

U.S. Department of Education
2021 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [X] Charter [] Magnet [] Choice

Name of Principal Ms. Tahvia Shaw
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Terrace Community Middle School
(As it should appear in the official records)

School Mailing Address 10735 Raulerson Ranch Road
(If address is P.O. Box, also include street address.)

City Tampa State FL Zip Code+4 (9 digits total) 33637-5310

County Florida

Telephone (813) 621-2206 Fax (813) 324-8974

Web site/URL https://www.tcmstornadoes.com/ E-mail 006127@hcps.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Addison Davis E-mail addison.davis@hcps.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hillsborough School District Tel. (813) 272-4000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Ms. Alba Mas
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2020-2021) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools.)

- Number of schools in the district (per district designation):
 - 195 Elementary schools (includes K-8)
 - 106 Middle/Junior high schools
 - 62 High schools
 - 0 K-12 schools

363 TOTAL

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

- Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

- Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	105	114	219
7	120	100	220
8	109	110	219
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	334	324	658

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 40 % Asian
 - 14 % Black or African American
 - 12 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 27 % White
 - 7 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2019 - 2020 school year: 2%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	16
(4) Total number of students in the school as of October 1, 2019	660
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

6. Specify each non-English language represented in the school (separate languages by commas):

Tamil, Telupu, Spanish, Arabic

English Language Learners (ELL) in the school: 2 %
10 Total number ELL

7. Students eligible for free/reduced-priced meals: 8 %

Total number students who qualify: 55

8. Students receiving special education services: 41 %

269 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>2</u> Autism | <u>0</u> Multiple Disabilities |
| <u>1</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>5</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>10</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>3</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 9

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	4
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	35
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	1
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	97%	97%	96%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2020.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2014

15. In a couple of sentences, provide the school’s mission or vision statement.

To provide a foundation of knowledge that will allow our students to have successful academic careers. Recognize that self-esteem comes from meeting and overcoming challenges.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

Terrace Community Middle School is operating with two learning modalities. Families have the option to attend school in person in a traditional setting or in a full-time eLearning setting from home.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

As a charter school in the state of Florida, students at Terrace Community Middle School are selected by random lottery. Once the school reaches capacity a waitlist is generated by order of lottery selection.

PART III - SUMMARY

Terrace Community Middle School (TCMS) is a high-performing "Back to Basics" public charter school in Hillsborough County, Florida, that offers a spectrum of academic programs fulfilling the learning demands of a diverse student population. Our students come from a variety of demographics and various geographical areas across Hillsborough County, Florida. Our philosophy promotes inclusive instruction and high academic standards for "all students," which has manifested into increased academic achievement, as measured by state and national standardized assessments. Similarly, the mission of TCMS is to provide a strong foundation of knowledge, allowing students to have successful academic careers. Therefore, TCMS is committed to providing engaging, challenging work and giving students the tools needed to become lifelong learners. TCMS believes that all children can learn and rise to meet high expectations. Furthermore, we recognize that self-esteem comes from meeting and overcoming challenges and gaining confidence through the acquisition and mastery of skills. When our students leave TCMS for high school, they are well prepared and highly competitive in advanced level high school courses.

All students at TCMS are enrolled in advanced-level courses for each core academic area. For over 20 years, TCMS has employed strategies that have resulted in our students' success. These practices include individualized attention to the needs of our students and implementing programs that address both ends of the learning spectrum. We have acceleration tracks for students who achieve at the highest academic levels, allowing them to take high school advanced and honors courses. We also have intensive remediation for students who require additional academic support. Students who need more intense individualized instruction receive support from reading and math resource coaches who work directly with all students who are not making adequate progress. The academic coaches assess how students perform, create individualized intervention plans, and work with students to help them make sufficient progress.

