**SCHOOL IMPROVEMENT MID-YEAR REFLECTION**

**TEQUESTA TRACE MIDDLE SCHOOL**

***Directions for School Leadership Team:*** As part of the School Improvement Process, schools are asked to engage in collaborative conversation with all stakeholders to complete the Mid-Year School Improvement Reflection. After reviewing the document with SAC, the reflection needs to be uploaded to the SAC upload section of the SIP**. DA Schools must enter information in the FLDOE SIP located of Florida CIMS.**

**1. Has your school made progress towards achieving the goal?**

*A. How do the structures and systems in place at your school ensure all facets of the school culture create predictable?*

*environments and a school climate that supports your SIP goal?*

*B. What are the gaps that exist between your current state and your desired state?*

*C. How will you address them between now and the end of this school year?*

ELA

The structures and systems in place include weekly ELA PLCs by grade level which are data driven as evidenced by the PLC minutes using Cycle Performance Tasks. The common planning time for the LA teachers supports a school culture in which standards-based lessons are designed with collaboration amongst PLC team members.

The gaps include: The ELL student population has gaps in background knowledge which is needed when reading or writing in response to texts, the rigorous texts which are included in our LA Collections series as anchor texts provide a challenge to our ESE and ELL students, and the lack of technical support such as a full time Micro-computer technical specialist solely devoted to technical support.

To address these gaps, we will invite the ESOL teacher and ESOL support teacher to PLCs to learn more scaffolding practices. Also, the intensive reading teachers and literacy coach will provide graphic organizers and strategies to assist those struggling with rigorous texts.

MATH

Our goal is to improve FSA scores of the lowest 25th percentile. Currently, teachers are working on identifying the students considered to be “in the bubble” for moving up or down a level. Teachers will have individual data chats with those students to ensure they understand their area of weakness. Students will be provided with a list of resources that can be used at home, to help improve their individual skills. Teachers are also providing whole-class remediation activities for the standards that have been identified as areas of weakness for each grade-level.

There does exist a gap between the services we would like to provide our lowest performing students and the resources we currently have. We believe these students may benefit from more intensive remediation. Leadership has been working to develop a plan that includes either a pull-out program or in-class computer program, where our lowest performing students would receive instruction on the basic skills that we have found are lacking.

SOCIAL STUDIES

The structures and systems in place include weekly Social Studies PLCs by grade level which are data driven as evidenced by the PLC minutes using Cycle Performance Tasks. The common planning time for teachers supports a school culture in which standards-based lessons are designed with collaboration amongst PLC team members.

The gaps include: The ELL student population has gaps in background knowledge which is needed when reading or writing in response to texts or doing regular classwork, the textbook has difficult academic language which is challenging for native speakers. To address these gaps, we are working the ESOL teacher and ESOL support teachers and tutors in the after-school ESOL program to use more scaffolding practices, and teachers also provide graphic organizers and many other strategies to assist those struggling with rigorous texts.

SCIENCE

All science PLCs meet weekly to plan instruction for upcoming lessons and units as well as discuss the results of common assessments such as the county derived performance tasks and school developed assessment tools. The largest gap within Science is the elevation of 8th Grade scores on SSA. Our scores, while significantly higher than county and state averages experienced a decline of 2% from the previous year. As our school it is our goal this year to raise our scores to recoup the 2% loss from last year and then continue an upward trend moving forward.

Data will be pulled from all grade levels and analyzed to determine areas of weakness and strength as demonstrated by 6th and 7th grade students. This data will help teachers identify population-wide areas of weakness and inform our instruction as we review and prepare for SSA. 8th grade teachers are continuing the practice of Flashback Fridays as a mechanism for review as well as integrating, where appropriate, 7th and 6th grade standards into the 8th grade curriculum.

GUIDANCE DEPARTMENT

The Guidance Department continues to promote academic success for all students by encouraging regular school attendance and consistent work completion. In addition, the Guidance Counselors support students’ success by providing social/emotional learning opportunities. Gaps exist between home and school connection and an overall sense of purpose of education. The lack of sense of purpose hinders regular school attendance. Attendance issues are continually discussed amongst the staff as well as the CPST.

**2. Have alterable barriers been eliminated or reduced? (Alterable barriers are in-house infrastructure mechanisms such as scheduling, class structures, teacher attendance, student attendance, staff development plan, etc.)**

*A. What evidence do you see that a barrier has been reduced or eliminated?*

*B. What evidence do you have that the barriers are wide-reaching and will help you achieve your goal?*

*C. If progress towards eliminating the barrier is not sufficient, where or what is the breakdown?*

*D. Did you identify other barriers that could serve as effective re- entry points into the plan?*

ELA

With common planning time, teachers can meet and communicate on a regular basis. The PD team has included staff development opportunities for teachers for best practices in literacy with more plans coming for ELL and ESE students. In addition, a TTMS Literacy Workshop has been designed to meet the needs of our “bubble” students that are within 1 – 5 points on the FSA ELA scale score of being “not proficient” in literacy. In addition, our level 1 and 2 readers are assigned to Intensive Reading classes to address student proficiency achievement in literacy.

MATH

One of the barriers to our plan for a pull-out remediation program is scheduling. Many of our Math teachers have no planning period and are therefore, unavailable for such a program. Our current scheduling of classes also prevents us from having a remedial Math class for students that scored a Level 1 and Level 2. Leadership has discussed how we can change our school-wide schedule, next year, to include remedial Math classes for these students.

