

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: TEQUESTA TRACE MIDDLE SCHOOL

District Name: Broward

Principal: Mr. Paul Micensky

SAC Chair: Mrs. Millie Seggio

Superintendent: Mr. James Notter

Date of School Board Approval: 12/1/2009

Last Modified on: 08-31-2009

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VISION and MISSION STATEMENTS

Vision Statement:

Preparing for Tomorrow's Challenges

Mission Statement:

Tequesta Trace Middle School provides an educational experience for all students to be contributing members of our ever-changing society and to become lifelong learners, to provide opportunities that nurture self-worth and develop competence and to foster a secure, creative environment that sets high expectations and meets the diverse needs of all students.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

- Tequesta Trace Middle School opened in 1990 and is a neighborhood school located in Weston, Florida, a suburb west of Fort Lauderdale.
- The facility is a one story building divided into quads, or sections of classrooms with 15 portables/modules. A new 10 classroom building opened in the fall of 2007.
- The school serves approximately 1650 students in grade 6th through 8th.
- TTMS is 50% minority with approximately 25% qualifying for Free/Reduced Lunch.
- TTMS is a School of Choice for students who attend non-performing schools in Broward County.
- The Community School for the Weston area is also housed at Tequesta Trace Middle School.

Unique School Strengths for Next Year

- TTMS is an "A" school in the Florida Recognition Program and has been every year since the program's inception.
- Tequesta Trace has a very low mobility rate with 96% of our teachers are returning for the 09 -10 school year which has been the trend for the past 3 years for our dedicated, innovative teachers.
- 39% of teachers have more than 15 years of teaching experience and 39% have Advanced Degrees. 9% of the teachers are National Board Certified.
- Our community is extensively involved in all aspects of our school. 96% of the students and parents attend our Pre-School Open House each year to meet teachers, gain exposure to the high expectations, and tour the campus.
- Tequesta will be continuing its innovative "Helping Hands Mentoring Program" to assist with increasing student achievement through volunteer mentors on campus.
- Ongoing staff development is infused in our teachers' days. Teachers share "best practices" at least once a month (TRU) and are exposed to new technology and techniques once a month (Short Topic Fridays).

Unique School Weaknesses for Next Year

- Tequesta has experienced an 11% budget reduction from last school year significantly impacting the basic structure of the school.
- Due to budget cuts, TTMS has been forced to surplus a first year teacher, a Guidance Counselor, and decrease elective course offerings.
- TTMS strives to make AYP with its ELL and SWD populations.

Student Demographics

White: 41.3%
Black: 6.86%
Hispanic: 44.7%
Multi: 2.97%
Asian: 4.06%

ELL Students TOTAL: 9.83%
LY/Enrolled in Special Classes: 9.6%
LF/2 Year Follow-up Exited Program: 4.7%
LZ/2 Year Follow-up Completed: 13%

ESE Students:
Exceptionalities (not including Gifted): 9%
Gifted: 15%

Student Attendance Rates

Student Attendance Rate: Yearly Average - 93.7%
Monthly Average:
August 08 - 97.8% September 08 - 96.7% October 08 - 96.5% November - 93.2% December 08 - 95.1% January 09 - 94%
February 09 - 94.8% March - 94.3% April 09 - 89.5% May 09 - 94.32% June 09 - 93.8%

Student Mobility

9.2% of students enter and exit TTMS.

Student Suspension Rates

Total Suspension Rate: 7.5%

Internal Suspension: 6.2%
AES (Alternative to External Suspension): .3%
External Suspension: 2%
Bus Suspension: 1.5%
Bus Expulsion: .1%

Student Retention Rates

2008 - 2009 retention rate 3 students out of 1657. .1%

Class Size

- TTMS meets the 20.86:1 teacher student ratio.
- ELL students classified as A1 and A2 are placed in Developmental Language Arts classes as well as mainstreamed.
- ESE students are scheduled according to their IEP: rotating between VE classes, partially mainstreamed or completely mainstreamed.

Academic Performance of Feeder Pattern

Our feeder schools (Country Isles, Eagle Point, and Indian Trace Elementary Schools) have been graded as "A" schools based on the Florida A+ grading system for the past 6 years. Also, each of the elementary feeder schools has made AYP (Adequate Yearly Progress) since the 2002 – 2003 inception of the AYP mandate.

Partnerships and Grants

Partnerships and Grants
TTMS PARTNERS IN EDUCATION
2009-2010

YMCA of Broward County – They serve as active members of our SAC committee and PTA. They provide coaches for our athletic program, host many recreational activities involving our students at their facilities, encouraging exercise and healthy living. Provide guest speakers for our career day and participate in our school Zone Showcase. This partnership addresses the School to Career and Reading areas of our SIP plan.

Mobil 1 Lube Express – They serve as active members of our SAC committee. They also provide us with monies donations used to purchase books and reading supplies for our media center. This partnership addresses the School to Career and Reading areas of our SIP plan.

Kaboom's Amusement Center – Host of a school family night, provide cash incentives donated for our media center. They provide gift certificates that are use for academic incentives.

Macy's – They provide gift certificates used for our back to school summer session with our faculty and staff.

Costco – They provide the food and refreshment for our annual volunteer breakfast. Also host our end of the year volunteer luncheon. Provides special membership bonuses for our faculty and staff.

Barnes & Nobles- They provide a special discount card for all staff members. Host an annual young author's night, also provide cash donations to be used for our media center. They also have been active participants of our Career Day. This partnership addresses both Reading and School to Career areas of the SIP Plan.

Vocelli Pizza – They provide lunch for our guest speakers for career day, also serve as active participants with demonstrations for our students. Provide gift certificates for our staff back to school day. This partnership addresses the School to Career

area of the SIP Plan.

Lucille's – This partnership has been an active participant of our Career Day and PTA. They also provide gift certificates for various student and staff activities at the school. The partnership meets the School to Career area of the SIP Plan.

Kilwin's – They provide check donation used for our media center. They have hosted a family night for our students and staff. This Partnership meets the School to Career area of the SIP Plan.

Florida Marlins – They host the " Weather Day", field trip for our science classes, also provide tickets used as incentives for both our students and staff. Provide a luncheon for one of our science classes. Active participants in our annual Career Day. This partnership addresses the Science and School to Career area of our SIP Plan.

GRANTS

Language Arts teacher, Margaret Giraldo has received a scholarship to study in Spain, 2009 from the Embassy of Spain, course titled "New Technologies in Foreign Language Teaching" in July, 2009, Comillas, Spain.

Reading teacher, Sandra Roberts, received a TDIF Grant for ongoing educational classes at Florida Atlantic University.

Science teacher, Carolyn Santangelo received a TDIF Grant to present the national level at the NSTA Conference in New Orleans – presenting "Project Based Learning – Where Science and Creativity Collide."

PTA Grants are awarded to various teachers for a variety of projects, classroom materials, and incentives for our students.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Paul Micensky	BA 1980 University of Michigan- Dearborn M.Ed 1985 Florida Atlantic University Certifications: Math 6 - 12 General Science 5 - 9 Social Science 6 -12 Middle Grades Endorsement School Principal All Levels	5	16	2008 – 2009 School Grade A Reading Mastery: 81% Math Mastery: 81% Science Mastery: 66% Writing Mastery: 94% AYP: ELL and SWD did not make AYP in Reading; SWD did not make AYP in Math 2007 – 2008 School Grade A Reading Mastery: 83% Math Mastery: 83% Science Mastery: 59% Writing Mastery: 98% AYP: Black and ELL did not make AYP in Reading; Black and SWD did not make AYP in Math 2006 - 07: School Grade A Reading Mastery: 82% Math Mastery: 85% Science Mastery: 62% Writing Mastery: 96% Made AYP
Assis Principal	Carol Nissen	B.S. Education M.S. Education Certifications: Educational Leadership, Elementary Education, General Science (6-12), Physical Education (6-12), Middle Grades Endorsement, ESOL Cat 4 Endorsement	3	6	2008 – 2009 School Grade A Reading Mastery: 81% Math Mastery: 81% Science Mastery: 66% Writing Mastery: 94% AYP: ELL and SWD did not make AYP in Reading; SWD did not make AYP in Math 2007 – 2008 School Grade A Reading Mastery: 83% Math Mastery: 83% Science Mastery: 59% Writing Mastery: 98% AYP: Black and ELL did not make AYP in Reading; Black and SWD did not make AYP in Math 2006 - 07: School Grade A Reading Mastery: 82% Math Mastery: 85% Science Mastery: 62% Writing Mastery: 96% Made AYP
		Taylor University, Upland, Indiana			2008 – 2009 School Grade A Reading Mastery: 81% Math Mastery: 81% Science Mastery: 66% Writing Mastery: 94% AYP: ELL and SWD did not make AYP in Reading; SWD did not make AYP in

Assis Principal	Ed Gomez	B.A. Sociology, 1976 Master of Science, 1996, Nova Southeastern Certifications: Administration, Guidance & Counseling, Sociology	7	7	Math 2007 – 2008 School Grade A Reading Mastery: 83% Math Mastery: 83% Science Mastery: 59% Writing Mastery: 98% AYP: Black and ELL did not make AYP in Reading; Black and SWD did not make AYP in Math 2006 - 07: School Grade A Reading Mastery: 82% Math Mastery: 85% Science Mastery: 62% Writing Mastery: 96% Made AYP
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* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Laurie Manning	Degree: B.S. in Early Childhood Education Certifications: Elementary Education, Early Childhood Education, ESOL Endorsement, Reading	8	1	2008 - 2009 School Grade A Reading Mastery: 81% AYP: ELL and SWD did not make AYP in Reading 2007 – 2008 School Grade A 83% met high standards in reading. AYP not met – 54% black students, 57% ELL students, 56% students with disabilities. 2006 – 2007 School Grade A and AYP met 82% met high standards in reading
Math	Gloria Aguirre	B.S. in Secondary Education (1993) Certifications: Mathematics 6 - 12, ESOL Endorsement	6	1	2008 - 2009 School Grade A Math Mastery: 81% AYP: SWD did not make AYP in Math 2007 – 2008 School Grade A 83% met high standards in math. AYP not met – 50% black students, 55% students with disabilities. 2006 – 2007 School Grade – A and AYP met 85% met high standards in math.

