

Broward County Public Schools

Tequesta Trace Middle School



2021-22 Schoolwide Improvement Plan

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Tequesta Trace Middle School

1800 INDIAN TRCE, Weston, FL 33326

[no web address on file]

Demographics

Principal: Robert Rivera

Start Date for this Principal: 7/31/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	32%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (69%) 2017-18: A (70%) 2016-17: A (71%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Tequesta Trace Middle School

1800 INDIAN TRCE, Weston, FL 33326

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	27%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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SIP Authority

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<https://www.floridacims.org>.

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 Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To create an environment where all students feel valued and to ensure that all students no matter their level can be successful and lifelong learners.

Provide the school's vision statement.

To educate all students to reach their highest potential.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Rivera, Robert	Principal	School's Principal. Decision maker. Leader of us all. Management of schedule, campus, students, teachers.
Nissen, Carol	Assistant Principal	SIP. SAC. Monitoring teachers and students.
Sylva, Melyssa	Other	SAC Chair. Facilitates teachers and students in the Media Center.
Watson, Selima	Assistant Principal	Master Scheduler

Demographic Information

Principal start date

Friday 7/31/2020, Robert Rivera

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

17

Total number of teacher positions allocated to the school

80

Total number of students enrolled at the school

1,444

Identify the number of instructional staff who left the school during the 2020-21 school year.

8

Identify the number of instructional staff who joined the school during the 2021-22 school year.

7

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	498	492	570	0	0	0	0	1560
Attendance below 90 percent	0	0	0	0	0	0	161	16	23	0	0	0	0	200
One or more suspensions	0	0	0	0	0	0	6	8	2	0	0	0	0	16
Course failure in ELA	0	0	0	0	0	0	6	13	15	0	0	0	0	34
Course failure in Math	0	0	0	0	0	0	9	7	2	0	0	0	0	18
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	54	40	60	0	0	0	0	154
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	53	25	37	0	0	0	0	115
Number of students with a substantial reading deficiency	0	0	0	0	0	0	116	94	112	0	0	0	0	322
Retained 2021	0	0	0	0	0	0	1	0	0	0	0	0	0	1

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	74	48	71	0	0	0	0	193

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	2	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	35	28	22	0	0	0	0	85

Date this data was collected or last updated

Friday 9/17/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	420	411	494	0	0	0	0	1325
Attendance below 90 percent	0	0	0	0	0	0	58	63	99	0	0	0	0	220
One or more suspensions	0	0	0	0	0	0	25	33	42	0	0	0	0	100
Course failure in ELA	0	0	0	0	0	0	0	4	2	0	0	0	0	6
Course failure in Math	0	0	0	0	0	0	0	3	1	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	51	38	62	0	0	0	0	151
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	53	25	38	0	0	0	0	116

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	30	35	45	0	0	0	0	110

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	420	411	494	0	0	0	0	1325
Attendance below 90 percent	0	0	0	0	0	0	58	63	99	0	0	0	0	220
One or more suspensions	0	0	0	0	0	0	25	33	42	0	0	0	0	100
Course failure in ELA	0	0	0	0	0	0	0	4	2	0	0	0	0	6
Course failure in Math	0	0	0	0	0	0	0	3	1	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	51	38	62	0	0	0	0	151
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	53	25	38	0	0	0	0	116

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	30	35	45	0	0	0	0	110

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				76%	57%	54%	78%	57%	53%
ELA Learning Gains				67%	57%	54%	64%	57%	54%
ELA Lowest 25th Percentile				57%	48%	47%	55%	50%	47%
Math Achievement				81%	60%	58%	79%	60%	58%
Math Learning Gains				75%	58%	57%	69%	59%	57%
Math Lowest 25th Percentile				55%	49%	51%	54%	50%	51%
Science Achievement				67%	49%	51%	74%	52%	52%
Social Studies Achievement				85%	71%	72%	87%	72%	72%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	70%	57%	13%	54%	16%
Cohort Comparison						
07	2021					
	2019	72%	55%	17%	52%	20%
Cohort Comparison		-70%				
08	2021					
	2019	75%	59%	16%	56%	19%
Cohort Comparison		-72%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	79%	58%	21%	55%	24%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	73%	53%	20%	54%	19%
Cohort Comparison		-79%				
08	2021					
	2019	68%	45%	23%	46%	22%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	59%	43%	16%	48%	11%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	67%	33%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	83%	71%	12%	71%	12%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	99%	61%	38%	61%	38%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	56%	44%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