In addition to the advanced curriculum, all students are provided with character education and social and emotional support to ensure success in an academically rigorous environment. Students at TCMS receive an instructional program that pairs character education for social and emotional health through programs such as Project Wisdom and Train Up First (TUF). Teachers and staff help guide each child in developing their character in a program that builds community and stresses respect. Our motto is "Respect, Responsibility, and Results"; our goal is always to provide a safe and secure school environment that ensures that each member of our school is treated with dignity and respect.

As a result of the COVID – 19 Pandemic, TCMS implemented an eLearning program that would continue to provide our students with access to quality education. TCMS created an eLearning task force that represented a member from each grade level, subject area and was led by our IT Director. This team was responsible for developing an eLearning framework to ensure that all students received continuity in their education. The team tested instructional programs, video platforms, and digital resources. Once the team decided on the best tools to deliver instruction and curriculum, this team provided professional development and back-end technical support to our teachers and staff. As a result, TCMS students maintained a high level of engagement in standard-based instruction.

Concurrently, the administrative team came together to plan how students would return to campus safely. The team created safety and sanitation procedures and creative scheduling by arranging students into cohorts who follow the same class schedule to limit their interactions with multiple groups of students. TCMS maintained two learning modalities during the 2020 – 2021 school year, eLearning and in-person learning. Teachers at TCMS did not teach these two programs simultaneously. Teachers taught eLearning classes separately from their in-person classes to ensure that teachers could give each student their full attention. These strategies contributed to providing a highly effective instructional program and assured instructional continuity. Lastly, students were assessed three times throughout the school year using the MAP assessment by NWEA. These assessments allowed teachers to track student progress throughout the school year to drive instructional decisions.

TCMS is the proud recipient of the 2007 and 2014 National Blue Ribbon School awards. This award has brought pride and notoriety to our school and the charter community in Hillsborough County, Florida. As a

high-performing public school of choice, TCMS is often called upon to share specific strategies, techniques, curriculum, and general information on operating a highly successful charter school. TCMS serves as a model from which other charter schools draw guidance and inspiration. The National Blue Ribbon School recognition strengthens our school's standing in the community and, as a result, has attracted families across the Tampa Bay area. Due to our success, we consistently maintain an enrollment waitlist of over 600 students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

The Terrace Community Middle School (TCMS) curriculum is based on high standards within the classic core academic subjects of language arts, mathematics, science, and social studies. The TCMS curriculum focuses on the mastery of reading, writing, and mathematics skills, including adjustments for differentiated instruction, instructional modifications, and interventions to meet the appropriate educational level of individual students.

Students are continually monitored and assessed to ensure data-driven instruction is provided, and students have abundant opportunities to practice the skills and concepts taught in class. In keeping with our Back to Basics mission, TCMS follows the Florida State Standards and a modified Department of Defense curriculum. Instructors collaborate to share knowledge of best practices from professional developments and conferences and to develop cross-curricular lessons where appropriate.

Due to the COVID-19 Pandemic, both eLearners and face-to-face learners were taught the same skills and strategies within each curriculum. This provided a highly effective instructional program and assured instructional continuity.

TCMS offers a comprehensive, advanced level of language arts at each grade level. The reading program is novel-based and includes content and process guidelines and response strategies for both literary and informational text. A variety of materials allows students to maximize their interaction with the written word, develop higher vocabulary through complex text, and strengthen grammar skills. A combination of fiction, non-fiction, and informational text or feature articles encourages students to use active reading strategies at all grade levels. Students are taught and encouraged to predict, make inferences, annotate and make connections. Writing focuses on process and organization for each individual task. Research methods, note-taking, outlining, and citing sources are embedded throughout the language arts coursework.

The TCMS math curriculum offers all students the advanced middle school track. In their 8th grade year, all TCMS students are eligible for Algebra 1 Honors for high school math credit upon successful completion. Students in the acceleration (ACCEL) program may progress to Geometry Honors or beyond. All math teachers cover topics at an accelerated pace and teach for mastery. If needed, some students participate in small groups or one-on-one tutoring with the Math Resource teacher and have differentiated instruction within the classroom setting. This year in 8th grade, the curriculum has completely moved to an online platform, Math Nation. Our teachers often provide video recordings of teacher-created lessons to provide additional support, practice, and review for all students.