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Regular observations and meetings with administration for new teachers to identify strengths and weaknesses.	Assistant Principals Carol Nissen and Ed Gomez and Principal Paul Micensky	ongoing	
2. Partnering teachers with less than 3 years experience with veteran staff on campus.	NESS Liaison	ongoing	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Elizabeth Angelov	Elementary, Reading Endorsement, ESOL	Reading, 6th grade science	Teacher will take the Elementary Subject Area test in order to be considered HQ.
Madonna Blasucci	Social Sciences 6 - 12, Middle Grades Endorsement	US History	Teacher will take Social Science Subject Area exam.
Julian Colbeth	Social Science 5-9	World History	Teacher will take Social Science Subject Area exam.

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
85	1	22	39	41	39	95	20	11	85

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Linda Huff	Andy Whitmore	2nd year teacher - 1st year teaching gifted curriculum with experienced Gifted National Board Certified teacher	Meetings within department, TRU trainings, shadowing, observations, and modeling by experienced teacher. Follow-up visits with Administration.
Laurie Manning	Jamie Foy	3rd year teacher paired with Reading Coach for additional curriculum support	Meetings within department, TRU trainings, shadowing, observations, and modeling by experienced teacher. Follow-up visits with Administration.
Maria Oritz	Andrew Slamowitz	Relatively new teacher striving to master curriculum with experienced math teacher for support	Meetings within department, TRU trainings, shadowing, observations, and modeling by experienced teacher. Follow-up visits with Administration.
Uzma Chohan-Weber	Theresa Thiers	2nd year working w/ ESE population with and experienced ESE teacher for additional support in curriculum and techniques	Meetings within department, TRU trainings, shadowing, observations, and modeling by experienced teacher. Follow-up visits with Administration.
Debbie O'Bryan	Genna Soven	2nd year teacher for assistance in content area with experienced math teacher for additional support	Meetings within department, TRU trainings, shadowing, observations, and modeling by experienced teacher. Follow-up visits with Administration.
Cheryl Sellars	Beatrice Norton	Teacher new to TTMS paired with Department Head for additional support and guidance in procedures at TTMS	Meetings within department, TRU trainings, shadowing, observations, and modeling by experienced teacher. Follow-up visits with Administration.
Cheryl Sellars	Adie Prezant	Teacher new to TTMS paired with Department Head for additional support and guidance in procedures at TTMS	Meetings within department, TRU trainings, shadowing, observations, and modeling by experienced teacher. Follow-up visits with Administration.
Cheryl Sellars	Gina Podolan	Teacher new to TTMS paired with Department Head for additional support and guidance in procedures at TTMS	Meetings within department, TRU trainings, shadowing, observations, and modeling by experienced teacher. Follow-up visits with Administration.
		1st year teacher paired with	NESS Coach - meetings within department, TRU

Gloria Aguirre

D'Andrea Brown

Math Curriculum Facilitator for support and guidance

trainings, shadowing, mentoring, modeling. Follow up visits by Administration.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

SAI funds are used for additional instructional support during the school and to reduce class size.

Violence Prevention Programs

Violence and anti-drug program to students through the Broward Sheriff's Office, Peer Counseling (from Cypress Bay High School), and various agencies that include drug awareness presentations, cyberbullying/internet awareness presentations, gang resistance presentation and lessons and field trips, community service, and counseling.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Career education is infused with the social studies classes as mandated by the District. Career Explorations is taught to all 7th grade students. Technology classes are offered as part of the elective wheel for 7th and 8th grade students.

Job Training

N/A

Other

N/A

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

The team consists of the ESE Specialist, Family Counselor, School Psychologist, Speech and Language Pathologist, Social Worker, and the Guidance Counselors utilizing the Collaborative Problem Solving Model that has been instituted in the district for over 10 years.

Describe how the school-based RTI Leadership Team functions (e.g. meeting processes and roles/functions).

The team meets twice per month for about two hours. The intervention support team supports teachers in assisting hard-to-teach students make more progress within the regular classroom educational setting. The goal of the process is to have students make progress in response to well-designed interventions. An intervention is an action initiated by an adult to increase or decrease a targeted student behavior.

Describe the role of the school-based Rtl Leadership Team in the development and implementation of the school improvement plan

The first response to student difficulties (academic or behavioral) is interventions. The Collaborative Problem Solving team calls upon the teacher to collect different information about the student. The teacher makes a hypothesis about what is causing the target behavior. The Rtl Leadership Team selects interventions from the hypothesis to increase or decrease the target behavior. Teachers begin to use the interventions and monitor students for a six week period. Teacher then consults with team and report the effectiveness of the interventions. If teacher asks for more assistance, a case manager from the Rtl team is selected to work with the teacher with further interventions. If the interventions do not work, case manager brings all data to team and a referral is made to the team. Additionally, the Rtl Leadership Team met with the School Advisory Council and Principal to assist in the development of the SIP.

RTI Implementation

Describe the data management system used to summarize tiered data.

- Tier 1 is used for school-wide and/or class-wide strategies. Identification of a performance gap is the 1st step. 2. Review of student data. 3. Development of a hypothesis. 4. Implementation of strategies. 5. Monitoring of progress.
 - Tier 2 targets a small group of at-risk students. The first step is the involvement of the Collaborative Problem Solving Team members in support of the teacher. 2. Review of the Tier 1 outcome data. 3. Validation or re-definition of the problem. 4. Identification of evidence-based interventions. 5. Implementation and monitoring of interventions with CPST support. 6. Communication with parents on progress and intervention planned.
- Tier 3 uses highly individualized strategies and may also include special education. The steps are: 1. Involvement of core members of the CPST. 2. Review fo the Tier 2 outcome data. 3. Validation or re-definition of the problem. 4. Indentification of new intervention. 5. Frequent monitoring of interventions. 6. Ongoing support to teacher by CPST members.

Describe the plan to train staff on RTI.

Training will take place during professional development days, TRU trainings, and Short Topic Fridays. The use of CWT information and data will be used as focus for teacher needs.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Reading Data 2009 % Meeting Criteria
ALL GROUPS
Comparisons Main Idea Ref/Research Words/Phrases
GR 6 82% 75% 83% 75%
GR 7 73% 76% 83% 71%
GR 8 67% 75% 75% 75%
ESE
Comparisons Main Idea Ref/Research Words/Phrases
GR 6 57% 76% 65% 65%
GR 7 64% 49% 54% 59%
GR 8 53% 68% 35% 56%
ESOL
Comparisons Main Idea Ref/Research Words/Phrases
GR 6 41% 59% 59% 41%
GR 7 54% 29% 46% 42%
GR 8 38% 48% 33% 35%
Math Data 2009 % Meeting Criteria
ALL GROUPS
Algebraic Tkg Data Analysis Geometry Measurement Number Sense

GR 6
68% 90% 91% 72% 68%
GR 7
77% 93% 69% 79% 80%
GR 8
75% 71% 58% 69% 91%
ESE

Algebraic Tkg Data Analysis Geometry Measurement Number Sense

GR 6
24% 54% 68% 30% 30%
GR 7
33% 51% 23% 46% 36%
GR 8
41% 35% 38% 38% 65%

ESOL

Algebraic Tkg Data Analysis Geometry Measurement Number Sense

GR 6
41% 61% 70% 34% 34%
GR 7
38% 58% 21% 54% 50%
GR 8
25% 13% 15% 23% 33%

Writing Data 2009

94% of 8th graders scored 3.5 or higher and 87% scored 4.0 or higher. Expository: 95% scored 3.5 or higher and 87% scored 4.0 or higher. Persuasive: 93% scored 3.5 or higher and 88% scored 4.0 or higher.

Science Data 2009

66% of 8th graders scored level 3 or higher.

Mean points earned by content area

Physical/Chemical Sciences 9 out of 13

Earth/Space Science 7 out of 11

Life/Environmental Science 9 out of 13

Scientific Thinking 10 out of 14

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

IFC's were created by teachers and instructional coaches in August 2009 based on disaggregated data results from 2009 FCAT, updated in December based on disaggregated results from the District Benchmark Assessments, and updated periodically based on the data results based on the mini-assessments. Benchmark instruction will be addressed based on the student achievement and teacher observation with informal assessment. Teachers will participate in periodic Data Chats with Administration to review implementation of IFC and assessment results. Instructional Coaches will model lessons for any teacher who is struggling to meet the standards listed in the IFC.

The area with the lowest percentage of student achievement will be retaught and monitored to improve student mastery of the SSS and performance on the FCAT. Areas with high percentages of student achievement will be monitored, maintained and enriched in accordance with the IF calendar.

Reading: Students will receive daily instruction in one or more of the following the reading processes: main idea, vocabulary, compare and contrast, sequencing, inference, cause and effect, reference and research, and word study

Language Arts: Anchor papers will be utilized monthly in all Language Arts classes to teach the FCAT Rubric and facilitate the writing process.

