FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: TEQUESTA TRACE MIDDLE SCHOOL

District Name: Broward

Principal: Mr. Paul Micensky

SAC Chair: Mr. Max Bako-Devant

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/17/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					2011 – 2012 SCHOOL GRADE A FCAT 2.0 READING LEVEL 3: 31% LEVEL 4 or ABOVE: 44% LEARNING GAINS: 75% LOWEST 25% LEARNING GAINS: 68% SUBGROUPS (NON-PROFICIENCY) WHITE: 18% BLACK: 45% HISPANIC: 28% ASIAN: 22% AM. INDIAN: 100% ELL: 78% SWD: 54% ECON. DIS.: 40% FCAT 2.0 MATH LEVEL 3: 24% LEVEL 4 or ABOVE: 54% LEARNING GAINS: 78% LOWEST 25% LEARNING GAINS: 59% SUBGROUPS (NON-PROFICIENCY)

	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	9	20	WHITE: 16% BLACK: 41% HISPANIC: 27% ASIAN: 10% AM. INDIAN: 0% ELL: 71% SWD: 58% ECON. DIS.: 35% 2010 - 2011 School Grade A Reading Mastery: 88% Math Mastery: 86% Science Mastery: 69% Writing Mastery: 88% AYP: ELL made AYP through Safe Harbor, while ECON DISADV and SWD did not make AYP in Reading. SWD made AYP through Safe Harbor while ELL and ECON DIS did not make AYP in Math. Hispanic made AYP through the Growth Model. All subgroups improved performance in Writing by 1%. Learning Gains in Math - 76%, Reading - 68%; Percent of Lowest 25% Making Learning Gains in Math - 73% and Reading - 69%. 2009 - 2010 School Grade A Reading Mastery: 82% Math Mastery: 82% Science Mastery: 68% Writing Mastery: 91% AYP: ELL, ECON DISADV and SWD did not make AYP in Reading and Math; SWD did not improve performance in Writing by 1%; Learning Gains in Math - 80%, Reading - 71%; Percent of Lowest 25% Making Learning Gains in Math - 72% and Reading - 69% 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
						2011 – 2012 SCHOOL GRADE A FCAT 2.0 READING LEVEL 3: 31% LEVEL 4 or ABOVE: 44% LEARNING GAINS: 75% LOWEST 25% LEARNING GAINS: 68% SUBGROUPS (NON-PROFICIENCY) WHITE: 18% BLACK: 45% HISPANIC: 28% ASIAN: 22% AM. INDIAN: 100% ELL: 78% SWD: 54% ECON. DIS.: 40% FCAT 2.0 MATH LEVEL 3: 24% LEVEL 4 or ABOVE: 54% LEARNING GAINS: 78% LOWEST 25% LEARNING GAINS: 59% SUBGROUPS (NON-PROFICIENCY) WHITE: 16% BLACK: 41% HISPANIC: 27% ASIAN: 10% AM. INDIAN: 0% ELL: 71%

	Assis Principal	Carol Nissen	University Of Tennessee, 1984 B.S. Education Florida Atlantic University 1994 M.S. Education Certifications: Educational Leadership, Elementary Education, General Science (6-12), Physical Education (6-12), Middle Grades Endorsement, ESOL Cat 4 Endorsement, School Principal All Levels	7	10	SWD: 58% ECON. DIS.: 35% 2010 - 2011 School Grade A Reading Mastery: 88% Math Mastery: 86% Science Mastery: 69% Writing Mastery: 88% AYP: ELL made AYP through Safe Harbor, while ECON DISADV and SWD did not make AYP in Reading. SWD made AYP through Safe Harbor while ELL and ECON DIS did not make AYP in Math. Hispanic made AYP through the Growth Model. All subgroups improved performance in Writing by 1%. Learning Gains in Math - 76%, Reading - 68%; Percent of Lowest 25% Making Learning Gains in Math - 73% and Reading - 69%. 2009 - 2010 School Grade A Reading Mastery: 82% Math Mastery: 82% Science Mastery: 68% Writing Mastery: 91% AYP: ELL, ECON DISADV and SWD did not make AYP in Reading and Math; SWD did not improve performance in Writing by 1%; Learning Gains in Math - 80%, Reading - 71%; Percent of Lowest 25% Making Learning Gains in Math - 72% and Reading - 69% 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
						2011 – 2012 SCHOOL GRADE A FCAT 2.0 READING LEVEL 3: 31% LEVEL 4 or ABOVE: 44% LEARNING GAINS: 75% LOWEST 25% LEARNING GAINS: 68% SUBGROUPS (NON-PROFICIENCY) WHITE: 18% BLACK: 45% HISPANIC: 28% ASIAN: 22% AM. INDIAN: 100% ELL: 78% SWD: 54% ECON. DIS.: 40% FCAT 2.0 MATH LEVEL 3: 24% LEVEL 4 or ABOVE: 54% LEARNING GAINS: 78% LOWEST 25% LEARNING GAINS: 59% SUBGROUPS (NON-PROFICIENCY) WHITE: 16% BLACK: 41% HISPANIC: 27% ASIAN: 10% AM. INDIAN: 0% ELL: 71% SWD: 58% ECON. DIS.: 35% 2010 - 2011