The science curriculum at TCMS is active, hands-on, lab-based discovery. The students are immersed in the learning of Life, Earth, and Physical science. Each grade level focuses on a specific branch of science; this philosophy allows students at each grade level to go much deeper into their study of each science discipline. We use a variety of ways for students to learn hands-on and involve technology. Some resources used include: iXL, Kahoot!, Amoeba Sisters, Quizlet, and textbooks. The use of Gizmos allows a unique opportunity for our virtual learners to engage and participate in virtual dissections and labs, providing the same level of rigor and experiences face to face students have in the classroom.

The social studies curriculum offers an engaging historical approach where students learn civic awareness, gain knowledge of world history and cultures, geography, and U.S. history. Students must use their critical thinking skills to analyze questions and quandaries endemic to the human experience. Hands-on learning experiences are provided at each grade level, and 8th-grade students are provided with a unique learning experience in Washington, D.C. Technology is used to teach the standards and allow the students to demonstrate their mastery. Canvas, Movie Maker, YouTube, Digital History, and the Library of Congress's digital archive are examples of the tools that are used.

The instructional methods at TCMS directly support the school's mission and guiding principles; coursework is engaging, challenging, and students are given tools for academic success. Each academic department,

across grade levels, collaborates to map the vertical progression of the curriculum based on data, research, curricular goals, and assessment expectations. A variety of research-based instructional models, such as direct instruction, cooperative learning, scaffolding, and differentiated instruction, are used to present instruction that enables all students to acquire and utilize learning strategies to enhance their personal learning goals within the educational setting. Teachers are creating and posting teacher-made videos to assist both eLearning and face-to-face students via the YouTube channel. The Zoom platform is utilized for eLearning.

Students are assessed annually by the Florida Department of Education using the Florida Standards Assessments (FSA). Administrators and instructional faculty review the data from these assessments to make academic decisions for our students. Faculty members provide intensive support and tutoring for students who do not demonstrate proficiency on the FSA or in their specific current academic content. When students are not responding to universal interventions and demonstrate the need for additional support, they are assessed using a diagnostic program. Based on the results of these diagnostics, students are placed in a higher tier of the Multi-Tiered System of Support (MTSS)/Response to Intervention (RtI) program. These students are monitored by their classroom teacher, resource teacher, and grade level administrator through MTSS/RtI tiers to address their needs.

Due to the fact that 40% of our student population is Academically Gifted, all teachers must earn gifted teaching certification and implement strategies to engage learners in higher-order and critical thinking skills. TCMS holds high academic standards for all students; they are challenged to meet these standards with support for success and improved performance. When students demonstrate a need for a more advanced curriculum, students are offered an opportunity to be accelerated to the next level in the course, as long as they meet acceleration criteria.

Technology is infused within classroom instruction. All teachers have access to mobile computer labs and tablets. Teachers and students use other resources and equipment such as Plickers, SMART Response clickers, online programs, podcasts, and computer-based test preparation programs such as IXL, Math Nation, and EasyCBM. Teachers continually collaborate and research innovative instructional methods to enhance, support, and enrich classroom instruction to support learning. Each teacher at TCMS uses the CANVAS Learning Management System platform to customize their online learning environment and tailor it to the individual needs of their classes and content. CANVAS allows for assignments to be posted, submitted, and graded online.

eLearning students receive the same level of instruction via live classes taught remotely. Strategic scheduling was implemented to allow students to meet with their teachers virtually daily following the traditional bell schedule and provide the same instructional time as their in-person peers. To close any potential learning gaps caused by the sudden impact of going from the traditional classroom to eLearning in spring 2020, classroom teachers met with their departments and vertically aligned and developed pre-assessments to determine any deficits or losses students had. These pre-tests were used to create lessons and plans at the onset of the school year to address the curricular needs of students to bring them to where they need to be. The MAP Assessment by NWEA has been administered in the fall and winter to provide progress monitoring to ensure that eLearning students are making gains consistent with their in-person peers. Classroom assessment of content remains much the same but was tailored to the eLearning environment for administration and submission while maintaining a high level of rigor. The Canvas platform and its ability to analyze test data and break it down into usable information allows a teacher to quickly see how a student, class, or general population handled a particular question or concept and adjust their teaching accordingly.