Mathematics: FCAT data is analyzed by all math teachers to determine which areas of the FCAT Sunshine State Standard shows strengths or areas of weakness. This will determine the order in which the calendar will be created and implemented.

Science: FCAT Data is examined for the overall school population and the AYP subgroups. As a result of this analysis areas of weaknesses are identified. These areas are then incorporated into the Instructional Focus Calendar.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

READING

GR 6 Comparison/Contrast – Reference/Research

GR 7 Main Idea – Reference/Research

GR 8 Comparison/Contrast – Reference/Research

MATH

GR 6 Algebraic Thinking – Number Sense – Measurement

GR 7 Algebraic Thinking – Geometry – Measurement

GR 8 Geometry – Measurement – Data Analysis – Algebraic Thinking

SCIENCE (In order of need of concentration)

Earth/Space Sciences – Physical/Chemical Sciences – Life/Environmental Sciences – Scientific Thinking

WRITING

Comparison/Contrast – Vocabulary – Persuasive Writing Instruction

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Once FCAT scores were released, the administration determined student learning gains by teacher and adjusted the master schedule to ensure student teacher placement based on past learning gains, AYP, and experience.

The student and the teacher will have data chat/ conference to discuss the results of the assessment, and set up goals in order to improve the areas of weakness for each individual. A plan of action will be implemented with the cooperation of students, teacher and parents.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

A daily focus of the school is for teachers and students to have discussions on the importance of the learning to ensure that instruction is always relevant. Teachers are also provided reading materials and warm ups that are based on current events and relative to the lesson of the day. Additionally, students are scheduled on teams in order to facilitate cross curricular units of study.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

- Career Explorations is taught to all 7th grade students.
- ePEP is taught through the 3 years a student is at TTMS.
- As a middle school, the selection of some of elective courses for students is based on the students' individual FCAT scores, GPA, and teacher recommendation. The courses outside the curriculum are Art, Drama, Spanish, Physical Education, Peer Counseling, Technology, Chorus, Band, Media/Broadcasting, Yearbook/Journalism, and Computers.
- Students are introduced to a variety of elective choices through an elective Fair.
- Students apply for their chosen Elective Courses through personal interest, essay writing, teacher recommendation, interviews, and availability.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Data is shared to make instructional and departmental decisions.
Lesson plans are developed by grade level teachers in order to incorporate the areas listed in the IFC.
Grade level teachers meet monthly with their department head to review, update and critique lesson plans.

How are instructional focus lessons developed and delivered?

Developed using the State of Florida Standards and Broward County Scope and Sequence in the subject areas. Test Specifications are also utilized to drive instruction.

How will instructional focus lessons be revised and monitored?

Based on the results of continuous assessments, teachers collect data on students so necessary adjustments can be made to lesson plans and delivery of instruction to gain measurable improvements. Instructional leaders visit classrooms regularly and conduct data chats with teachers, teams, and departments.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Teacher observation, chapter tests, portfolio, discussion, journals, homework, class participation
Teacher created mini-assessment benchmarks will have a minimum of four questions. Assessments will be delivered at least once a month based on the IFC and the area of weaknesses.
Reading: Assessments include, but not limited to, FCAT Data, BAT Results, Mini-Benchmark Cluster Assessments, DAR,

Differentiated Instruction computerized program Reports (Compass Learning).

Mathematics: Mini Benchmark, weekly quizzes, chapters and unit tests, and quarterly assessments on basic skills. GEM students will be taking a mid-term and a Final in 6th, 7th and 8th grade.

Science: Science teachers utilize the County's mini-Benchmark assessments to monitor student learning.

Social Studies: Students take part in an end-of-year District Test

How are assessments used to identify students reaching mastery and those not reaching mastery?

After the Instructional Focus Benchmarks have been taught, a grade-level mini-assessment to identify mastery and non-mastery students is administered by all teachers, according to the assessment dates on the calendar. A record of the results is recorded and tracked in Virtual Counselor.

Based on the areas of need, the IFC will be modified.

Small group instruction and individual paced lessons for reteaching specific skills not mastered, and enrichment activities.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Maintenance is periodically built into the IFC instructional strategies include: small group instruction and individual paced lessons for reteaching specific skills not mastered, and enrichment activities.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

CIM process provides teachers with a systematic method for aligning planning, delivering instruction, and assessing progress so that all students achieve to their highest potential.

Every team will meet regularly to discuss/review students' progress by analyzing the students' performance in each Subject Area and specific SSS standards.

Meeting agendas will be provided to administration as record of meeting.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

Provide opportunities for professional development through TRU and Short Topic Fridays.

Modeling strategies in the classroom.

Classroom Walkthroughs to monitor instructional practices and to provide constructive/reflective feedback.

Monthly subject area department meetings.

Monthly leadership meetings that will incorporate data discussions.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Reading: Compass Learning/Odyssey, CRISS reading strategies, Decoding, Developing Vocabulary, Reading Fluency (both Fiction and Non-fiction), Building Prior Knowledge, Increasing Comprehension, Critical Thinking, and becoming life-long readers.

Mathematics: Pull – out will take place during class time.

Students will be encouraged to participate in Academic Tutoring offered by the Community School housed at TTMS and in Saturday Academic Camps.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Brain Pop, Compass/Odyssey, BEEP lessons

Differentiated Instruction is utilized for Tutorial / Enrichment classroom time.

The re-teaching of non-mastered target areas involves using a different approach.

How does the school identify staff's professional development needs to improve their instructional strategies?

Survey, needs assessment, student areas of weaknesses
 Teachers are provided with professional development through our TRU and Short Topic Fridays Learning Communities.

Which students will be targeted for supplemental and intensive instruction/interventions?

SSS level 1 and 2 students, the lowest 25% students in school for each grade level, non-mastery benchmark students, and the bubble students in each grade level. Students will be encouraged to participate in Academic Tutoring offered by the Community School housed at TTMS and in Saturday Academic Camps.

How will the effectiveness of the interventions be measured throughout the year?

CWT, data chats, leadership discussions, mentoring program
 DATA - Pre-Mid-Post Assessments, Mini-Benchmark Assessments, BAT Results, Computerized Program Progress Reports, and Quarterly Grades in Pinnacle.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Differentiated Instruction is utilized for Enrichment / Tutorial classroom time in addition to small group instruction. Electives, GLIDES, Inspiration, Gifted Program, Reading Across Broward, Cooperative group learning, Peer/student teaching, Socratic Seminars

Related activities that extend the learning of the concept are provided during enrichment. Cooperative learning groups are used as well as the integration of technology.

Describe how students are identified for enrichment strategies.

Students who have mastered the standard/benchmark assessed are offered enrichment activities.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
TRU (Teachers R Us) Data Analysis, RTI, Differentiated Accountability/Instruction SIP/Comprehensive Planning Tool BEEP Classroom Management Best Practices, Needs Assessment with a focus on CWT data to determine needs.	Linda Huff	2x's per month	7:50 - 8:30 a.m.	BEST PRACTICES Participants will complete follow-up assignment(s) associated with the specific topic. CWT will be used to monitor the infusion of new strategies. Data Analysis of CWT will determine the effectiveness of the PLC.
SHORT TOPIC FRIDAYS TECHNOLOGY GLIDES	Kathy Dillmeier	2x's month	7:50 - 8:30 a.m.	Technology in the Classroom CWT
LITERACY LEADERSHIP Strategies for ESE and ELL Reading Strategies for all	Laurie Manning	Monthly	7:50 - 8:30 a.m.	Literacy in the Classroom, CWT
Curriculum aligned study and data analysis of assessment and interventions.	Leadership Team Members directed by Paul Micensky	2 - 3x's per month	7:50 - 8:30 a.m.	CWT to determine effectiveness of interventions. Data Chats with Departments to determine the achievement of the benchmarks.

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
No Attached Notification of (School in Need of Improvement) SINI Status
- Public School Choice with Transportation (CWT) Notification
No Attached Public School Choice with Transportation (CWT) Notification
- Notification of (School in Need of Improvement) SINI Status
No Attached Supplemental Educational Services (SES) Notification

Pre-School Transition

N/A

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data: Did the total percent proficient increase or decrease? What is the percent change? What clusters/strands, by grade level, showed decrease in proficiency? Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets? Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains? Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 81% of all students and 86% of white students achieved mastery on the 2009 administration of the FCAT Reading Test.		In grades 6-8 , 85% of all students and 89% of white students will achieve mastery for reading on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Scheduling Levels of Reading Classes: Reading for all 6th grade students scheduled according to SSS level. Intensive classes for SSS Levels 1 , 2 for 7th and 8th grade students. Wilson Reading or REWARDS classes for those students deficient in phonemic awareness and phonics.	Administration - Paul Micensky Master Scheduling; utilizing the District's K-12 Reading Placement Chart and the Florida's Differentiated Accountability Model	Quarterly growth, increased achievement on Assessments, and student data chats	Report Cards, BEEP and teacher made assessments, Student Data Records in Agenda Books, and FCAT 2010 scores
2	Develop an Instructional Focus Calendar for Reading and Language Arts Classes based on the areas of weakness in reading.	Reading Coach - Laurie Manning, Language Arts Chair - Cheryl Sellars	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Report Cards, BEEP and teacher made assessments, Student Data Records in Agenda Books, and FCAT 2010 scores
3	Include, CRISS Strategies, KWL, Concept Mapping, Q3R strategies and higher order questions in lesson plans.	Reading Coach - Laurie Manning and Teachers	Lesson plans will be reviewed during classroom walkthroughs to ensure that strategies are in place and utilized.	Report Cards, BEEP and teacher made assessments, Student Data Records in Agenda Books, and FCAT 2010 scores and Classroom walkthrough log and focused walkthroughs to determine use of effective reading strategies.
4	Students will complete a Pupil Monitoring Progress folder.	Students/Teachers	Monthly Data Chats w/ students to determine their goals and achievements	Report Cards, BEEP and teacher made assessments, Student Data Records in Agenda Books, and FCAT 2010 scores