Assis Principal	Ed Gomez	Taylor University, Upland, Indiana B.A. Sociology, 1976 Master of Science, 1996, Nova Southeastern Certifications: Educational Leadership, Guidance & Counseling, Sociology	11	11	School Grade A Reading Mastery: 88% Math Mastery: 86% Science Mastery: 69% Writing Mastery: 88% AYP: ELL made AYP through Safe Harbor, while ECON DISADV and SWD did not make AYP in Reading. SWD made AYP through Safe Harbor while ELL and ECON DIS did not make AYP in Math. Hispanic made AYP through the Growth Model. All subgroups improved performance in Writing by 1%. Learning Gains in Math - 76%, Reading - 68%; Percent of Lowest 25% Making Learning Gains in Math - 73% and Reading - 69%. 2009 - 2010 School Grade A Reading Mastery: 82% Math Mastery: 82% Science Mastery: 68% Writing Mastery: 91% AYP: ELL, ECON DISADV and SWD did not make AYP in Reading and Math; SWD did not improve performance in Writing by 1%; Learning Gains in Math - 80%, Reading - 71%; Percent of Lowest 25% Making Learning Gains in Math - 72% and Reading - 69% 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

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
					2011 – 2012 SCHOOL GRADE A FCAT 2.0 READING LEVEL 3: 31% LEVEL 4: 44% LEARNING GAINS: 75% LOWEST 25% LEARNING GAINS: 68% SUBGROUPS (NON-PROFICIENCY) WHITE: 18% BLACK: 45% HISPANIC: 28% ASIAN: 22% AM. INDIAN: 100% ELL: 78% SWD: 54% ECON. DIS.: 40% FCAT 2.0 MATH LEVEL 3: 24% LEVEL 4: 54% LEARNING GAINS: 78% LOWEST 25% LEARNING GAINS: 59% SUBGROUPS (NON-PROFICIENCY) WHITE: 16% BLACK: 41%

Literacy	Laurie Manning	Degree: B.S. in Early Childhood Education Certifications: Elementary Education, Early Childhood Education, ESOL Endorsement, Reading	12	4	HISPANIC: 27% ASIAN: 10% AM. INDIAN: 0% ELL: 71% SWD: 58% ECON. DIS.: 35% 2010 - 2011 School Grade A Reading Mastery: 88% Math Mastery: 86% Science Mastery: 69% Writing Mastery: 88% AYP: ELL made AYP through Safe Harbor, while ECON DISADV and SWD did not make AYP in Reading. SWD made AYP through Safe Harbor while ELL and ECON DIS did not make AYP in Math. Hispanic made AYP through the Growth Model. All subgroups improved performance in Writing by 1%. Learning Gains in Math - 76%, Reading - 68%; Percent of Lowest 25% Making Learning Gains in Math -73% and Reading - 69%. 2009 - 2010 School Grade A Reading Mastery: 82% Math Mastery: 82% Science Mastery: 68% Writing Mastery: 91% AYP: ELL, ECON DISADV and SWD did not make AYP in Reading and Math; SWD did not improve performance in Writing by 1%; Learning Gains in Math - 80%, Reading - 71%; Percent of Lowest 25% Making Learning Gains in Math - 72% and Reading - 69% 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

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	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	Principal - Paul Micensky, Assistant Principals - Carol Nissen, Ed Gomez	Ongoing	
2	Partnering teachers with less than 3 years experience with veteran staff on campus.	Principal - Paul Micensky, Assistant Principals - Carol Nissen, Ed Gomez, NESS Liaison - Julie Sikorski	Ongoing	
3	New teachers must attend New Teacher Academy and participate in NESS (New Educator Support System).	Principal - Paul Micensky, Assistant Principals - Carol Nissen, Ed Gomez, NESS Liaison - Julie Sikorski	Ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
5.7% (4) for ESOL only. 100% (69) are Highly Effective	ESOL requirements are being met as mandated by the META decree. Parent notifications are being made per school board policy.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

