

TITUSVILLE MIDDLE SCHOOL



2017-2018 SCHOOL STATISTICS

Designated in 2012

Re-Designated in 2014, 2018

Community Size - Rural

School Enrollment - 442

Grade Levels - 6, 7, 8

School Calendar - Traditional

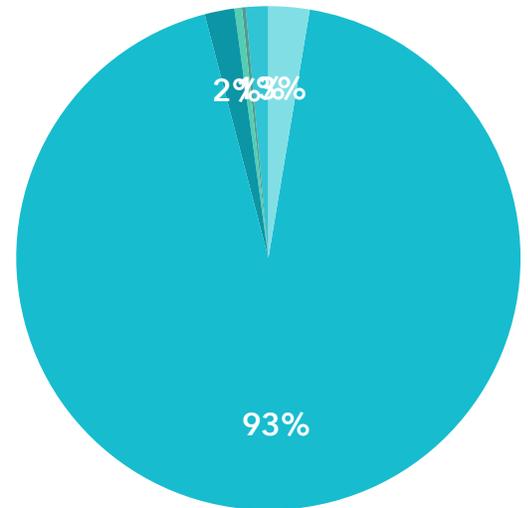
Free and Reduced Lunch - 67%

English Learners - .48%

Students With Disabilities - 16.03%

Titusville Middle School
Titusville Area School District
415 Water St, Titusville, PA 16354
Tel (814) 827-2715
Principal - Jessica Stover
www.gorockets.org

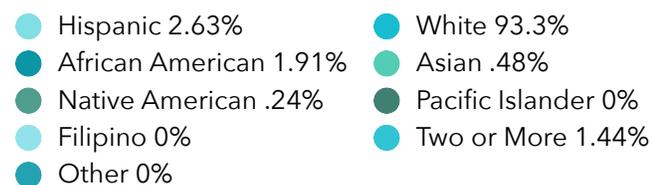
2017-2018 School Demographics



School Characteristics and Replicable Practices

Academic Excellence

- We implemented a new benchmarking tool this school year, the MAP assessment, which provides teachers with specific item analysis reports to better enable us to provide targeted instruction. Not only will these new assessments help us to provide more focused instruction within the regular education classrooms, but they will also help to identify students in need of intervention and enrichment.
- Students have traditionally been provided with an academic coach through our Advisory program. The academic coaches monitor each student's progress on a weekly basis and serves as a contact



for person for parents. When it is noticed that a student is struggling academically, the coach intercedes by contacting parents.

- All students have an Academic Support Period (ASP). Since our initial designation as a School to Watch, the format of the Academic Support Period has changed. It is now a targeted support period, and students are placed into specific ASPs according to their needs.
- Our building continues to gain access to new and updated technology resources with the addition of three new Chromebook carts in 7th and 8th grade and 6th grade has moved to 1:1.
- Math has implemented Get More math, which allows teachers to individualize learning per lesson for each student. There can be multiple grade level content covered in the same class period.
- Sixth grade also implemented block scheduling for reading and language arts classes and continue to have mirrored scheduling in math to ensure the ability for flexible grouping.

Developmental Responsiveness

- Eighth grade students have the experience of seeing a group of Vocational Technology students present the programs available and 6th grade takes a day to visit the Vo-Tech building. These experienced students extol the virtues of choosing this developmental path toward being a productive adult.
- High school students come to discuss with 8th grade students sports and clubs, describing the expectations, benefits and requirements. Being a part of a team is stressed as is the importance of getting involved in something during the high school years in order to have a positive experience in their high school years.
- Students in the fifth grade level are introduced to the Middle School during the school year. All students take a tour of the building, learn how the lockers work and experience the cafeteria. During their stay, they visit teachers in the building and see working classrooms. This aids in alleviating fears as these students change buildings.
- Eighth grade students tour their new building with selected upperclassmen called Peer Helpers during the month of May. The younger students tour the building, ask questions, learn of the educational requirements that change in this environment, meet teachers and administration.
- Sixth grade students experience Careers on Wheels day. This COW day involves a variety of presenters from the surrounding area bringing their own special knowledge and experiences to this young audience.
- Career day varies from year to year but includes numerous possibilities that uncover a wide spectrum of potential employment opportunities. This day is developed in cooperation with the guidance department, using these resources to create valuable learning opportunities.
- Guidance also arranges for a trip to a relatively local career fair in our neighboring community of Meadville. 8th grade students also visit local colleges to explore career opportunities.
- 7th and 8th grade students participated in a STEAM day. Female students took part in activities at Pitt University in Titusville while other teachers and high school students provided activities and lessons for our male students that shed light on a group of STEAM related career opportunities
- While determining a direction for students to take toward a career is important, so are the pursuits of hobbies that make the necessity of employment more palatable. Exploratory fulfills this niche and is implemented during the testing window.

- Clubs also allow students to get involved in groups that they have a particular interest in. Some of these include: Lego Robotics, FCCLA, WWII, Middle Matters, Gaming, Math, Service Club and Student Council.

Social Equity

- Our middle school continues to team, which provides each student with a safety net of support. Teams, which include core teachers, have a daily meeting time during which students' concerns and achievements are discussed. Our unified arts teachers also have a common meeting time. This allows for multiple perspectives resulting in a more expansive view, which is beneficial in truly understanding and knowing all of our students.
- Our school has continued to implement and assess our school wide positive behavioral support plan, "Be Safe, Be Respectful and Be Responsible". We have outlined clear expectations for all areas of our building which ensures all students have an understanding of what we expect from them. As part of this support plan, we continue to implement our Gold Card program.
- Our Quarterly Payoff Day continues to grow with the switch to teams of teachers taking turns planning. This is school-wide incentive for students provide a reward day at the end of each quarter for students who consistently put forth effort in their academics and demonstrate positive behaviors.

Organizational Support

- Titusville Middle School has continued many organizational structures and procedures, even with changes in administration. The structures that have stayed in place, without change are PowerParent, the Student Assistance Program (SAP), the academic support period (ASP), the building layout for grade levels, targeted tutoring and our intervention teachers and learning support teachers are still able to meet at grade level meetings.
- Activity periods are still held monthly and exploratory is now incorporated at the time of PSSA testing to allow for student interest and brain breaks away from everyday curricular demands.
- Team meetings continue daily, however, the principals have joined the counselors every Wednesday at the meetings to update teachers on need-to-know information about students and teachers share concerns and also positives for students and the behaviors they are seeing daily. Faculty meetings are also held once a month in addition to these meetings.
- In our last re-designation, TMS was looking at mirrored schedules for as many curricular areas as possible and this continues to occur. One change that happened in the 2016-2017 school year is that the 8th grade Social Studies teachers were given the opportunity to co-teach each class they had.
- Another change to our schedule was Language Arts at the 6th grade level. Administration was able to work a 84 minute block into the 6th grade schedule so students had reading and language arts back-to-back. These blocks were also given a mirrored schedule among 3 teachers at any given time to allow for flexible grouping and movement into co-taught classes or movement between teachers.
- With the loss of a YMCA Grant, we were still able to finance five months of targeted tutoring twice a week through Title I funds and Curriculum. This time focused on helping students with work they

needed to complete and gave them extra help supporting skills and standards in language arts and math.