities they will receive.

Person responsible for monitoring outcome

Leadership Team, School Social Worker

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

State statute requires that school teams shall be diligent in facilitating intervention services and make all reasonable efforts to resolve nonattendance behavior. Using the MTSS problem-solving model, teams are responsible for providing and monitoring appropriate interventions for individual students. To ensure students are provided with the necessary resources and interventions, schools should form comprehensive teams with clear roles and responsibilities.

Rationale:

Through the use of evidence-based intervention supports, schools invest in fostering a culture that promotes engagement and attendance. However, some students struggle to attend school regularly. Unchecked absences can lead to lower achievement levels and gaps in knowledge that may prove challenging to overcome. It is critical for students and families to understand that absence due to arriving late, or missing full days, whether excused or unexcused can negatively affect learning. Efforts to curb tardiness, chronic absenteeism, and truancy can address the needs of students and families, mitigating student failure.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Reduce Student Absenteeism

Person Monitoring:

Leadership Team, School Counselors, Social Worker

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Monthly incentives for students who attend school daily will be planned by the Student Leadership team and discussed in weekly Leadership Team meetings. The focus for the incentive will be perfect attendance, most improved attendance, and classroom tardiness. The Social Worker will collect, monitor, and analyze student attendance data to identify students with multiple absences. Families will receive support from the School Counselors and School Social Worker to develop a solution for getting students to school, and on time. If needed outside agencies will be contacted to provide resources and support to families that may need them. Classroom teachers will communicate chronic absenteeism concerns to the School Counselors and create an attendance referral with the School Social Worker.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

https://www.teague.scps.k12.fl.us/get-involved/school_advisory_council

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

https://www.teague.scps.k12.fl.us/academics/title_i_family_engagement

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

Throughout the course of the school year, formally on a quarterly basis, Federal Projects and Resource Development department leadership meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D). At these quarterly cross-department collaborative meetings, status updates of the Title I, Part A funded activities and initiatives are discussed. Such topics could include discussions between Federal Projects and Resource Development staff and Department of Teaching and Learning (DTL). Resulting from these conversations, DTL leadership

may suggest more purchased materials for the phonics program, and/or more on-site training days. These decisions would have an impact to the Title I budget for the next school year, which would then lead to further conversations with DTL leadership about adjusting needs and priorities for the other Title I, Part A funded activities.

Federal Projects and Resource Development department leadership also meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D) to develop the Title I, Part A plan. The various areas of focus which are supported with Title I, Part A funds are discussed with the respective leadership from those departments/programs, to ensure that the activities being proposed have the highest likelihood of success.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

During the planning phase of Title I school-wide plans, which typically begins late February or early March for the upcoming school year, leadership from the Federal Projects and Resource development department coordinate Title I collaborative planning sessions. Invited to these planning sessions are Title I school principals and designees from their leadership teams. Title I school team planning sessions are grouped so that all of the schools supported by a specific Assistant Superintendent meet together. Having the Assistant Superintendent participate in the collaborative planning session proves helpful, in that they are available to remind the principals of other programs or funding sources available. For instance, the Assistant Superintendent, Student Support Services would be able to remind a principal that IDEA funds are already in place to support an initiative that the principal wanted to include in their upcoming Title I, Part A plan.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

Teague has two 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. The school 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.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

Seminole County Public Schools is committed to Career and Technical Education/Vocational opportunities for all students. At 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 2024-25 school year we offer Learning Pathways, Exploring Pathways, Digital Photography, and Graphic Design classes providing students the opportunity to earn digital literacy certifications. We also offer robotics courses which implements research, coding and critical thinking in preparation for competitive events in the STEM arena.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

Teague Middle School has 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. 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.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

The majority of teachers begin professional development prior to the start of the school year by participating in district created content specific professional development opportunities. During the school year, professional development needs are determined and designed based on ongoing data analysis of the 2023-2024 FAST, student assessments, and walkthrough observations conducted by school administration. Teachers reflect on these items and implement ongoing revisions to their teaching strategies.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

n/a

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

In collaboration with the Assistant Superintendent, school leaders identify and align resources to meet the needs of all students and maximize desired student outcomes. Evaluation of student achievement data and related early warning factors such as attendance and discipline referrals are at the core of this work. Principals review data with the school leadership team, staff, and other relevant stakeholders, then develop or modify goals and strategies to align with the school needs presented. These goals and strategies are then operationalized through action items within the annual School Improvement Plan. These specific interventions or activities are noted within the SIP, and funding resources are assigned.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

In the area of literacy, performance data from FAST and iReady in elementary schools or benchmark assessments in secondary schools are used to progress monitor whether core instruction is meeting the needs of students. A benchmark of 80% of students being at or above the 26th percentile is used to monitor whether further supports are needed. This data along with the data from district leadership walkthroughs in ELA classrooms are used by assistant superintendents to help school leaders problem solve after the administration of these assessments.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00