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 69% of the lowest 25% made learning gains and 70% of all students made learning gains.		Increase the percent of the lowest 25% making learning gains to 75% and all students making learning gains to 78% on the 2010 FCAT Reading		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Instructional Focus	Reading Coach -	Lesson plan review to	CWT, review of lesson

	Calendar created based on reading deficiencies and aligned with the District Core Reading IFC.	Laurie Manning	ensure compliance and alignment.	plans, informal conversations with students and teachers Report Cards, BEEP and teacher made assessments, Student Data Records in Agenda Books, and FCAT 2010 scores
2	All students will receive instructions in the Reading Process: Main Idea, Vocabulary, Compare and Contrast, Sequencing, Inference, Cause and Effect, Research and Reference, and Word Study	Reading Coach - Laurie Manning	CWT, Lesson plan review to ensure compliance and alignment.	CWT, review of lesson plans, informal conversations with students and teachers Report Cards, BEEP and teacher made assessments, Student Data Records in Agenda Books, and FCAT 2010 scores
3	All students will receive reading strategies in content area courses to include CRISS strategies, KWL, concept mapping, and Q3R strategies.	Content Area Department Heads - Gold, Osorio, Sellars, Barrios, Sikorski, Aguirre, Manning Reading Coach - Laurie Manning	CWT, Lesson plan review to ensure compliance and alignment.	CWT, review of lesson plans, informal conversations with students and teachers Report Cards, BEEP and teacher made assessments, Student Data Records in Agenda Books, and FCAT 2010 scores

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 47% of Students With Disabilities (SWD) scored at or above Level 3.		Increase the percent of SWD scoring at or above a Level 3 to at least 65% on the 2010 FCAT Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Determine core instructional needs by reviewing FCAT Benchmark/Strands and assessment data for all SWDs. Plan differentiated instruction using evidence-based instruction/interventions within 90-minute reading block – READXL/REWARDS/WILSON.	Reading Coach - Laurie Manning, ESE Support Personnel - Savitz and Felder	Student progress is assessed using assessments Ongoing Progress Monitoring (OPM). (Mini-Benchmarks, BEEP Assessments, FL Oral Fluency Probe.) Student artifacts, Observations, Behavior/Academic checklists and Portfolios. Percent of students making adequate progress toward benchmark is calculated.	DATA CHATS with Administration and ESE teachers/specialist to review assessment and OPM data will be used to determine progress from Benchmark to skill to skill.
2	Based on Assessment, plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice.	Reading Coach - Laurie Manning, ESE Support Personnel - Savitz and Felder	Student progress is assessed using assessment data, including but not limited to mini-assessments and OPM. Observations, Behavior/Academic checklists and Portfolios. Percent of students making adequate progress toward benchmark is calculated.	DATA CHATS with Administration and ESE teachers/specialist to review assessment and OPM data to determine progress from Benchmark to Benchmark.
3	Based on Assessment, plan and implement targeted interventions/instruction for students not responding to core plus supplemental instruction. Assign mentor to students to continue to monitor progress and assist with targeted interventions.	RtI Team/ESE Specialist - Anna Rivera and Support Personnel - Savitz and Felder	Student progress is assessed using assessment data, including but not limited to mini-assessments and OPM. Observations, Behavior/Academic checklists and Portfolios. Percent of	DATA CHATS with Administration and ESE teachers/specialist to review assessment and OPM data to determine progress from Benchmark to Benchmark.

			students making adequate progress toward benchmark is calculated.	
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 61% of English Language Learners (ELL) scored at or above Level 3.		Increase the percent of ELL scoring at or above a Level 3 to 71% on the 2010 FCAT Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students identified as A1/A2 will receive daily reading and language instruction through Dev. RDG/LA 90 block class and be placed in mainstream LA class according to the ESOL placement requirements.	Administration - Micensky Master Schedule.	Quarterly growth, increased achievement on Assessments, and student data chats – Adjustments in schedules based on achievement and IPT/re-evaluations for ELL status	Report Cards, Assessments, Pupil Monitoring Plan and FCAT 2010 scores
2	Students will participate in fluency building activities.	Teacher/Reading Coach - Laurie Manning	Lesson Plan Review/CWT/Classroom assessments	Report Cards, Assessments, Pupil Monitoring Plan and FCAT 2010 scores
3	Based on assessment data, students' instruction will be modified to focus on areas of weaknesses.	Teacher/Reading Coach - Laurie Manning	Lesson Plan Review/CWT/Classroom assessments	Report Cards, Assessments, Pupil Monitoring Plan and FCAT 2010 scores
4	Instruction of linguistic and academic skills by a highly qualified teacher using ESOL strategies.	Administration - Micensky, ESOL Liaison - Kathy Salerno	Lesson Plan Review/CWT/Classroom assessments	Report cards, test scores, classroom performance, Comprehensive English Language Learning Assessment (CELLA) test scores and any other document that reflects student achievement.
5	Monitoring and mentoring of the LF students who are former ELL students to ensure their progress.	ESOL Liaison - Salerno, Guidance - Chantal Morhaim	achievement on Assessments, and student data chats – Adjustments in schedules based on achievement and IPT/re-evaluations for ELL status	Report cards, test scores, classroom performance, Comprehensive English Language Learning Assessment (CELLA) test scores and any other document that reflects student achievement.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 68% of black and 68% of economically disadvantaged students achieved mastery on the 2009 administration of the FCAT Reading Test.		By June 2010, 75% of black and 75% of economically disadvantaged students will score level 3 or above on 2010 FCAT Reading Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Scheduling Levels of Reading Classes: Reading for all 6th grade students scheduled according to SSS level. Intensive classes for SSS Levels 1, 2 for 7th and 8th grade students. Wilson Reading or REWARDS classes for those students deficient in phonemic awareness and phonics.	Administration Master Scheduling - Paul Micensky; utilizing the District's K-12 Reading Placement Chart and the Florida's Differentiated Accountability Model	Quarterly growth, increased achievement on Assessments, and student data chats	Report Cards, Assessments, Student Data Records in Agenda Books, and FCAT 2010 scores
2	All students will receive instructions in the Reading Process: Main Idea, Vocabulary, Compare and	Reading Coach - Laurie Manning, Teacher,	CWT and Lesson Plan review to ensure compliance and effectiveness of strategies.	Student artifacts, mini-assessments based on benchmarks taught. Monitoring of ayp subgroup.

	Contrast, Sequencing, Inference, Cause and Effect, Research and Reference, and Word Study			
3	Include, CRISS Strategies, KWL, Concept Mapping, Q3R strategies and higher order questions in lesson plans.	Reading Coach, Laurie Manning, and Teachers	Lesson plans will be reviewed during classroom walkthroughs.	Classroom walkthrough log and focused walkthroughs to determine use of effective reading strategies.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 78% of Hispanic students achieved mastery on the 2009 administration of the FCAT Reading Test.		By June 2010, 81% of Hispanic students will score level 3 or above on 2010 FCAT Reading Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Scheduling Levels of Reading Classes: Reading for all 6th grade students scheduled according to SSS level. Intensive classes for SSS Levels 1, 2 for 7th and 8th grade students. Wilson Reading or REWARDS classes for those students deficient in phonemic awareness and phonics.	Administration Master Scheduling - Paul Micensky; utilizing the District's K-12 Reading Placement Chart and the Florida's Differentiated Accountability Model	Quarterly growth, increased achievement on Assessments, and student data chats	Report Cards, Assessments, Student Data Records in Agenda Books, and FCAT 2010 scores
2	Develop an Instructional Focus Calendar for Reading and Language Arts Classes based on the areas of weakness in reading.	Reading Coach - Laurie Manning, Language Arts Chair - Cheryl Sellars	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Report Cards, BEEP and Teacher-made Assessments, Student Data Records in Agenda Books, and FCAT 2010 scores
3	All students will receive instructions in the Reading Process: Main Idea, Vocabulary, Compare and Contrast, Sequencing, Inference, Cause and Effect, Research and Reference, and Word Study	Reading Coach - Laurie Manning	CWT, Lesson plan review to ensure compliance and alignment.	CWT, review of lesson plans, informal conversations with students and teachers Report Cards, Assessments, Student Data Records in Agenda Books, and FCAT 2010 scores

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grades 6-8, 81% of all students and 86% of white students achieved mastery on the 2009 administration of the FCAT Reading Test.	Item Specifications - Clarification of benchmarks, content focus, and how to identify distractors in questions.	Reading Coach - Laurie Manning	August 2009	As evident through teaching strategies, classroom organization, and record keeping - Lesson Plan Review, CWT	Reading Coach - Laurie Manning, Administration
	Reading Strategies - Differentiated Instruction (curriculum, delivery and assessment)	Reading Coach	Ongoing		Reading Coach, Principal
Based on the 2009 FCAT Reading data, 69% of the lowest 25% made learning gains and 70% of all students made learning gains.	Identification of lower 25% tile students and disaggregation of achievement data. Completion of Data Analysis for student achievement.	Administration - Carol Nissen	August 09	Completion of data charts for individual classes. Completion of Data Chat information for students.	Administrator - Carol Nissen
Based on the 2009 FCAT Reading data, 47% of Students With Disabilities (SWD) scored at or above Level 3.	Infusing ESE strategies in the classroom and how to diffuse students according to their exceptionality.	Reading Coach - Laurie Manning, ESE Support Staff - Anna Rivera	August 2009 - ongoing	CWT, Lesson plan review - Behavior Monitoring Sheets, Conversations w/ ESE support staff.	ReadingCoach, Administration, ESE Specialist