MATH - iReady - Initial assessment - Teachers will also monitor levels of proficiency by standards, as they are taught and remediated throughout the year. They will use either teacher-created or HRW (online textbook generated) chapter and unit tests.

ELA - We will use HMH Growth Measure in ELA and in Intensive Reading HMH Reading Inventory and Phonics Inventory.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	46.6	46.1	40
	Economically Disadvantaged	31.8	52	100
	Students With Disabilities	14.9	14	0
	English Language Learners	19.7	6	40
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	43	51.4	50
	Economically Disadvantaged	28.8	35.6	
	Students With Disabilities	13.4	22.7	0
	English Language Learners	17	25.5	50

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	51.6	58.3	37.5
	Economically Disadvantaged	38	47.9	0
	Students With Disabilities	12.7	18.2	0
	English Language Learners	27.1	36.8	33.3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	35.3	50.3	12.5
	Economically Disadvantaged	27.1	37.3	0
	Students With Disabilities	18.8	27.8	0
	English Language Learners	35.3	35.1	12.5
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	30%		
	Economically Disadvantaged	23%		
	Students With Disabilities	14%		
	English Language Learners	19%		

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50.1	55.2	33.3
	Economically Disadvantaged	34.5	44.2	0
	Students With Disabilities	21.8	25.5	0
	English Language Learners	21.8	26.3	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12.2	24.8	
	Economically Disadvantaged	6.4	17.3	
	Students With Disabilities	8	14	
	English Language Learners	9.8	18.9	33.3
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	33	41	39	31	26	18	31	36	29		
ELL	55	56	56	50	32	28	42	60	53		
ASN	89	70		89	51		96	95	85		
BLK	41	38	33	43	11		52	53	43		
HSP	69	57	50	60	35	23	59	72	61		
MUL	80	68		76	55						
WHT	70	55	52	70	42	24	65	86	68		
FRL	57	51	44	46	26	20	48	63	51		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	35	50	43	41	51	40	33	56	12		
ELL	62	69	65	69	71	56	45	73	35		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ASN	93	79		96	91		95	95	78		
BLK	75	67	43	71	71	35	60	77	38		
HSP	73	68	62	80	74	57	61	83	51		
MUL	75	64		71	68			92			
WHT	80	63	39	84	75	54	77	87	62		
FRL	64	63	57	69	66	48	52	80	43		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	41	47	41	41	49	40	37	65	29		
ELL	51	57	53	62	62	51	41	72	36		
ASN	90	89	82	97	89		81	95	81		
BLK	76	74	63	71	70	50	90	75	85		
HSP	74	62	53	75	65	51	66	85	59		
MUL	75	63		74	61		90		82		
WHT	85	64	58	85	73	63	82	91	79		
FRL	70	63	54	72	60	49	64	81	62		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	561
Total Components for the Federal Index	10
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	82
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	70
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Overall TTMS decreased in all areas and all subgroups. Achievement Level: ELA 7%age points, Math -18%age points, EOC Civics -5%age points, and Science -5%age points. The greatest decrease was in Learning Gains for Math: -39%age points and -33%age points for students in the lowest 25%.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Decrease in Math Learning Gains -39%age points and -33%age points for students in the lowest 25%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

COVID 19. Student were unable to grasp math concepts while e-learning in order to make learning gains.

Additional ESSR position to create a pull-out program for students who need additional assistance in math - in all areas including Pre-Algebra and Geometry.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Percentage of students who passed H.S., EOCs and Industry Certifications increased 8%age points.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Increase in the number of students taking HS Algebra and provided remediation and support to the students.