1a. For secondary schools (middle and/or high school grades):

To facilitate career development and exploration, the school counselor teaches lessons to both 7th and 8th-grade students aligned to career school counseling standards and Florida State Standards in these areas. 7th-grade students learn how job skills are taught in school within their current classes and the personal benefits of pursuing higher education. They create accounts with MyCareerShines, which provides continued access through high school for career exploration activities, career information, resume building, and relevant

information regarding college applications and scholarships. Students complete a formalized career interest assessment and then learn how to explore different career options and learn about careers. Students learn about various high school programs and how some offer specific career-focused programs at local magnet schools. In 8th grade, students complete a Career & Education Plan, in which they learn about graduation criteria and diploma options for high school. Students learn and create a plan for classes they would like to explore during high school. During the career lesson, they learn all of the options available to them after high school. Additionally, students are taught about the cost of college and scholarship opportunities available to them in high school, including the Bright Futures scholarship. Students take part in virtual campus tours of colleges and universities.

STEM/Coding follows and incorporates the Florida State Standards, Department of Defense (DOD) Standards, and the International Society of Technology in Education (ISTE) National Standards, which align with the college and career readiness expectations. They include rigorous content and application of knowledge through higher-order thinking skills. Students work in collaborative groups to solve real-world problems and experience hands-on, field-based activities and community competitions. Some of the activities include: building structures to withstand natural disasters, designing their own mobile app, using knowledge of circuits and electricity to build an underwater ROV, and building a balsa bridge to hold the most weight. These activities lead to an increase in students' abilities to collaborate, communicate, problem-solve, and act as leaders.

1b. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Terrace Community Middle School (TCMS) offers various electives to its 6th through 8th student body. Students have the opportunity to choose electives based on interest and skill-building abilities. Students receive elective instruction daily as the elective program will infuse essential hands-on skills to build subject knowledge, understanding, comprehension, and retention. TCMS's highly qualified and experienced elective faculty commits to implement and adapt the curriculum to meet the needs of the school's student population, culture, and back-to-basics approach. TCMS offers: Art, Music, Computer Applications, Computer Discoveries (Coding), Critical Thinking, Physical Education, Spanish, and STEM.

The Art program allows every student to increase positive attitudes towards self, others, and the learning environment through creative experiences. Students acquire various skills and techniques and experience different art mediums, all in relation to art and artists throughout history.

The Music program provides quality, well-rounded music education to all students. The program enriches students' musical awareness of the aesthetic value of music, helps them understand music's place in a variety of cultures, and contributes to the human soul by teaching students to read, interpret, and perform music of all kinds.

The Computer Applications course is designed to encourage students to feel comfortable using computer applications that will benefit them now and in the future. Using a problem-based learning approach, students are engaged in interdisciplinary activities that are meaningful and authentic.

The Computer Discoveries course introduces students to computer science as a vehicle for problem-solving, communication, and personal expression. This course encourages students to engage with confidence and to use the knowledge received as a tool for exploration. Students' basic computer coding skills are developed, ensuring academic success.

The Critical Thinking course is designed to enrich the core curriculum and lead all students toward college and career readiness. The program's primary focus areas are: organization/planning strategies, homework/test study skills, incorporation of a successful character-building program, implement reading strategies by offering a wide variety of text sources, and increase writing proficiency.

The Physical Education program emphasizes individual student's growth and development through physical fitness, health, and individual sports. The program encourages active participation in various physical activities, develops competence in fundamental skills, promotes social concepts of cooperation, etiquette, sportsmanship, and develops self-esteem to achieve confidence.