Based on the 2009 FCAT Reading data, 61% of English Language Learners (ELL) scored at or above Level 3.	Infusing ESOL strategies in the classroom - Learn how to implement monitoring tools by identifying LF and LY students and know the requirements per the ESOL K-12 Plan.	Reading Coach - Laurie Manning, District ESOL personnel, ESOL Liaison - Kathy Salerno	August 2009 – ongoing	CWT, Lesson Plan Review	Reading Coach, ESOL Liaison
In grades 6-8, 68% of black and 68% of economically disadvantaged students achieved mastery on the 2009 FCAT reading	Identification of lower 25% tile students and disaggregation of achievement data. Completion of Data Analysis for student achievement.	Administration - Carol Nissen	August 09	Completion of data charts for individual classes. Completion of Data Chat information for students.	Administrator - Carol Nissen
In grades 6-8, 78% of Hispanic students achieved mastery on the 2009 FCAT reading	Identification of lower 25% tile students and disaggregation of achievement data. Completion of Data Analysis for student achievement.	Administration - Carol Nissen	August 09	Completion of Data Chat information for students. Completion of data charts for individual classes.	Administrator - Carol Nissen

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

All teachers imbed the reading instruction by integrating it with activities in the classrooms. Textbooks include directed reading and other strategies, such as essential questions and objective setting, and graphic organizers. Activities include sequenced steps and evaluations to check for understanding. Informal techniques such as KWL charts and guided notes address the SWD and ELL students as well. Student research uses a variety of materials and students demonstrate understanding by writing summaries in their own words. CRISS strategies such as VISS, and Maizano's strategies, have been put in practice continuing the professional development.

Every two weeks, the Reading Coach will review an activity from the "Lessons Learned" book to build all the knowledge bases of all teachers. Instructional Focus Calendars will be used in content area courses the will be aligned with the reading instructional focus.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Test Ready	Accountability	\$5,000.00
Compass/Odyssey - reports run/copies	General	\$200.00
		Total: \$5,200.00
Technology		
Description of Resources	Funding Source	Available Amount
Computer Lab	Technology Fund - If Approved	\$5,000.00
		Total: \$5,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Reading Strategies in the Content Area - Materials	In-House/General	\$500.00
Substitutes for TDA's for training - Differentiated Instruction/CRISS	General - Substitute Allocation	\$2,000.00
Compass/Odyssey Training	In-House/General/Professional Development monies	\$1,000.00
		Total: \$3,500.00
Other		
Description of Resources	Funding Source	Available Amount
Department Head Release Time for FCIM	Department Head Release Monies	\$1,000.00
Scholastic Magazines for Reading in Content Area	General	\$800.00
		Total: \$1,800.00
		Final Total: \$15,500.00

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 81% of all students and 86% of white students achieved mastery on the 2009 administration of the FCAT Math Test.		In grades 6-8, 85% of all students and 90% of white students will achieve mastery for reading on the 2010 FCAT Math Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Scheduling Levels of Math Classes: Students are scheduled based on SSS scores for the 2009 FCAT. Levels 1 and 2 are placed in intensive classes, Levels 3 and above are placed based on teacher recommendation and Gifted status.	Math Coach, Administrator in charge of master schedule, Principal, ESE Specialist	Monthly monitoring of master schedule by Principal, CWT	Teacher made tests from District adopted textbooks, Mini-benchmark assessments, BEEP, BAT assessments, ultimately 2010 FCAT assessment
2	Develop an Instructional Focus Calendar for Math classes based on the areas of weakness with MGM model infused.	Math Coach, Teachers	CWT, monitoring of IFC and lesson plans to ensure compliance w/ IFC	Reporting out of lessons/assessments through data chats
3	Math manipulatives, FCAT Explorer, and various FCAT math strategies will be utilized in all classes.	Teachers, Math Coach	CWT, monitoring of IFC and lesson plans to ensure compliance w/ IFC	Lesson Plans to ensure compliance w/ IFC Teacher made tests from District adopted textbooks, Mini-benchmark assessments, BEEP, BAT assessments, ultimately 2010 FCAT assessment

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Math data, 45% of Students With Disabilities (SWD) scored at or above Level 3.		In grade 6 - 8, 60% of SWD students will score at or above a Level 3 on the 2010 FCAT Math.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Data disaggregation using 2009 FCAT, BAT data and BEEP assessments to determine areas of weaknesses for individual students	Math Coach, ESE Support Staff	Monitoring and adapting lessons based on daily student progress	SIP objectives and strategies documented in lesson plans
2	Supplemental instruction/intervention for students in their areas of weaknesses.	Teachers, Math Coach, ESE Support Staff	Monitoring and adapting lessons based on daily student progress	Lesson plans, CWT, Informal conversations with teachers and ESE Support Staff
3	Targeted intervention for students not responding to supplemental/intervention instruction with monitoring through the RtI team.	ESE Support Staff, RtI Team	Monitoring and adapting lessons based on daily student progress	Lesson plans, CWT, Informal conversations with teachers and ESE Support Staff

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Math data, 69% of English Language Learners (ELL) scored at or above Level		74% of ELL students will score at or above a Level 3 on the 2010 FCAT Math.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Schedule ELL students according to SSS Math scores.	Administrator in charge of master schedule.	Monitoring and adapting lessons based on daily student progress	Monitoring of master schedule
2	Infuse ELL strategies in classroom and lesson plans – think/pair/share, pairing non speakers w/ speakers, notetaking strategies	Math Coach, Teachers	Monitoring and adapting lessons based on daily student progress	Lesson Plans, CWT to monitor teaching strategies.
3	Group and individual Differentiated Instruction on the SIP activities.	Math Coach, Teachers	Monitoring and adapting lessons based on daily student progress	Lesson Plans CWT to monitor teaching strategies.
4	Identify and monitor LF students through data disaggregation and mentoring.	Administration	Teachers maintain log of ESOL strategies used in lesson plans.	Lesson Plans CWT to monitor teaching strategies.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Math data, 73% of the lowest 25% made learning gains and 77% of all students made learning gains.		78% of the lowest 25% students and 81% of all students will make learning gains on the 2010 FCAT Math		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Develop an Instructional Focus Calendar for Math classes based on the areas of weakness with MGM model infused.	Math Coach, Teachers	Monitoring and adapting lessons based on daily student progress	Lesson Plans, CWT Benchmark Assessments, BAT, mini assessments from BEEP
2	Students will utilize Compass Odyssey Learning Program, FCAT Explorer, and have the opportunity to participate in FCAT Saturday Camps	Math Coach, Teachers	Monitoring and adapting lessons based on daily student progress	Progress Reports run by teachers
3	Data disaggregation using Math Coach, ESE Monitoring and adapting SIP objectives and 2009 FCAT, BAT data and BEEP assessments to determine areas of weaknesses for individual students	Support Staff	Monitoring Lessons based on daily student progress	CWT's, Strategies documented in lesson plans

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 65% of black students and 70% of economically disadvantaged students achieved mastery on the 2009 administration of the FCAT Math Test.		In grades 6-8 , 70% of black students and 75% of economically disadvantage students will achieve mastery on the 2010 FCAT Math Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Scheduling Levels of Math Classes: Students are scheduled based on SSS scores for the 2009 FCAT. Levels 1 and 2 are placed in intensive classes, Levels 3 and above are placed based on teacher recommendation	Math Coach, Administrator in charge of master schedule, Principal, ESE Specialist	Monthly monitoring of master schedule by Principal, CWT	Mini-benchmark assessments, BEEP, BAT assessments, teacher made assessments to monitor student understanding, ultimately 2010 FCAT assessment

	and Gifted status.			
2	Data disaggregation using Math Coach, ESE/ELL Monitoring and adapting SIP objectives and 2009 FCAT, BAT data and BEEP assessments to determine areas of weaknesses for individual students	Support Staff, Administration through Professional Development	CWT - Monitoring Lessons based on daily student progress	CWT, Strategies documented in lesson plans
3	Students will utilize Compass Odysessy Learning Program, FCAT Explorer, and have the opportunity to participate in FCAT Saturday Camps	Math Coach, Teachers	Monitoring and adapting lessons based on daily student progress	Progress Reports run by teachers

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 78% of Hispanic students achieved mastery on the 2009 administration of the FCAT Math Test.		In grades 6-8 , 82% of Hispanic students will achieve mastery for reading on the 2010 FCAT Math Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Develop an Instructional Focus Calendar for Math classes based on the areas of weakness with MGM model infused.	Math Coach, Teachers	Monitoring and adapting lessons based on daily student progress	Lesson Plans, CWT Benchmark Assessments, BAT, mini assessments from BEEP
2	Data disaggregation using Math Coach, ESE/ELL Monitoring and adapting SIP objectives and 2009 FCAT, BAT data and BEEP assessments to determine areas of weaknesses for individual students	Support Staff - Administration through Professional Development	lessons based on daily student progress strategies documented in lesson plans	CWT lesson plan review
3	Supplemental instruction/intervention for students in their areas of weaknesses	Teachers, Math Coach	Monitoring and adapting lessons based on daily student progress	Lesson plans, CWT, Informal conversations with teachers