Additional ESSR position to create a pull-out program for students who need additional assistance in math - in all areas including Pre-Algebra and Geometry. Additional students in HS EOC courses.

What strategies will need to be implemented in order to accelerate learning?

PLC concentrating on higher level reading strategies and questioning. Teachers knowledge of the standards that need to be covered - beginning from where the students are - not going backwards. Increased training in successful Marzano teaching strategies.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

District Level Subject Area support in all content areas. Teaching the ESLS population with fidelity.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

ESSR position for support. Lower ESLS case loads for support staff.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	As a result of e-learning at home, our ESLS students suffered drastically in learning gains. In fact, the ELA student on a whole decreased. In math, the greatest decline was in geometry.
Measurable Outcome:	By June 2022, the percentage of students in the bottom 25th percentile (ESLS students included) making learning gains will increase from 49% to 54% as measured by the state assessment. By June 2022, students scoring on the state assessment will increase from 33% to 45% in Geometry.
Monitoring:	Monitored through Data sheet ESSER teacher data with iReady and HMH Teacher - Student Data Chats Pinnacle review by APs
Person responsible for monitoring outcome:	Robert Rivera (robert.rivera@browardschools.com)
Evidence-based Strategy:	iReady Mastery Connect HMH Into Literature online Small Group Pull Out ESE support facilitators push-in to classes. The focus is on ELA and Math.
Rationale for Evidence-based Strategy:	District Initiative with additional support through personnel. Small group remediation works with student not on standards while teacher assists with on standard material 70 percent of the time.

Action Steps to Implement

Monitoring iReady/HMH resources

Person Responsible Carol Nissen (carol.nissen@browardschools.com)

Conduct iReady training when needed. Additional training for ELA strategies for ESLS students.

Person Responsible Carol Nissen (carol.nissen@browardschools.com)

Maintain lower student to teacher ratio for ESLS pull-out sessions.

Person Responsible Selima Watson (selima.mignott-watson@browardschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

INCIDENTS: TTMS is ranked 39 out of 553 middle schools in the state of Florida and 2nd out of 44 in Broward County with .8 incidents per 100 students. The state recorded 4.2 incidents per 100 students.

SUSPENSIONS: TTMS is ranked 84 out of 553 middle schools in the state of Florida and 8 out of 69 in Broward County. The state recorded 4.9 suspensions per 100 students.

TTMS has an active SEL committee that reaches out to all students and faculty. Activities range from acts of kindness to supplying food and necessities to the homeless. The 6th grade team is utilizing ReThinkEd for SEL activities every week.

The Discipline Committee meets each quarter to review data and to make necessary changes. Students are given an opportunity to speak with an adult at any time if they need to. School counselors are available during lunch and various times throughout the day.

Additionally:

Administrators review SESIR events and attend discipline trainings.

Evidenced based strategy

ESE support facilitators push-in to classes. The focus is on ELA and Math.

Rationale for evidence-based strategy

Small group remediation works with student not on standards while teacher assists with on standard material 70 percent of the time.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Tequesta Trace Middle School builds a positive school culture and environment by promoting evidence based SEL activities throughout the school year. The science department using ReThink ED weekly to help 6th graders acclimate into a middle school. The Peer Counseling Kindness Club writes encouraging words using chalk all over our campus for students and teachers alike. The Sunshine Club helps build teacher morale with small tokens of appreciation and quarterly staff/community outings. The admin team organizes team building activities for teachers and staff. Daily, students and staff receive praise and recognition through morning announcements. Our LIA Club, HOPE Club, and various other school clubs help foster building relationships between staff and students.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Nissen, AP in charge of SAC

Watson, AP in charge of SEL

Gonzalez, AP in charge of clubs and activities

Schachner, Teacher in charge of SEL

Sikorski, Teacher in charge of Peace Week and Peer Counselors

V. McDonald, ESE Support in charge of Equity

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			3151 - Tequesta Trace Middle School			\$2,000.00
			<i>Notes: additional copies for ESLS students.</i>			
Total:						\$59,000.00