The Spanish program is designed to teach students basic, intermediate, and advanced Spanish vocabulary and language structures while being exposed to cultural differences and other elements of the Spanish-speaking world. The Spanish curriculum incorporates the Florida Standards, which require higher critical thinking skills.

The STEM (Science, Technology, Engineering, and Math) program engages students with the world of science and industry. Furthermore, this course helps students acquire technical skills in design, building, technical reading, and writing. They develop a growth mindset by working on large projects that will increase confidence and academic success.

The elective department utilizes cross-curricular instruction and literacy strategies to complement academic classes. Teachers collaborate and infuse Florida Literacy standards to support reading and writing in all courses.

3. Academic Supports:

Terrace Community Middle School (TCMS) tailors instruction to meet the needs of underperforming students in various ways. The diverse student population requires the use of varied instructional strategies and assessments that are creative and meet the needs of all learners. The Florida Standards Assessments (FSA) are given annually to all students and provide data to determine annual growth. Additionally, all students at TCMS participate in norm-based diagnostic assessments to determine whether students are learning below or above grade level. Data collected from this testing is derived from the MAP assessment by NWEA and is used to make instructional decisions in math and language arts. It allows teachers to identify and address learning gaps. This assessment is administered three times during the year; the frequency enables teachers to determine learning growth or declination. Other diagnostic resources are also used with subgroups to gain a more detailed understanding of student deficiencies. Students who are not proficient on the FSA receive a variety of additional diagnostic assessments. Based on the results of these diagnostics, students are placed in a higher tier of the Multi-Tiered System of Support (MTSS)/Response to Intervention (RtI) program. While receiving tier 2 and tier 3 interventions, students are regularly assessed with Easy CBM (Curriculum Based Measures) as a support diagnostic tool for determining a student's response to intervention. If students continue to demonstrate deficiencies and are not responding to interventions, they are identified as needing specific testing for learning disabilities.

Students who are learning disabled are frequently assessed using the Diagnostic Assessments of Reading (DAR). This assessment allows us to capture progress and grade-level performance in reading. English Language Learners (ELL) students are assessed using WIDA Access for progress in English language development.

Terrace Community Middle School provides intensive remediation for students who require additional academic support. These students receive support from reading and math resource coaches who work directly with all students who are not proficient on the FSA or do not make adequate progress in the grade-level curriculum. The academic resource coaches assess how students perform, create an individualized intervention plan, and work with students to help them make sufficient progress. Students are pulled out of their regularly scheduled elective classes once or twice a week, depending on their MTSS level in their tiered instructional plan.

The Exceptional Student Education (ESE) program is responsible for the identification, evaluation, and placement of Exceptional Education and Gifted students in the least restrictive environment. The ESE services maximize student participation in the general education, advanced, and honors courses, thereby allowing students to remain in the least restrictive environment to the greatest extent possible. Our ESE model is intended to ensure that ESE and Gifted services are in addition to, and are affected by, the general education classroom curriculum, not separate from it. The ESE and general education teachers follow the student's Individualized Educational Plans (IEP) or EP to provide accommodations that allow for academic progress.

English Language Learners (ELLs) receive support in the general education classroom and individual sessions with the ESOL Resource teacher. The ESOL Resource teacher meets with each ELL student weekly and evaluates individual needs based on grades and the teacher's comments/recommendations. They work on specific strategies or activities during these sessions. These activities include: practice out-loud reading, pronunciation, writing, spelling, vocabulary, finishing projects, doing research, understanding and revising a lesson, cleaning and organize notes and backpacks, taking a quiz or a test, etc. This level of support helps students tackle barriers that are a result of learning in a non-native language.