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In grades 6-8, 81% of all students and 86% of white students achieved mastery on the 2009 administration of the FCAT Math Test.	MGM math strategies, Textbook strategies,	Math Coach - Gloria Aguirre	August 2009, ongoing	CWT, Department Meetings - Evidence of MG strategies in classroom along with a variety of differentiated instruction.	Administrator over Math
Based on the 2009 FCAT Math data, 45% of Students With Disabilities (SWD) scored at or above Level 3.	Differentiated Instruction with ESE strategies infused	Math Coach - Gloria Aguirre	August 2009, ongoing	CWT, Department Meetings	Administrator over Math
Based on the 2009 FCAT Math data, 69% of English Language Learners (ELL) scored at or above Level 3.	Differentiated Instruction with ELL strategies infused	Math Coach - Gloria Aguirre	August 2009, ongoing	CWT, Department Meetings	Administrator over Math
Based on the 2009 FCAT Math data, 73% of the lowest 25% made learning gains and 77% of all students made learning gains.	Analyzing Data and Sharing Best Practices	Math Coach - Gloria Aguirre	August 2009, ongoing	CWT, Department Meetings	Administrator over Math
In grades 6-8, 65% of black students and 70% of					

economically disadvantaged students achieved mastery on the 2009 administration of the FCAT Math Test.	Analyzing Data and Sharing Best Practices	Math Coach - Gloria Aguirre	August 2009, ongoing	CWT, Department Meetings - Maintenance of Student Data log for AYP students	Administrator over Math
In grades 6-8, 78% of Hispanic students achieved mastery on the 2009 administration of the FCAT Math Test.	MGM math strategies Textbook strategies,	Math Coach - Gloria Aguirre	August 2009, ongoing	CWT, Department Meetings - Evidence of MG strategies in classroom along with a variety of differentiated instruction.	Administrator over Math

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
Computer Lab	Technology fund - If approved	\$5,000.00
BrainPop	Accountability	\$800.00
Total: \$5,800.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitutes for Teacher Training	General Fund	\$3,000.00
Total: \$3,000.00		
Other		
Description of Resources	Funding Source	Available Amount
Department Head Release Time for FCIM	Department Head Release Monies	\$1,000.00
Total: \$1,000.00		
Final Total: \$9,800.00		

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Science data, 69% of students were proficient.		By June 2010, 75% of students will be proficient on FCAT Science Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Based on students' information from FCAT of last 3 years of results and in collaboration with district instructional focus calendar, teach instructional benchmarks correlated with the FCAT and trend deficiencies.	Science Department Chairs, Teachers, Administrator over Science	Monitoring and adapting lessons based on student progress utilizing formative and summative assessments.	District mini-assessments, BEEP, BrainPOP 2010 FCAT Science Assessment, District mini-assessments, BEEP, BrainPOP, Teacher made assessments
2	Defining student's previous knowledge, reading (comprehension and fluency), class discussion and students understanding of a particular benchmark through hands on experience.	Science Department Chairs, Teachers, Administrator over Science	Monitoring and adapting lessons based on student progress utilizing formative and summative assessments. District mini-assessments, BEEP, BrainPOP	2010 FCAT Science Assessment, District mini-assessments, BEEP, BrainPOP, Teacher made assessments

3	Identifying students' strengths and weaknesses and differentiating instruction to address needs. Use of multiple teaching strategies such as: visuals, written materials, oral presentations, hardware and software	Science Department Chairs, Teachers, Administrator over Science	Monitoring and adapting lessons based on student progress utilizing formative and summative assessments. District mini-assessments, BEEP, BrainPOP	2010 FCAT Science Assessment, District mini-assessments, BEEP, BrainPOP, Teacher made assessments
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on 2009 FCAT Science data, 64% of students were proficient in Earth and Space Sciences		By June 2010, 70% of students will be proficient in Earth and Space Sciences.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Labs, oral presentations, examples, quizzes/tests and group debates on science curriculum.	Science Department Chairs, Teachers, Administrator over Science	Monitoring and adapting lessons based on student progress utilizing formative and summative assessments. District mini-assessments, BEEP, BrainPOP	2010 FCAT Science Assessment, District mini-assessments, BEEP, BrainPOP, Teacher made assessments
2	Different forms of presentation, resources used, use of ESOL matrix, study guides and chapter summaries and re-teach	Science Department Chairs, Teachers, Administrator over Science	CWT, Lesson Plans, Monitoring and adapting lessons based on student progress utilizing formative and summative assessments. District mini-assessments, BEEP, BrainPOP	2010 FCAT Science Assessment, District mini-assessments, BEEP, BrainPOP, Teacher made assessments
3	Hands On, Labs, Investigations, video(United Streaming) simulations if no activity can get the point across, projects, Science FairProjects, group projects – students teaching students	Science Department Chairs, Teachers, Administrator over Science	CWT, Lesson Plans, Monitoring and adapting lessons based on student progress utilizing formative and summative assessments. District mini-assessments, BEEP, BrainPOP	2010 FCAT Science Assessment, District mini-assessments, BEEP, BrainPOP, Teacher made assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on 2009 FCAT Science data, 69% of students were proficient in Physical and Chemical and Life and Environmental Sciences		By June 2010, 75% of students will be proficient in Physical and Chemical and Life and Environmental Sciences		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	By creating a time line by quarter for each grade level (6,7,8). Set up grade level meetings to discuss curriculum maps	Science Department Chairs, Teachers, Administrator over Science	Monitoring and adapting lessons based on student progress utilizing formative and summative assessments. District mini-assessments, BEEP, BrainPOP	2010 FCAT Science Assessment, District mini-assessments, BEEP, BrainPOP, Teacher made assessments
2	Different forms of presentation, resources used, use of ESOL matrix, study guides and chapter summaries and re-teach	Science Department Chairs, Teachers, Administrator over Science	Monitoring and adapting lessons based on student progress utilizing formative and summative assessments. District mini-assessments, BEEP, BrainPOP	2010 FCAT Science Assessment, District mini-assessments, BEEP, BrainPOP, Teacher made assessments
3	Identifying students' strengths and weaknesses and differentiating	Science Department Chairs, Teachers, Administrator over	Monitoring and adapting lessons based on student progress utilizing formative	2010 FCAT Science Assessment, District mini-assessments, BEEP,

instruction to address needs. Use of multiple teaching strategies such as: visuals, written materials, oral presentations, hardware and software	Science	and summative assessments. District mini-assessments, BEEP, BrainPOP	BrainPOP, Teacher made assessments
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Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Based on the 2009 FCAT Science data, 69% of students were proficient.	Updated training on adopted textbook. CIM strategies Item Test Specs - utilize the specifications from the FCAT released questions to align curriculum.	Department Chairs - Donna Gold and Reggie Osorio Administration - Carol Nissen	8/09 - ongoing	Lesson Plan review, CWT, Data/Curriculum Chats w/ teachers - Teachers will be able to utilize the textbook more efficiently and the tools imbedded that align the curriculum with the IFC.	Science Department Chairs, Administration
Based on 2009 FCAT Science data, 64% of students were proficient in Earth and Space Sciences	Training on adopted textbook utilization and hands on activities Vocabulary building strategies and activities	Department Chairs - Gold and Osorio Reading Coach - Laurie Manning	8/09 - ongoing	Lesson Plan review, CWT, Data/Curriculum Chats w/ teachers - Teachers will be able to utilize effective word walls to increase vocabulary in content. Reading strategies will be used to increase comprehension of text.	Science Department Chairs, Administration
Based on 2009 FCAT Science data, 69% of students were proficient in Physical and Chemical and Life and Environmental Sciences	Labs and Hands on activities - Labs will be modeled and set up in one room for maximum utilization - Vocabulary/reading strategies	Department Chairs Reading Coach	8/09 - ongoing	Lesson Plan review, CWT, Data/Curriculum Chats w/ teachers - Teachers will learn 1st hand from experienced science teachers on the use of lab equipment to increase student understanding.	Science Department Chairs, Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Brain POP	Accountability	\$800.00
		Total: \$800.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Science Strategies - materials	In House/General	\$1,000.00
Substitute's for Teacher Release for Training	General	\$2,000.00
		Total: \$3,000.00
Other		
Description of Resources	Funding Source	Available Amount
Department Head Release for FCIM	Department Head Release Monies	\$2,000.00
		Total: \$2,000.00
		Final Total: \$5,800.00

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on disaggregated data on the 2009 FCAT Writes, 94% of all students scored 3.5 or higher and 89% of all students scored 4.0 or higher, meeting high standards in writing.		By June 2010, 96% of all students will score 3.5 or higher and 91% of all students will score 4.0 or higher, meeting high standards in writing.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Instructional Focus Calendar (based on student needs) will be created in conjunction with the reading department to incorporate reading and writing strategies in the language arts classes.	Department Chair, Reading Coach	CWT, Data Chats with teachers, review of assessment tools and results. Leadership Days with Leadership team to review data.	2010 FCAT Writes Teacher-created, BEEP mini-assessments, Benchmark Assessment, Lesson Plan review
2	Students will participate in Word of the Day review and be exposed to content area words using Word Walls and/or word skills.	Department Chair, Reading Coach	CWT, Data Chats with teachers, review of assessment tools and results. Leadership Days with Leadership team to review data.	2010 FCAT Writes Teacher-created, BEEP mini-assessments, Benchmark Assessment, Lesson Plan review
3	Students will participate in vocabulary words in context in literature study and in Word Skills and/or Vocabulary Workshop Units.	Department Chair, Reading Coach	CWT, Data Chats with teachers, review of assessment tools and results. Leadership Days with Leadership team to review data.	2010 FCAT Writes Teacher-created, BEEP mini-assessments, Benchmark Assessment, Lesson Plan review
4	Students will receive instruction in the writing process to include: pre-writing, drafting, revising, editing, and final publishing	Department Chair, Reading Coach	CWT, Data Chats with teachers, review of assessment tools and results. Leadership Days with Leadership team to review data.	2010 FCAT Writes Teacher-created, BEEP mini-assessments, Benchmark Assessment, Lesson Plan review
5	Utilize BEEP lessons to develop writing plans for students.	Department Chair	CWT, Data Chats with teachers, review of assessment tools and results. Leadership Days with Leadership team to review data.	2010 FCAT Writes Teacher-created, BEEP mini-assessments, Benchmark Assessment, Lesson Plan review