We have faced budgetary issues as well, when considering the purchase, a computer-based program for all our students. Further research into remediation programs that can be incorporated into a teacher’s weekly lessons, is now taking place.

SOCIAL STUDIES

In Civics we could use some Spanish Language textbooks as we have none. We do have online access to chapter summaries in Spanish that we distribute to students and place on Canvas so anyone can access these materials.

Percentages are improved from last year to this year, so we are keeping with those practices.

SCIENCE

Weekly PLC meetings facilitate the planning of lessons and analysis of data.

GUIDANCE DEPARTMENT

Guidance and student support staff continue to identify students with attendance concerns with the assistance of the attendance secretary and the assistant principals. Once identified, grade level counselor contacts home and meets with parents and student. If the problem continues, a referral is made to our district social worker. Social worker and guidance confer for follow-up. Continues communication with district, parents, and teachers help ensure that academic success is attainable.

**3. Are your strategies being implemented with fidelity?**

*A. Were decisions to continue, intensify, modify, or terminate strategies or action steps based on specific evidence?*

ELA

The ELA department is continuing to use the Pathways for Collections and Inside which both include specific standards-based Project/Problem Based Learning activities and Performance Tasks.

MATH

Last year’s data on formative assessments (gathered from USA Test Prep) showed that students overall scores on specific standards improved with the use of remediation and enrichment activities gathered from our textbook resources and district resources on SharePoint. Our Math teachers continue to utilize these resources to provide students with extra practice and review throughout the year. Teachers also continue to meet weekly in their PLC groups to discuss teaching strategies and BEST practices. We have incorporated the use of Performance tasks to assist us in gauging students’ conceptual understanding of the skills being taught as well as allowing for student voice, and accountable talk.

SOCIAL STUDIES

PLC meetings are implemented with fidelity, we have had county guests and literacy coaches in our meetings as well. We look at test results and why students miss certain questions and we remediate those students in class and using USA Test Prep to practice individual weaknesses and these questions and Civics-based standards (as opposed to geography and economics) are mostly recurring in our curriculum, so we can check as we proceed throughout the year.

SCIENCE

Science Department team members are continuing to use USA Test Prep as a tool for student assessment, data collection and analysis, remediation and enrichment. Additionally, we are analyzing the data from the performance tasks to assess student mastery.

GUIDANCE DEPARTMENT

Strategies are discussed bi-weekly in PLC meetings as well as at the bi-weekly CPST meetings. Social worker is notified of referrals and provides resources for and follow-up to parents and students.

**4. What are your benchmarks for success?**

*A. How will you progress towards your goal impact student achievement?*

*B. What is your desired state?*

*C. What gaps exist between your current state and your desired state?*

ELA

ELA teachers will continue to use best practices and standards-driven lessons to increase student achievement. Our desired state is continuous growth in student performance as demonstrated on the FSA Assessment. We have shown gains as demonstrated in 2-year FSA comparisons from 2016 and 2017 in both 7th and 8th grade, with a decrease of – 1% in 6th grade.

MATH

Our hope is to improve the scores of our lowest 25th percentile by at least 3%. Math teachers will continue providing spiral reviews, centers-based practice, cooperative group activities, and whole-group instruction that is standards based. They will hold data chats throughout the year, so that students are aware of their progress.

Leadership will continue our research, and future implementation of a computer-based remediation program, that can be used by all Math teachers throughout the year. We hope that with such program we can differentiate our instruction to provide students with remediation on the specific skills they’re lacking.

SOCIAL STUDIES

Benchmarks for success: Teachers are monitoring formative evaluations which are intended to foster development and improvement within an ongoing activity, so we do vocabulary skills, check classwork/homework and writing assignments with timely feedback so students can show improvement or practice learning new skills in a stress-free environment (not graded). Summative evaluation, in contrast, is used to assess whether the results of the object being evaluated (program, intervention, person, etc.) met the stated goal and students can track their progress online with USA Test Prep.

Our desired state is having all students pass the tests and ultimately pass the EOC exam. The past year has seen increases in social studies skills from 84% to 86%. The gap that exists is the 14% that are not proficient.

SCIENCE

Science Department team members regardless of grade level are working towards improvement of 8th Grade SSA scores to our previous level this year. At each grade level teachers are working to improve not only content literacy but overall literacy skills particularly in informational text by integrating the regular use of Newsela in their classrooms. Teachers are engaged in professional development which aids them in finding highly effective instructional strategies that will increase student mastery of content area standards. Many of our teachers are moving towards blended classrooms where online learning platforms are a regular part of the learning process. Teachers are beginning to move towards project based learning which has been shown to help improve student mastery using the county developed and teacher developed performance tasks.

GUIDANCE DEPARTMENT

Guidance and support staff will continue to monitor absenteeism rates to ensure interventions and support provided translates into improved school attendance. Current procedures will be reviewed and revised if needed.

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*ESE*

To support *TTMS’s school-wide goals*, we continue to utilize peer counselors in the classroom as well as for pull out tutoring and conflict resolution. Also, support facilitators are beginning to "push in" to some classes (starting with math and ELA) to implement new model ideas for supporting ESE students in the general education classes. We also have given a training today to review importance of accommodations and roles for the support facilitators and teachers when working with ESE students. Support facilitators are also visiting PLC's to help with sharing best practices of what is working in some classes for differentiating instruction and providing accommodations.