TCMS continued to provide all levels of support, interventions, and assessments during the COVID-19 pandemic. All activities were conducted remotely using video conferencing for eLearning students.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Terrace Community Middle School (TCMS) aims to help each student build healthy relationships through collaboration, communication, and community. The school has a strong culture of collaboration which can be seen in each classroom, on every sport's team, and in student organizations. The staff promotes and encourages students to contribute to all aspects of student life. The school provides many opportunities for students to: showcase their interests & talents, demonstrate leadership, engage in the community, and compete through sports and academic competitions. TCMS focuses on college and career readiness through various course offerings, student clubs, and organizations, such as STEM classes, Computer Science classes, Future Business Leaders of America, and HOSA.

The school's philosophy is that every student is entitled to an educational environment dedicated to lifelong learning. An educational environment conducive to academic success must also address a child's social and emotional health development. TCMS puts a significant focus on the social and emotional growth of our students. Part of our mission is to help guide each child to develop their character in a program that builds community and stresses respect. Teachers and staff engage students in character development and respect for themselves and others through monthly character lessons. Students are rewarded each week for demonstrating the character trait of the month.

The COVID-19 pandemic significantly impacted how classes and student activities at TCMS operate. Approximately two-thirds of the student-body opted to attend school remotely, while the remaining third attended school in person. During preplanning, teachers received training on strategies, methods, and pedagogy, best practices for eLearning. The administration scheduled separate classes for eLearning students; they received remote live instruction in a class with all eLearners through Zoom. Teachers did not conduct classes for eLearners and in-person students simultaneously. The school felt that mixing the two groups would be ineffective in maintaining student engagement. This school year's strategies have proven to be highly effective, and we are seeing our students thrive in their courses.

Student activities were also affected by the challenges created by the COVID-19 pandemic. A few student clubs were discontinued for this school year only, and TCMS did not participate in athletics. Wherever possible, the staff was able to conduct some activities remotely. Fortunately, all of the character education initiatives were continued during the COVID-19 pandemic. All activities, lessons, and rewards were offered remotely for both our eLearning students and our in-person students.

2. Engaging Families and Community:

The strategies that are most successful with engaging and working with TCMS families and various community groups include: communication, needs assessment surveys, empowerment of teachers and staff to engage with community groups to establish partnerships with the school, and; implementation of a robust community service outreach.

Communication is the most critical strategy for working with our families and the community. Terrace Community Middle School (TCMS) maintains a comprehensive website that offers a wide variety of information regarding school operations, student performance, achievements, and events. Additionally, we publish a newsletter with announcements, recognitions, and information about what is happening at our school. TCMS also uses community newspapers, blogs, and social media to showcase our school. We stress the importance of communication and take every opportunity to share information.

TCMS believes that student success is a shared responsibility with all stakeholders. Our parents sign a family agreement at the start of each year, committing to play an active role in their child's education. We conduct town hall meetings to outline important information about our school. During these meetings, teachers and administrators communicate the requirements for all courses, strategies that have been proven successful for student achievement, and resources parents can use to support their child. Due to the COVID-

19 pandemic, our parent meetings were transitioned into virtual events.

Partnerships with local businesses and community groups are essential to the success of our school. Businesses support our students by providing rewards and incentives for academic performance. Some of our community partners run programs at our school. One such company is SunCoast Credit Union, which promotes financial literacy through its program Life Fast Forward. This program teaches students about budget and finance through real-life simulations. Other organizations that support our school through educational outreach include: the Sierra Club, the Tampa Bay Estuary Program, the SunCoast Chapter of Florida Native Plant Society, the Temple Terrace Police Department, and various programs within the City of Temple Terrace.

As an active member in our local community, TCMS hosts community events open to the public, such as our Fall Festival and annual 5k/10k Trot Thru the Terrace race. This year, both events were canceled due to the COVID-19 pandemic. However, in typical years these two events highlight TCMS's engagement with the community at large and will continue as soon as safety permits.

A few times during the year, TCMS has the opportunity to open our school doors to the public. Annually, we host an Open House that allows the public to visit the school, engage in our programs, and meet our staff and student ambassadors. This event draws hundreds of people interested in learning more about the school and the enrollment process. Another event hosted at our school is the high school Recruitment Fair. At this event, we invite Tampa Bay area high schools to showcase their school's programs to our students. These two events were held virtually this year due to the COVID- 19 pandemic.

3. Creating Professional Culture:

The faculty and staff at TCMS are a part of a professional community where each individual is vital to the school's success. At TCMS, no one works on an island. Our teachers are members of two Professional Learning Communities (PLC), grade-level teams, and content-specific departments. Most teachers also have curriculum partners who teach the same subject at the same grade level. This partnership promotes common planning and collaboration. Each month the school provides two early release days to give teachers additional time to collaborate and plan with their content-specific department or curriculum partners. This dedicated time of collaboration helps teachers receive the support they need to perfect their content knowledge, pedagogy, and professional development. Additionally, the grade-level team meets weekly. This weekly meeting is conducted to facilitate grade-level information and review data. Each team has a grade-level administrator dedicated to supporting and coordinating all grade-level teams, students, and parents' needs.

This structure became critically important when the school transitioned to distance learning during the 4th quarter of the 2019- 2020 school year due to the nation's shutdown during the COVID-19 outbreak. Our staff, already accustomed to working collaboratively, shifted to distance learning with their PLC's support. The grade-level administrators led their teams with planning instruction that would ensure continuity, flexibility, and extra support. The school provided the software, program licenses, and equipment necessary for teachers to conduct their lessons remotely, and the IT director provided the training and support teachers needed.

As the COVID-19 pandemic continued into the 2020-2021 school year, TCMS provided parents with a learning modality choice. Parents could choose instruction in-person or by eLearning. The school implemented a robust and comprehensive professional development schedule with training designed to prepare our teachers with proven successful eLearning instructional methods. The school created an eLearning task force that researched and developed best practices for the eLearning program. This group trained grade-level teams and provided ongoing support as teachers honed their ability to teach in this model.

The professional development protocols at TCMS meet Florida state requirements and are approved at the district level. The Florida Professional Development Standards System "is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and NBRS 2021

prepare students for continuing education and the workforce." Our school follows these protocols to ensure each educator has the essential elements of high-quality professional development incorporated into each level of planning, learning, implementing, and evaluating.

4. School Leadership:

Terrace Community Middle School's (TCMS) leadership philosophy is to improve student achievement through data-driven decisions, professional guidance, support, and a culture of collaboration. Every decision we make is grounded in one question: What is in the student's best interest? We feel that a school leader's role is to cultivate a learning environment that is safe, secure and promotes academic success.

TCMS has a very unique leadership structure. It is organized to provide as much guidance and support to all of our stakeholders. Our leadership team's organization includes: the school principal, three assistant principals that we call Grade Level Administrators, Subject Area Leaders, and various front office staff. Each grade level has an assistant principal who is responsible for the needs of the grade level they are assigned. They provide support, guidance, and leadership to their team of teachers and students. Parents have a direct line of communication with their grade level administrator for various needs. The principal and grade level administrators together ensure sustained improvement of individuals and the organization as a whole.

The principal is responsible for oversight of the school as the instructional and organizational leader. She leads the grade-level administrators and subject area leaders in regular meetings to discuss and recommend changes to policies and procedures that affect the overall well-being of our students, staff, and student achievement. The principal ensures that our culture allows each student the opportunity to build healthy relationships through collaboration, communication, and community.

The leadership team, comprising the Grade Level Administrators and Subject Area Leaders, decides professional development, sets, and monitors goals, and communicates results. They ensure that teachers and students have the tools and resources needed to effectively run an instructional program that offers students relevant, rigorous, and high-quality educational experiences that expand beyond the classroom into real-world application and college and career readiness.