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on disaggregated data on the 2009 FCAT Writes, 89% of ESE students scored 3.5 or higher and 82% of ESE students scored 4.0 or higher, meeting high standards in writing.		By June 2010, 91% of ESE students will score 3.5 or higher and 83% of ESE students will score 4.0 or higher, meeting high standards in writing.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will participate in Word Skills and/or Vocabulary Workshop Units and Word of the Day review	Department Chair, Reading Coach, ESE Support Staff	CWT, Data Chats with teachers, review of assessment tools and results. Leadership Days with Leadership team to review data.	2010 FCAT Writes Teacher-created, BEEP mini-assessments, Benchmark Assessment, Lesson Plan review
2	Students will participate in Rewards/READXL Reading Programs.	Department Chair, Reading Coach, ESE support Staff	CWT, Data Chats with teachers, review of assessment tools and results. Leadership Days with Leadership team to review data.	2010 FCAT Writes Teacher-created, BEEP mini-assessments, Benchmark Assessment, Lesson Plan review
3	Students will participate in vocabulary words in context in literature study.	Department Chair, Reading Coach, ESE support Staff	CWT, Data Chats with teachers, review of assessment tools and results. Leadership Days with Leadership team to review data.	2010 FCAT Writes Teacher-created, BEEP mini-assessments, Benchmark Assessment, Lesson Plan review
4	Students will be exposed to content area words using Word Walls and/or word skills.	Department Chair, Reading Coach, ESE support Staff	CWT, Data Chats with teachers, review of assessment tools and results. Leadership Days with Leadership team to review data.	2010 FCAT Writes Teacher-created, BEEP mini-assessments, Benchmark Assessment, Lesson Plan review

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on disaggregated data on the 2009 FCAT Writes, 88% of ELL students scored 3.5 or higher and 78% of ELL students scored 4.0 or higher, meeting high standards in writing.		By June 2010, 90% of ELL students will score 3.5 or higher and 79% of ELL students will score 4.0 or higher, meeting high standards in writing.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will participate in Word Skills and/or Vocabulary Workshop Units and Word of the Day review.	Department Chair, Reading Coach	CWT, Data Chats with teachers, review of assessment tools and results. Leadership Days with Leadership team to review data.	2010 FCAT Writes Teacher-created, BEEP mini-assessments, Benchmark Assessment, Lesson Plan review
2	2. ELL students reading 2 years below grade level will participate in Rewards Reading Program.	Department Chair, Reading Coach	CWT, Data Chats with teachers, review of assessment tools and results. Leadership Days with Leadership team to review data.	CELLA Assessment, FCAT Writes, Teacher-created, BEEP mini-assessments, Benchmark Assessment, Lesson Plan review
3	Students will participate in vocabulary words in context in literature study.	Department Chair, Reading Coach	CWT, Data Chats with teachers, review of assessment tools and results. Leadership Days with Leadership team to review data.	CELLA Assessment, FCAT Writes, Teacher-created, BEEP mini-assessments, Benchmark Assessment, Lesson Plan review
4	Students will be exposed to content area words using Word Walls and/or word skills.	Department Chair, Reading Coach	CWT, Data Chats with teachers, review of assessment tools and results. Leadership Days with Leadership team to review data.	CELLA Assessment, FCAT Writes, Teacher-created, BEEP mini-assessments, Benchmark Assessment, Lesson Plan review
5	. A1/A2 students will participate in Visions Reading Program.	Department Chair, Reading Coach, Administration - Master Schedule	CWT, Data Chats with teachers, review of assessment tools and results. Leadership Days with Leadership team to review data.	CELLA Assessment, FCAT Writes, Teacher-created, BEEP mini-assessments, Benchmark Assessment, Lesson Plan review
6	Monitoring and mentoring of the LF students who are former ELL students to ensure their progress.	ESOL Liaison - Salerno, Guidance - Chantal Morhaim	achievement on Assessments, and student data chats – Adjustments in schedules based on achievement and IPT/re-evaluations for ELL status	Report cards, test scores, classroom performance, Comprehensive English Language Learning Assessment (CELLA) test scores and any other document that reflects student achievement.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on disaggregated data on the 2009 FCAT Writes, 97% of black students and 93% of Hispanics students scored 3.5 or higher, meeting high standards in writing.		By June 2010, 98% of black students and 94% of Hispanic students will score 3.5 or higher, meeting high standards in writing.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Instructional Focus Calendar (based on student needs) will be created in conjunction with the reading department to incorporate reading and writing strategies in the language arts classes.	Department Chair, Reading Coach	CWT, Data Chats with teachers, review of assessment tools and results. Leadership Days with Leadership team to review data.	2010 FCAT Writes Teacher-created, BEEP mini-assessments, Benchmark Assessment, Lesson Plan review
2	Students will receive instruction in the writing process to include: pre-writing, drafting, revising, editing, and final publishing	Department Chair, Reading Coach	CWT, Data Chats with teachers, review of assessment tools and results. Leadership Days with Leadership team to review data.	2010 FCAT Writes Teacher-created, BEEP mini-assessments, Benchmark Assessment, Lesson Plan review
3	Utilize BEEP lessons to develop writing plans for students.	Department Chair	CWT, Data Chats with teachers, review of assessment tools and results. Leadership Days with Leadership team to review data.	2010 FCAT Writes Teacher-created, BEEP mini-assessments, Benchmark Assessment, Lesson Plan review

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Based on disaggregated data on the 2009 FCAT Writes, 94% of all students scored 3.5 or higher and 89% of all students scored 4.0 or higher, meeting high standards in writing.	Reading/Vocabulary Strategies - Vocabulary in writing and reading passages to increase word usage	Reading Coach - Laurie Manning/Department Chair - Cheryl Sellars	August 09 – ongoing	Lesson Plans, CWT Teachers will utilize BEEP lesson plans and indicate strategies in lesson plans	Reading Coach/Administration
Based on disaggregated data on the 2009 FCAT Writes, 89% of ESE students scored 3.5 or higher and 82% of ESE students scored 4.0 or higher, meeting high standards in writing.	Infusing ESE strategies in the language arts class, particularly paragraph structure.	Department Chair - Cheryl Sellars	8/09 - ongoing	Lesson Plans, CWT Teachers will utilize BEEP lesson plans and indicate strategies in lesson plans	Department Chair/Administration
Based on disaggregated data on the 2009 FCAT Writes, 88% of ELL students scored 3.5 or higher and 78% of ELL students scored 4.0 or higher, meeting high standards in writing.	Infusing ESOL strategies in the classroom particularly using vocabulary in writing and reading passages to increase word usage	Department Chair - Cheryl Sellars	8/09 - ongoing	Lesson Plans, CWT Teachers will utilize BEEP lesson plans and indicate strategies in lesson plans	Department Chair/Administration
Based on disaggregated data on the 2009 FCAT Writes, 97% of black students and 93% of Hispanics students scored 3.5 or higher, meeting high standards in writing.	Utilizing 6 traits in writing with a focus on the writing process.	Department Chair - Cheryl Sellars	8/09 ongoing	Lesson Plans, CWT Teachers will utilize BEEP lesson plans and indicate strategies in lesson plans	Department Chair/Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
BrainPOP	Accountability	\$800.00
Total: \$800.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Writing Strategies in the Content Area - materials	General	\$500.00
Substitutes for Teacher Training	General	\$2,000.00
Total: \$2,500.00		
Other		
Description of Resources	Funding Source	Available Amount
Scholastic Magazines for Content Area Reading/Instruction	General	\$750.00
Department Head Release Time	Department Head Release Fund	\$1,000.00
Total: \$1,750.00		
Final Total: \$5,050.00		

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:
 Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Attendance logs for Open House in 2008-2009 indicate 90% of parents participated in Open House (August 2008) and in 6th Grade Family Orientation/Book Fair (May 2009).		To maintain or increase parent attendance at Open House and 6th Grade Orientation by 5%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Publicize event using multiple methods.	Principal, Administrator over PTA	Sign in sheets, Annual Customer Survey	Annual Customer Survey
2	Continue to schedule high interest activities during the evening hours.	Principal, Administrator over PTA	Sign in sheets, Annual Customer Survey	Annual Customer Survey, Attendance Sheets
3	Continue to promote parental involvement in child's academic progress.	Principal, Administrator over PTA	Phone logs/conferences	Annual Customer Survey

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on conference attendance logs, 95% of parents attend scheduled Parent/Teacher Conferences.		To maintain or increase attendance to scheduled Parent/Teacher Conferences.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Adjust teacher schedule in order to facilitate conference at a different time from Conference Schedule time/day.	Administration, Conference Coordinator	Maintain conference log	Conference Log
2	Allow phone conference to substitute face to face conference.	Administration	Maintain conference log	Conference Log
3	Initiate communication with parent who fails to attend one or more scheduled conferences.	Guidance Director	Conference Log/TERMS documentation	Log documentation

