

Folly Quarter Middle School
SIP and TIP Update Form
SY 2015-16

Mission:

Working together as a community to ensure that ALL students actively engage in learning, meet success now, and fully prepare for a positive future.

Vision:

To create an exemplary middle school by continuously improving the quality of teaching and learning.

Quarter: 1

Number of SIP Milestones met: n/a - baseline data collection only

Number of SIP Milestones not met:

Number of TIP Milestones met: 6

Number of TIP Milestones not met: 0

Narrative Data Analysis Summary:

92% of all 6th graders, and 93% of all 7th and 8th graders completed Quarter 1 with Cs or better in all academic classes. 99.8% of all related arts grades were a C or better in Quarter 1. 96% of all ELA grades (across 6th, 7th and 8th grade) were a C or better. 95% of all math grades (across 6th, 7th and 8th grade) were a C or better in Quarter 1. The data shows that the grade level teams, related arts team and math and ELA teams continue to provide instruction that meet the needs of the class population. The teams are focused on standards-based grading, allowing for re-teaching where and when necessary and appropriate for the continued academic achievement of the students at FQMS.

The science team has collected baseline data regarding students' current abilities to use scientific evidence and knowledge to create explanations which synthesize data from a variety of sources. The social studies team has collected baseline data to support argument writing. And, the math team has collected baseline data to show students' ability to construct viable arguments using math concepts.

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Instructional Improvements we will make as a result of this quarter's data:

This Year:

- Provide extensive opportunities for students to engage in communication in all content areas through reading, explanatory writing, argument, speaking, and listening. Students will work in groups and individually to derive explanations and viable arguments supported by logical evidence.
- Opportunities for formative checks on student learning through performance tasks will be employed during classroom discussion and informal feedback.
- Continue to monitor students in Grade level math seminar classes.
- Provide Academic Intervention afterschool program for students identified as needing additional support in schedule math class.
- Utilize MIST support to teachers to focus on planning appropriately rigorous units of instruction and align instruction with PARCC assessments
- Continue to provide academic support through Saturday Academy and lunch support to help students to be retaught and to relearn concepts.

Next Year:

Adjustments will be made as needed based on final analysis of goals met and changing targets established by MSDE and the HCPSS.