In the summer of 2020, the leadership team was challenged to reopen the school during the height of the COVID-19 pandemic. The leadership team frequently met to create policies and procedures for operating school safely. The team focused on five areas to safely reopen the school:

a) Prepare the school building, b) Create and communicate student movement, seating, social distancing, and scheduling students into small cohorts; c) Create and communicate procedures for staff and student sanitation and hygiene; d) Procedures for monitoring staff and student health, and plans for outbreaks; and e) Create and implement enhanced learning supports to include assessments to identify learning loss, interventions to close achievement gaps, and mental health counseling.

To ensure a safe school option for all students, the principal assigned an eLearning task force. This task force developed an eLearning modality for our families who elected not to return their students to school for face-to-face instruction. This team created an instructional plan that ensured that students who remained at home would receive a high-quality instructional program.

5. Culturally Responsive Teaching and Learning:

Terrace Community Middle School (TCMS) attracts students from all over the Tampa Bay Area. The school is not a neighborhood school and does not target a specific population. As a result, the school enjoys a very diverse student population. Additionally, the faculty and staff at TCMS represent a cross-section of our community.

The school celebrates the unique backgrounds of our student body and promotes inclusion with

school-wide campaigns. Through student organizations and cultural celebrations, we recognize students' heritages and cultures on dedicated spirit days. These are exciting days on our campus. Students have the opportunity to dress in a manner that represents our students' diverse cultures.

Students are given many opportunities to share their culture with classmates in the classroom through various projects and group activities. Teachers are encouraged to highlight contributions from individuals of different backgrounds related to their subject. The staff at TCMS is aware of the diverse needs of our students and is encouraged to attend professional development dedicated to diversity, equality, and inclusion.

The school recognizes that our students have practices and customs that are associated with their culture. We are sensitive to their needs and will provide accommodations, such as dress code and changes in routines during cultural observances. For example, during Ramadan, we offer accommodations to our students who observe fasting and praying.

The school acknowledges fair treatment to all and teaches character traits of acceptance and tolerance. Students have a safe place to express their thoughts and feeling about topics that impact their lives and community. Our guidance counselor engages students in school-wide activities that encourage kindness and peaceful coexistence. Furthermore, we provide resources to parents and students who have needs related to their economic status, community, or cultural interest if needed.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

While multiple strategies and practices have been instrumental in our ability to continue to successfully educate and support our students both on-campus and via the eLearning model, it has been our ability to remain steadfast and consistent in our expectations and level of instruction that stand out. Some strategies and procedures have evolved over the course of the year, but our high standards have remained steadfast.

Both in-person students and eLearners follow a traditional period schedule and meet with each class and teacher daily. Students receive daily instruction and assignments, may work collaboratively with peers and are accountable for completing assignments and assessments. Faculty members prepare lessons that accommodate virtual learning, communicate with parents, and hold virtual conferences.

Although our mindset and expectations have not faltered, we have refined our programming since the onset of eLearning in March 2020. At the start of eLearning, our faculty reviewed their curriculum. They met with their departments to prepare innovative and engaging lessons that met Florida State Standards and would also provide flexibility for families working and learning at home with possible limited access and time to technology or devices. During the spring of 2020, rather than teach daily lessons on a "bell schedule," most faculty met with their students once or twice a week. Some teachers recorded lessons, some hosted evening chats, and some even created YouTube channels while maintaining consistent expectations and rigor and still providing flexibility for families' unique situations.

Virtual learning in the spring of 2020 provided faculty and administration with a basic model and ideas; however, the new school year would provide new challenges of having students both on-campus and as eLearners. At TCMS, our teachers provide instruction to only one group of students at a time which allows them to provide the necessary focus and attention to each class. Consistency is the key! Students are provided with the same lessons and level of instruction, whether in the school setting or via Zoom.

Suppose a student or group of students has to be quarantined due to exposure to Covid-19. In that case, school administrators create a special class schedule in order for students to still attend classes with their teachers for the duration of their quarantine period. Quarantined students do not have to miss out on important lessons and are provided with consistent instruction. The consistent implementation of procedures, lessons, expectations, and student support for both our in-person students and our eLearning students has been the most instrumental to the success of our programming this year.