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on attendance 95% of parents whose child is involved in Band, Chorus, or Drama attend scheduled activities.		To maintain and/or improve parental involvement in their child's performance activities.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Schedule activities conducive to parental attendance.	Subject Area Teacher, Administration	Monitor attendance informally and through teacher attendance logs	Attendance Logs
2	Increase communication with all parents via multiple methods.	Subject Area Teacher, Administration	Monitor attendance informally and through teacher attendance logs	Attendance Logs

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Maintaining or increasing parental attendance at parent/teacher conferences	Conferencing skills and communication	Administration/Guidance Counselor	September 09	Informal documentation of parent/teacher conferences by Guidance Counselor or Administrator	Principal, Guidance Director

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Comptuer PowerPoint Presentations, WEbsite information	PTA	\$400.00
Teacher assigned to update/monitor website	General Activity - Supplements	\$700.00
		Total: \$1,100.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Workshop training for Administrator in charge of PTA	District Funded	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Transition to Middle School Booklets	Accountability	\$100.00
Student Agenda	PTA	\$4,000.00
Student ID Cards	pta	\$1,000.00
		Total: \$5,100.00
		Final Total: \$6,200.00

End of Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Test Ready	Accountability	\$5,000.00
Reading	Compass/Odyssey - reports run/copies	General	\$200.00
			Total: \$5,200.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Computer Lab	Technology Fund - If Approved	\$5,000.00
Mathematics	Computer Lab	Technology fund - If approved	\$5,000.00
Mathematics	BrainPop	Accountability	\$800.00
Writing	BrainPOP	Accountability	\$800.00
Science	Brain POP	Accountability	\$800.00
Parental Involvement	Comptuer PowerPoint Presentations, WEbsite information	PTA	\$400.00
Parental Involvement	Teacher assigned to update/monitor website	General Activity - Supplements	\$700.00
			Total: \$13,500.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Reading Strategies in the Content Area - Materials	In-House/General	\$500.00
Reading	Substitutes for TDA's for training - Differentiated Instruction/CRISS	General - Substitute Allocation	\$2,000.00
Reading	Compass/Odyssey Training	In-House/General/Professional Development monies	\$1,000.00
Mathematics	Substitutes for Teacher Training	General Fund	\$3,000.00
Writing	Writing Strategies in the Content Area - materials	General	\$500.00
Writing	Substitutes for Teacher Training	General	\$2,000.00
Science	Science Strategies - materials	In House/General	\$1,000.00
Science	Substitute's for Teacher Release for Training	General	\$2,000.00
Parental Involvement	Workshop training for Administrator in charge of PTA	District Funded	\$0.00
			Total: \$12,000.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Department Head Release Time for FCIM	Department Head Release Monies	\$1,000.00
Reading	Scholastic Magazines for Reading in Content Area	General	\$800.00
Mathematics	Department Head Release Time for FCIM	Department Head Release Monies	\$1,000.00
Writing	Scholastic Magazines for Content Area Reading/Instruction	General	\$750.00
Writing	Department Head Release Time	Department Head Release Fund	\$1,000.00
Science	Department Head Release for FCIM	Department Head Release Monies	\$2,000.00
Parental Involvement	Transition to Middle School Booklets	Accountability	\$100.00
Parental Involvement	Student Agenda	PTA	\$4,000.00
Parental Involvement	Student ID Cards	pta	\$1,000.00
			Total: \$11,650.00
			Final Total: \$42,350.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> NA
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[Show Attached school's Differentiated Accountability Checklist of Compliance](#)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Continue BrainPop subscription, Test Ready materials for reading, Purchase Agendas for all students	9000

Describe the Activities of the School Advisory Council for the Upcoming Year

- SAC meetings are conducted monthly for appointed SAC members and guests. Each represented stakeholder group (parents, teachers, and staff) is elected by their respective peers.
- SAC funds will be used to achieve the SIP objectives. The SAC budget is determined by \$5 per weighted FTE for Accountability Funds.
- SAC meets monthly and reviews the objectives and action steps of the SIP. During the meeting departments report out on areas of the SIP and areas of improvement or deficiencies are discussed. This process involves ongoing monitoring and evaluation to ensure higher standards of student achievement.
- Preparation for the upcoming SIP begins with each department analyzing student data and creating objectives and action steps to improve student achievement.
- Department Chairpersons collect data and create the projected objectives for the upcoming year to reflect the needs of the school and strategies to achieve AYP.
- TTMS Leadership Team and SAC members collaborate to finalize the objectives and action steps for the upcoming SIP.
- The final objectives and action steps are presented at the SAC meeting and further discussed and finalized.
- The SIP will be approved in its final form at the September meeting.

SAC Members

Members

- 1) Paul Micensky, Principal
- 2) Millie Seggio, SAC Chair
- 3) Alan Nudelmann, Business Member
- 4) Margie Gitten, Parent
- 5) Laura Winkle, Parent
- 6) John Turchin, Parent
- 7) Sandi Edelson, Parent
- 8) Allison Wolk, Parent
- 9) Margaret Haines, Parent
- 10) Mary Gundrum, Parent
- 11) Kevin Maccagli, Community Member
- 12) Craig Drucker, Community Member
- 13) Ana Sayre, School Support Personnel
- 14) Yamely Franco, School Support Personnel
- 15) Beth Passman, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward TEQUESTA TRACE MIDDLE SCHOOL 3151											
Number of students enrolled in the grades tested:														Read: 1639		2008-2009		A		Did the School make Adequate Yearly Progress?		NO			
Click here to see Number of students in each group														Math: 1639		School Grade ¹ :		A							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	Y/N	2009	Y/N	2009
TOTAL ⁴	100	Y	100	Y	81	Y	81	Y			Y			NA	21	19	NA	21	19	NA	80	NA	82	NA	
WHITE	100	Y	100	Y	86	Y	83	Y			Y			NA	14	14	NA	14	17	NA	86	NA	84	NA	
BLACK	100	Y	100	Y		NA		NA	92		Y			NA			NA			NA					
HISPANIC	100	Y	100	Y	78	Y	81	Y			Y			NA	24	22	NA	23	19	NA	77	NA	83	NA	
ASIAN	100	Y	100	Y		NA		NA			NA			NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	68	Y	70	Y			Y			NA	38	32	NA	37	30	NA	69	NA	73	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	61	N	69	Y	92		Y			NA	43	39	N	36	31	NA	64	N	76	NA	
STUDENTS WITH DISABILITIES	99	Y	99	Y	47	N	45	N	91		Y			NA	44	53	N	45	55	N	51	N	49	N	

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward TEQUESTA TRACE MIDDLE SCHOOL 3151											
Number of students enrolled in the grades tested:														Read: 1699		2007-2008		A		Did the School make Adequate Yearly Progress?		NO			
Click here to see Number of students in each group														Math: 1699		School Grade ¹ :		A							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008
TOTAL ⁴	100	Y	100	Y	79	Y	79	Y			Y			NA	23	21	NA	19	21	NA	73	NA	80	NA	
WHITE	100	Y	100	Y	86	Y	86	Y			Y			NA	16	14	NA	12	14	NA	78	NA	86	NA	
BLACK	100	Y	100	Y	54	N	50	N			92			NA		46	NA		50	NA	46	N	50	N	
HISPANIC	100	Y	100	Y	76	Y	77	Y			Y			NA	28	24	NA	24	23	NA	71	NA	79	NA	
ASIAN	100	Y	100	Y		NA		NA			NA			NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	62	Y	63	Y			Y			NA	44	38	NA	41	37	NA	58	NA	67	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	57	N	64	Y	93	92	Y			NA	44	43	N	33	36	NA	63	Y	67	NA	
STUDENTS WITH DISABILITIES	99	Y	99	Y	56	N	55	N	91	91	Y			NA	57	44	Y	49	45	N	56	NA	63	Y	

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward TEQUESTA TRACE MIDDLE SCHOOL 3151											
Number of students enrolled in the grades tested:														Read: 1641		2006-2007		A		Did the School make Adequate Yearly Progress?		YES			
Click here to see Number of students in each group														Math: 1641		School Grade ¹ :		A							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007
TOTAL ⁴	100	Y	100	Y	77	Y	81	Y			Y			NA	22	23	NA	19	19	NA	54	NA	73	NA	
WHITE	100	Y	100	Y	84	Y	88	Y			Y			NA	14	16	NA	12	12	NA	51	NA	76	NA	
BLACK	100	Y	100	Y		NA		NA	94		Y			NA			NA			NA					
HISPANIC	100	Y	100	Y	72	Y	76	Y			Y			NA	28	28	NA	25	24	NA	55	NA	71	NA	
ASIAN	100	Y	100	Y		NA		NA			NA			NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	56	Y	59	Y	92		Y			NA	40	44	NA	38	41	NA	49	NA	58	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	56	Y	67	Y		93	Y			NA	41	44	NA	28	33	NA	52	NA	65	NA	
STUDENTS WITH DISABILITIES	99	Y	98	Y	43	Y	51	Y		91	Y			NA	49	57	N	49	49	N	37	N	55	N	

SCHOOL GRADE DATA

Broward School District TEQUESTA TRACE MIDDLE SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	85%	85%	97%	69%	336
Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.					
% of Students Making Learning Gains	70%	77%			147
3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 					

Adequate Progress of Lowest 25% in the School?	69% (YES)	73% (YES)			142	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					625	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District TEQUESTA TRACE MIDDLE SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	83%	98%	59%	323	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	73%			143	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	69% (YES)	61% (YES)			130	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					596	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District TEQUESTA TRACE MIDDLE SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	85%	96%	62%	325	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	76%			140	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	62% (YES)	65% (YES)			127	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					592	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested