

Seminole County Public Schools

TEAGUE MIDDLE SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

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, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

connie_collins@scps.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Responsible for overseeing the instruction of the school.

Leadership Team Member #2

Employee's Name

Ken Viola

kenneth_viola@scps.k12.fl.us

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

victoria_hyatt@scps.k12.fl.us

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

mary_zarcone@scps.k12.fl.us

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

kelvin_ferrell@scps.k12.fl.us

Position Title

Dean of Students

Job Duties and Responsibilities

Student discipline, school supervision and safety.

Leadership Team Member #6**Employee's Name**

Jeff Norton

jeff_norton@scps.k12.fl.us

Position Title

Dean of Students

Job Duties and Responsibilities

Student discipline, school supervision and safety.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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 2024-2025 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.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 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.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	61.3%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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>	2024-25: A 2023-24: B 2022-23: B 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment							395	351	290	1,036
Absent 10% or more school days							68	57	39	164
One or more suspensions							33	36	22	91
Course failure in English Language Arts (ELA)							19	3	2	24
Course failure in Math							51	82	25	158
Level 1 on statewide ELA assessment							73	65	30	168
Level 1 on statewide Math assessment							77	50	32	159
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							32	19	0	51
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)							14	0	0	14

Current Year 2025-26

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							106	90	35	231

Current Year 2025-26

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							33	55	0	88
Students retained two or more times							4	22	0	26

Prior Year (2024-25) 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							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

Prior Year (2024-25) 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							83	99	50	232

Prior Year (2024-25) 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							36	58		94
Students retained two or more times							3	33		36

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

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	63	64	58	54	57	53	49	54	49
Grade 3 ELA Achievement	27			21					
ELA Learning Gains	65	62	59	58	56	56			
ELA Lowest 25th Percentile	60	54	52	50	50	50			
Math Achievement*	69	69	63	62	65	60	57	61	56
Math Learning Gains	68	64	62	65	65	62			
Math Lowest 25th Percentile	66	57	57	67	60	60			
Science Achievement	61	62	54	52	56	51	48	56	49
Social Studies Achievement*	75	78	73	69	73	70	72	72	68
Graduation Rate									
Middle School Acceleration	90	82	77	78	77	74	80	76	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	68	66	53	56	65	49	27	50	40

*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 (FPPi) 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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	69%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	685
Total Components for the FPPI	10
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
69%	61%	56%	59%	51%		58%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	51%	No		
English Language Learners	59%	No		
Asian Students	75%	No		
Black/African American Students	60%	No		
Hispanic Students	66%	No		
Multiracial Students	71%	No		
White Students	73%	No		
Economically Disadvantaged Students	66%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	63%		65%	60%	69%	68%	66%	61%	75%	90%			68%
Students With Disabilities	31%		52%	59%	36%	60%	61%	39%	46%	72%			
English Language Learners	36%		61%	53%	55%	73%	71%	30%	65%	79%			68%
Asian Students	80%		56%		93%	69%							
Black/African American Students	49%		60%	63%	54%	61%	60%	46%	68%	83%			
Hispanic Students	58%		63%	58%	65%	68%	66%	55%	71%	88%			67%
Multiracial Students	60%		69%	80%	67%	70%		69%	82%				
White Students	72%		69%	60%	78%	70%	66%	71%	81%	93%			
Economically Disadvantaged Students	55%		62%	61%	63%	66%	66%	54%	70%	89%			72%
09/2025													

2023-24 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 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%

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	60%	66%	-6%	60%	0%
ELA	7	58%	63%	-5%	57%	1%
ELA	8	61%	62%	-1%	55%	6%
Math	6	57%	71%	-14%	60%	-3%
Math	7	67%	72%	-5%	50%	17%
Math	8	37%	33%	4%	57%	-20%
Science	8	58%	61%	-3%	49%	9%
Civics		72%	76%	-4%	71%	1%
Algebra		90%	61%	29%	54%	36%
Geometry		100%	60%	40%	54%	46%

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?

- 1) Students with Disabilities, MS Acceleration, from 38% proficient in 2024 to 72% proficient in 2025 (+34%).
- 2) English Language Learners, ELA LG L25%, from 34% achieved learning gains in 2024 to 53% achieved learning gains in 2025 (+19%).
- 3) Economically Disadvantaged Students, MS Acceleration, from 72% proficient in 2024 to 89% proficient in 2025 (+17%).

Teague implemented targeted strategies to support key student groups and accelerated growth in ELA and Math. In ELA, the ESOL teachers integrated reading strategies into instruction and used Lexia with fidelity. They also collaborated with ELA and Reading PLCs to co-plan lessons aligned to student needs, which supported growth among English Language Learners.

In Math, the department focused on increasing proficiency in acceleration courses by using STAR and IXL data to identify students needing support. Identified students received small-group, benchmark-aligned instruction during the school day to prepare for the EOC exam, contributing to gains for Students with Disabilities and Economically Disadvantaged students.

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 lowest performing group was Students with Disabilities (SWD), with 31% proficiency on the 2024-25 ELA FAST assessment. While this reflects a 9% increase from the previous year, the low proficiency is largely due to inconsistent implementation of reading strategies, including those from CAR-PD, during ELA instruction.

Greatest Decline

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

Asian students showed the greatest decline, with a 21% drop in ELA learning gains from the 2023-24

to the 2024-25 FAST ELA assessments. The contributing factor is a lack of targeted instructional strategies for this subgroup.

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.

The middle school acceleration component, which includes Algebra I, Algebra I Honors, and Geometry Honors, showed the largest gap when compared to the state average. While Teague's acceleration score increased by 12 percent from the Florida Assessment of Student Thinking (FAST) in the 2023-2024 school year, it still remained 2.75% below the state average in 2024-2025.

The gap is closely linked to chronic absenteeism. A total of 180 students missed 10% or more of the school year, which means many students lost valuable instructional time. Consistent attendance is especially important in accelerated courses, where content is more advanced and builds quickly from one lesson to the next. Students who miss instruction in these courses often struggle to keep up, which can affect both their understanding and their performance on assessments. This trend highlights the need to improve attendance as part of our effort to raise achievement in advanced academic areas.

EWS Areas of Concern

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

One major area of concern is chronic absenteeism. In the 2024 to 2025 school year, 180 students, which represents 17% of the student population, were absent 10% or more of the school year. Students who miss this much school often fall behind academically because they miss important instruction and struggle to keep up with their peers.

Another area of concern is the number of students performing at the lowest 25% on the Florida Assessment of Student Thinking (FAST). According to the 2024-2025 FAST data, 168 students, or 16%, scored a level 1 in ELA, and 159 students, or 15%, scored a level 1 in math. A particular concern is the performance of students in the lowest 25%, as increasing the number of these students who make learning gains in the 2025-2026 FSAT will be critical to improving overall school performance and student success.

Highest Priorities

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

- 1) Reduce student absences
- 2) Increase Lowest 25% achievement in ELA and Math
- 3) Increase achievement in Algebra I

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.

Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale

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.

The area of focus is improving the achievement of students in the lowest quartile in both ELA and math across all grade levels. These students often require additional support to meet grade-level expectations and show growth on state assessments. According to 2024-2025 Florida Assessment of Student Thinking (FAST) data, 168 students scored a level 1 in ELA and 159 students scored a level 1 in math. While 60% of the lowest quartile made learning gains in ELA (an increase of 10% from the previous year and 5% above the district average), math learning gains for this group decreased slightly by 1% to 66%, though still 6% above the district average.

Measurable Outcome

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.

- ELA Learning Gains of Lowest Quartile from 60% to 65% (+5)
- Math Learning Gains of Lowest Quartile from 66% to 70% (+4)

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area of focus will be monitored using formative assessments and progress monitoring tools aligned to state benchmarks. Instructional coaches will lead regular data analysis meetings with teachers to review student progress and adjust classroom-based interventions as needed. Instructional coaches will also collect and analyze ELA and math data, then meet with the leadership team to evaluate the effectiveness of the current strategies and determine what needs to be continued, adjusted, or replaced to support student growth.

Person responsible for monitoring outcome

Leadership Team, Instructional Coaches

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teague Middle School will implement targeted math and ELA interventions during the school day to support students in the lowest quartile. These interventions will include scheduled pull-out groups where students receive small-group instruction focused on specific skill gaps identified through assessment data. In addition to pull-out support, students will participate in structured skill-building activities during Tiger Time. These sessions will be designed to reinforce foundational skills, provide remediation, and build confidence in both reading and math. Instructional coaches will plan and support these lessons in collaboration with classroom teachers to ensure alignment with grade-level standards and student needs.

Rationale:

Students in the lowest quartile often need more time and focused support to master essential skills. Pull-out groups provide an opportunity for intensive, personalized instruction that targets the individual learning needs of each student. Tiger Time adds another layer of support by allowing students to engage in skill-specific activities without missing core instruction. This multi-layered approach gives students repeated exposure to key concepts, increase their opportunities for success, and helps close learning gaps. The use of school-day intervention time ensures all students, including those who may not attend after-school programs, receive the support they need to grow academically.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Teague Middle School will implement a targeted professional learning plan to improve instructional practices that support students in the lower quartile. Instructional coaches will facilitate training on the Gradual Release of Responsibility (GRR) model during early release days, helping teachers strengthen their lesson structure and scaffold student learning. In addition, teachers will be provided professional learning on cooperative learning strategies during summer break. Instructional coaches will then reinforce and support these strategies throughout the school year during common planning sessions. Teachers will also receive training on using digital tools to differentiate instruction and support skill development. These professional learning opportunities are designed to be ongoing and collaborative, providing teachers with actionable strategies and consistent follow-up support.

Rationale:

Improving student outcomes begins with strengthening instruction. The GRR model helps ensure that students move through a clear learning process, which is especially important to students who need more support. Cooperative learning strategies promote active engagement, peer collaboration, and increased participation, which are critical for maintaining student interest and improving achievement. Ongoing coaching help teachers apply new learning in their classrooms and make instructional adjustments based on student data. By investing in teacher growth, the school creates more effective and inclusive learning environments that directly benefit the lowest-performing students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Student Identification and Group Placement

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:

Instructional coaches will use FAST assessment results to identify students in the lowest quartile in both ELA and math. These students will be placed into small, targeted pull-out groups for intervention during the school day. Groupings will be based on specific skill needs to ensure instruction is focused and effective. Students progress will be tracked using ongoing formative assessments and progress monitoring tools. Instructional coaches will frequently review data to adjust groupings and instructional strategies as needed. Data meetings with the leadership team will be used to evaluate the effectiveness of the pull-out groups in helping students make measurable gains.

Action Step #2

Skill-Building During Tiger Time

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:

Instructional coaches will design skill-specific activities for use during Tiger Time, focusing on foundational math and reading skills. Tiger Time will serve as a consistent opportunity for remediation without pulling students from core content instruction. Teachers will use weekly checks for understanding and digital platform reports to assess student growth. Instructional coaches will analyze this data and provide feedback during planning sessions. Adjustments will be made based on student performance, and progress will be shared with the leadership team during regular data reviews.

Area of Focus #2

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

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

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.

Teague Middle School will focus on benchmark-aligned instruction in Algebra I to maintain high

achievement and increase student learning gains. This focus applies to all students enrolled in Algebra I and aims to ensure instruction reaches the full depth and complexity of the standards. Teachers will collaboratively plan lessons aligned to benchmarks, use data to guide instruction, and implement small group support to meet individual student needs.

This area was identified as a priority based on Florida Assessment of Student Thinking (FAST) data showing a strong proficiency (90%) but lower learning gains (54%) in 2024-25. In addition, two new Algebra I teachers are joining the Algebra I PLC. This staffing change reinforces the need for collaborative planning and consistent support to maintain instructional quality.

Measurable Outcome

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.

- Algebra I Learning Gains from 54% to 60% (+6)
- Maintain Algebra I Achievement at 90%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area of focus will be monitored through weekly PLC meetings facilitated by the math instructional coach, where teachers will collaboratively plan benchmark-aligned lessons and review student data. The instructional coach will attend all Algebra I PLCs to ensure consistency in instructional planning and support the integration of effective teaching strategies.

Formative assessments, common checks for understanding, and student work samples will be regularly analyzed to measure progress toward the benchmarks and identify students in need of targeted support. Administrators and the math instructional coach will conduct frequent, nonevaluative walkthroughs to observe implementation, provide feedback, and identify trends. Ongoing reflections in PLCs will guide instructional adjustments and help determine the impact on student learning.

Person responsible for monitoring outcome

Leadership Team, Math Instructional Coach

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teague Middle School will implement evidence-based collaborative planning and instructional coaching as the primary intervention for Algebra I. During weekly PLCs, Algebra I teachers will engage in structured collaboration to plan benchmark-aligned lessons, design formative assessments, and share instructional strategies. The instructional coach will attend each PLC to support lesson development, demonstrate instructional strategies, and assist in analyzing student data. Teachers will also implement weekly small group instruction to provide targeted support based on student needs. The implementation of this intervention will be monitored through lesson plan reviews, analysis of formative data, observation feedback from nonevaluative walkthroughs, and regular PLC documentation. Adjustments will be made based on student performance trends and feedback from both teachers and the math instructional coach.

Rationale:

This intervention was selected to support the maintenance of high student proficiency in Algebra I and to increase student learning gains. Although 90% of Algebra I students demonstrated proficiency in the 2024-25 FAST, only 54% showed learning gains. With two new teachers joining the Algebra I team, structured coaching and collaborative planning are essential to ensure consistent delivery of rigorous, benchmark-aligned instruction. Providing targeted small group instruction will help address individual learning needs and support students in making measurable academic progress.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Collaborative PLC Lesson Planning and Modeling

Person Monitoring:

Leadership Team, Math Instructional Coach

By When/Frequency:

Ongoing

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

Algebra I teachers will engage in weekly PLC meetings, supported by the math instructional coach, to collaboratively develop benchmark-aligned lesson plans and activities. During these meetings, teachers will take turns demonstrating instructional strategies and receiving peer feedback. The instructional coach will provide guidance on effective practices and ensure that lesson content addresses the full depth and rigor of the benchmarks. The instructional coach will maintain agendas and notes from each PLC meeting, track participation in instructional models, and review lesson plans for benchmark alignment. Impact will also be monitored through student formative assessment data, teacher self-reflection, and observation data.

Action Step #2

Targeted Small Group Instruction

Person Monitoring:

Math Instructional Coach

By When/Frequency:

Ongoing

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

Each Algebra I teacher will implement small group instruction at least once per week to provide individualized support based on students' specific skill gaps and benchmark performance. Groups will be flexible and formed using data from formative assessments and classroom performance. Teachers will document weekly small group instruction sessions, including group composition, focus skills, and instructional strategies used. Student progress will be monitored through ongoing formative assessments and benchmark-aligned tasks, with data reviewed regularly during PLCs to assess the effectiveness of instruction.

Area of Focus #3

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

Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale

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.

To support the school's highest priority of increasing student achievement in Social Studies, Science, Algebra, Teague Middle School will implement a professional learning focus on Kagan Cooperative Learning Strategies and the Gradual Release of Responsibility (GRR) instructional model in all grade levels. These evidence-based strategies will enhance teacher's ability to plan and deliver engaging, collaborative, and structured lessons that meet the needs of all learners, particularly students in the lower quartile.

Classroom observations and PLC feedback from the previous school year revealed inconsistencies in student engagement and instructional delivery. Targeted professional development in cooperative learning and GRR will provide teachers with practical tools to increase participation, improve content understanding, and support differentiated instruction; critical components in raising achievement schoolwide.

Measurable Outcome

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.

- Level 1 Achievement in ELA from 16% to 11% (-5)
- Level 1 Achievement in Math from 15% to 10% (-5)

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Implementation and impact of professional learning will be monitored through non-evaluative walkthroughs conducted by instructional coaches and leadership team. These walkthroughs will

focus on supporting teachers in applying Kagan Cooperative Strategies and the GRR model, and will serve as a tool for ongoing professional learning. Instructional coaches will also review lesson plans and collaborate with PLCs to ensure the consistent integration of strategies at least twice per week. The leadership team will meet with the instructional coaches monthly to review walkthrough data, identify trends, and determine if additional support or professional learning is needed to strengthen instruction and impact student learning.

Person responsible for monitoring outcome

Leadership Team, Instructional Coaches

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teachers will engage in two professional learning initiatives: Kagan Cooperative Learning Strategies and the GRR model. Kagan training will occur over the summer, with follow-up support during common planning. GRR training will be provided at the start of the year with a second session after classroom implementation. Instructional coaches will monitor both practices through lesson plan reviews and non-evaluative walkthroughs.

Rationale:

This focus was selected based on observed instructional gaps in student engagement and lesson delivery. Targeted professional learning will help ensure consistent use of collaborative strategies and structured instruction to better support all students, especially those in the lower quartile.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Implement Kagan Cooperative Learning 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 participate in a summer professional development session on Kagan Cooperative Learning Strategies. Instructional coaches will provide follow-up support during common planning to help teacher integrate these strategies into weekly lessons, with the expectation that cooperative learning occurs a minimum of twice per week. Instructional coaches will review lesson plans and

conduct regular non-evaluative walkthroughs to ensure implementation. During PLCs, teachers will reflect on student engagement and academic performance, and instructional coaches will use this data to inform additional support or refinement of strategies.

Action Step #2

Embed Gradual Release of Responsibility (GRR) Model

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 attend two GRR training sessions: one at the beginning of the school year focused on understanding and planning for the model, and a second follow-up after classroom implementation to address misconceptions and strengthen execution. Coaches will support teachers in applying the GRR structure through collaborative planning and demonstrations. The instructional coaches and administrators will conduct frequent non-evaluative walkthroughs to observe use of the GRR model in daily instruction. Trends from walkthroughs and PLC discussions will be shared in monthly leadership meetings to identify areas of strength and opportunities for further training.

IV. Positive Learning 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, chronic absenteeism was identified as a key area for improvement. In the 2024-2025 school year, 180 students (approximately 17% of the student population) were absent 10% or more of the school year. The data below shows a school-wide need to address attendance and was used to guide the decision in making this a priority.

6th grade: 78 students

7th grade: 60 students

8th grade: 42 students

When students miss too many days of school, they miss important instruction, fall behind academically, and have a difficult time staying engaged in class. Chronic absenteeism can lead to gaps in learning, lower test scores, and reduce chances of long-term success. Improving attendance will help ensure that all students have consistent access to learning opportunities and support needed to achieve their goals.

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.

In the 2024-2025 school year, 180 students were absent for 10% or more of the school year. The goal for the 2025-2026 school year is to reduce that number by 15%, bringing it down from 180 to 153 students. This will help improve attendance and ensure more students are present and learning throughout the 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 classroom teachers, school counselors, the leadership team, and the school social worker. Attendance data will be reviewed regularly to identify students who are at risk of becoming chronically absent. Staff will follow up with families, provide support as needed, and use early interventions to help improve attendance.

Ongoing monitoring will ensure that students are in school more consistently, which means they will have more time to engage in learning. Increased time in the classroom leads to better understanding of the material, stronger academic performance, and improved overall achievement.

Person responsible for monitoring outcome

Leadership Team, School Social Worker

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

To support improved attendance, Teague Middle School will use the Multi Tiered System of Supports (MTSS) problem-solving model to identify and respond to student needs. School-based teams (counselors, administrators, teachers, and the school social worker) will meet regularly to review attendance data and provide targeted interventions for students who are chronically absent. These may include parent conferences, check-ins with trusted adults, mentoring, and community referrals. Teams will assign clear roles and responsibilities to ensure all interventions are monitored and adjusted based on student progress. This process aligns with state requirements that school must make every reasonable effort to resolve attendance issues and support student success.

Rationale:

Using evidence-based interventions helps create a school cultures that values attendance and supports student engagement. While many students attend school regularly, other face barriers that lead to frequent absences. Missing school, whether it is a full day, arriving late, or leaving early, can disrupt learning and contribute to gaps in knowledge that are difficult to recover. Over time, this can result in lower academic achievement and an increased risk of failure. It is important for students and

families to understand the impact of missed instructional time and to receive support with strategies and resources to overcome these challenges. Addressing absenteeism early and consistently helps more students stay on track and reach their academic goals.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Incentives and Data Monitoring

Person Monitoring:

Leadership Team, Designated Teacher

By When/Frequency:

Ongoing

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

A designated teacher, together with the student leadership team, will plan monthly incentives to promote positive attendance. Incentives will focus on perfect attendance, most improved attendance, and reduced classroom tardies. These plans will be discussed during weekly leadership team meetings. The designated teacher will also collect, monitor, and analyze student attendance data to identify students with frequent absences and track progress over time.

Action Step #2

Family Support and Referral Process

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:

School counselors and the school social worker will provide direct support to families of students with multiple absences to help find solutions for getting students to school consistently and on time. When needed, the school will connect families with outside agencies for additional resources and support. Classroom teachers will communicate concerns about chronic absenteeism to the counselors and complete an attendance referral form in collaboration with the school social worker to ensure appropriate follow-up and intervention.

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

<https://www.teague.scps.k12.fl.us/sac>

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

<https://www.teague.scps.k12.fl.us/title-i>

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Teague Middle School will strengthen its academic program through targeted interventions, structured professional learning, and benchmark-aligned instruction.

- Intervention During the School Day: To increase the amount and quality of learning time, Teague will implement daily pull-out intervention groups for the lowest-performing students in ELA and math. In addition, Tiger Time, a dedicated academic block, will provide all students will structured opportunities

for skill-building, remediation, and enrichment. These efforts ensure differentiated, focused support aligned to state benchmarks.

- Professional Learning to Improve Instructional Quality: The school will enhance instructional quality through systematic professional learning. Teachers will receive training in Kagan Cooperative Learning Strategies and the Gradual Release of Responsibility (GRR) instructional mode. These approaches promote student collaboration, deeper engagement, and clear instructional transitions that lead to mastery. Continued support from instructional coaches and integration during PLCs ensures implementation fidelity and long-term impact.

- Benchmark-Aligned Instruction in Algebra I: Teague will maintain high achievement in Algebra I while increasing learning gains through collaborative PLCs, lesson demonstrations, and data-driven planning. Teachers will design instruction that fully addresses the depth and complexity of each benchmarks, with an emphasis on small group support and formative checks. This approach supports accelerated learning for students enrolled in high school-level courses.

By focusing on these strategic areas, the school is committed to increasing instructional quality, expanding learning time through targeted interventions, and delivering a rigorous curriculum that supports academic growth and success for all students, particularly those in the lower quartile.

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Throughout the course of the school year, 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), and Early Learning (Pre-K/VPK). At these 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) staff discussing the status of the proposed activities that fall under the direction of DTL. Such activities/programs include split-funded teacher-on-assignment Program Specialists,

Reading Eggs at Title I elementary schools, an incoming third grade summer learning program, a summer literacy bus, and additional teacher induction mentors at Title I schools with high numbers of new educators. These decisions may impact the Title I, Part A plan for the following 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), and Early Learning (Pre-K/VPK) 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.

During the planning phase of Title I school-wide plans, which spans early December to late March for the upcoming school year, leadership from the Federal Projects and Resource development department collaborate with Title I school principals, and district-level leadership who oversee TIPA areas of focus, on developing Title I schoolwide plans which will best contribute to closing academic achievement gaps. As TIPA SWPs are being developed, Title I school principals may indicate from which departments they want support in the development and implementation of their plans: Alternative Programs, Career & Technical Education, ePathways, Early Learning/VPK, ESOL World Languages & Student Access, Families in Need, Federal Projects & Resource Development, Leadership Pathways, Student Assignment & Program Access, Student Support Services, Teaching and Learning. Such cross-departmental collaboration could include braiding Title I, Part A and IDEA funding to split-fund an ESE teacher, or Title I, Part A and Title III, Part A funds both supporting a supplemental English language acquisition program at a Title I school.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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 2025-26 school year we offer Learning Pathways, Exploring Pathways, Advancing 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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Teague Middle School will provide ongoing professional learning focused on Kagan Cooperative Learning Strategies, the Gradual Release of Responsibility (GRR) model, and benchmark-aligned instruction. Instructional coaches will support teachers and paraprofessionals through PLCs, demonstrating, and data analysis to improve instructional practices. The majority of teachers begin professional learning prior to the start of the school year by participating in district-created, content-specific professional learning opportunities. To recruit and retain effective teachers, especially in high-need areas like math, the school fosters a collaborative culture, provides mentorship for new staff, and offers targeted support through coaching and leadership opportunities.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

n/a

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00