Pines Middle School Improvement Mid-Year Reflection

1. Has your school made progress toward achieving the goal? Yes, in ELA our schoolwide data shows and increase of 11% in 6th grade, 22% in 7th grade, and 10% in 8th grade, of our students are on track to be proficient or approaching proficiency. Our Achieve3000 data show we have move from 12.3% of our students being on track for proficiency to 18.8%. Our iReady checkpoint-2 data reveals that in the 6th grade 33% in 7th grade 34% and in 8th grade 40% of students have improved one or more placement levels from checkpoint-1 to checkpoint-2. The data also reveals that in the 6th grade 25% in 7th grade 28% and in the 8th grade 41% of students have met their annual growth measure. In Science approximately 70% of our students are scoring 70% or higher on their CFAs.
	1. The structures and systems in place at Pines Middle ensure all facets of school culture are predictable and our climate supports are school goal. On our block schedule students take academic electives that infuse literacy standards in engaging projects. Struggling students get support in Math and Intensive Reading. ESE students needing extra support take a Learning Strategies class. Part of the Pines culture is weekly tutoring in all core courses, Saturday Success Camp and After School ELA Camps to increase student mastery of the Standards. Teachers meet weekly in Professional Learning Communities to share best practices, align teaching to the Standards and the Instructional Focus Calendar, and analyze data from CFAs.
	2. The gap that exists between our current state and desired state is the challenge of raising scores of students who come to Pines Far Below grade level. We need to ensure a larger percentage of these students make learning gains, particularly our ESE and ELL populations.
	3. We will address the gaps between now and the end of the year through continued tutoring and FSA extended learning opportunities. We will also employ learning stations in ELA and Math classrooms to enable teachers to work in small groups with our lowest quartile students as identified on FSA and shown on BSA, monthly iReady standards mastery assessments and iReady checkpoint-2 to still be struggling. Literacy classes attend grade level workshops on standard clusters and participate in grade level center workshops to enhance their Writing. Students are offered incentives to show gains in Achieve3000, Vocabulary.com, iReady standards mastery, number of minutes worked on per week as well as number of lesson passed per week and on Science and Writing CFAs. The Literacy Coach will continue to push in to classes with high numbers of Level 1 students.
2. Alterable barriers have been reduced at Pines Middle School.
	1. On our block schedule, each department has a common planning every other day, giving teachers more time to collaborate, plan, and analyze data.
	2. Teachers have attended staff develop on campus during common planning by district personnel in each content area, as well attending off campus professional development. All teachers have been trained on Canvas for their content area, and our Civics teachers have been trained on the use of the Mini Civics DBQs binder.
	3. One area of continued focus is in 8th grade Science where our students scored low on the BSA. Students will master 3 more 8th grade standards on the Instructional Focus Calendar teachers are incorporating (infusing) many 6th and 7th grade standards.  Teachers will then review/reteach 6th and 7th grade standards that were identified as areas of weakness on BSA.
	4. n/a
3. Are your strategies being implemented with fidelity? Yes
	1. Decisions on whether to continue, intensify, modify, or terminate strategies on based on analysis of CFA data, along with BSA and Achieve3000 for Literacy, and iReady for Math determining areas of student weakness. Content area teachers support Literacy through the use of Achieve3000, Newsela, and Vocabulary.com,

and incorporating the Standards as identified in the Literacy Instructional Focus calendar into their lesson plans. They incorporate higher order questioning strategies using DBQs, PBLs, and the RACE strategy (Restate, answer, cite evidence, elaborate).

1. What are your benchmarks for success?
	1. We will continue to implement the C.A.R.E. cycle and analyze our CFA data to monitor student progress. We will also continue to use incentives and students taking ownership of their data to motivate students to continue to make progress.
	2. Our desired state is to improve our school grade from a C to a B or an A.
	3. We need to gain 2% points in Science proficiency and improve our learning gains and proficiency in Math and ELA by 5% to improve our overall school grade.