**When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).*

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 Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
69	1.4%(1)	7.2%(5)	47.8%(33)	43.5%(30)	44.9%(31)	100.0%(69)	14.5%(10)	8.7%(6)	94.2%(65)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Paul Passman	Tracy Jones	New to Tequesta	Planning together, meetings weekly, and observations.
Elyse Felder	Nicole Masters	1st year teacher	Consultation, lesson plan checks, observations with feedback, and progress checks throughout the year as well as monthly NESS meetings.
Cheryl Barrios	Catherine Currie	New to Tequesta	Planning together, meetings weekly, and observations.
Laurie Manning	Carla Favarato	New to Tequesta	Planning together, meetings weekly, and observations.
Dee Bowman	Nadine Brik	New to Tequesta	Planning together, meetings weekly, and observations.
Lori Goldwyn	Lissy Cordoves	New to Tequesta	Planning together, meetings weekly, and observations.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

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, cyber bullying/internet awareness presentations, gang resistance presentation and lessons and field trips, community service, and counseling.

The school sponsors many opportunities for students to report crime anonymously. Counselors provide anti-bullying, substance abuse and a variety of other programs along with individual counseling for students. This year trained 8th-grade peer counselors facilitated classroom presentations to the sixth graders in Violence Prevention focusing on Anti Bullying, No Name Calling, Anger Management, and Conflict Resolution Strategies. Broadcasting students also created and presented PSA's for our in house news station "CNU", created posters, and promoted Violence Free and Drug Free messages.

Classroom teachers received the following lessons and list of suggested classroom activities to be fused with their content area instruction to help with the school-wide violence prevention:
No Name Calling Week, Red Ribbon Month, Anti Bullying Week, Teaching Tolerance, Choose Peace, Stop Violence, No Place For Hate.

Nutrition Programs

The district and the federal government provide informational posters, along with meals (breakfast and lunch) for all students.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

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

Job Training

N/A

Other

N/A

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal (Facilitator) - Paul Micensky, ESE Specialist - Anna Rivera, Guidance Director - Chantal Morhaim, Guidance Counselor - Philip Jones, ESE Support - Elyse Felder, Assistant Principals - Carol Nissen and Ed Gomez, Gifted Teacher – Barbara Shields, Literacy Department Head - Laurie Manning, Department Heads and Classroom Teachers - Jessica Winter (ESE), Cheryl Barrios,
Melissa Bello, Paul Passman, School Social Worker - Mercedes Seda, School Pyschologist - Elouise Demestichas, School Speech Pathologist - Beth Passman

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The team meets twice per month for about two hours. Students are referred to the RtI Leadership Team when a teacher or administrator has identified the student in need of assistance who is not responding to Tier I interventions in the classroom being offered to all students. Teachers then complete data forms regarding the student and identify their struggling areas (academic or behavioral) for the RtI team to discuss. 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 for students to 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.
Once a possible need for intervention is brought to the members, classroom observations take place to determine the extent of the lack of academic support. If specific students are in need of interventions within the classroom, data of such interventions are collected on data sheets of specific behavioral interventions. During the collection process, the teacher and the team members meet informally to discuss short term progress. The data sheets are maintained by Anna Rivera, Coordinator/ESE Specialist.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

Teachers will be in-serviced on the process of RtI and to assist students in identifying
Level 1 and 2 students and retained students. This is the focus of the teachers for the 1st marking period to begin Interventions. Once students are identified, teachers will monitor the students' progress in the Intensive Reading class as well as subject area classes. In the event that the student responds to the intervention in place, no further action is necessary. Review of benchmark assessments, informal assessments, discipline referrals, and guidance referrals is also completed during the MTSS meetings. Decisions and modifications are made to the core curriculum for behavior management strategies. Data from Tier 1 is used to identify possible at-risk students who are in need of interventions and monitoring through tier 2 and 3. The
MTSS Leadership Team will call upon the teacher to collect different information about the student. The teacher makes a hypothesis about what is causing the target behavior. The Team and teachers select 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. Teachers then consults with team and report the effectiveness of the interventions. If a teacher asks for more assistance, a case manager from the Team is selected to work with the teacher with further interventions. If the interventions do not work, case manager will bring all data to team and a referral is made to the team. Additionally, the MTSS Leadership Team met with the School Advisory Council and Principal to assist in the development of the SIP.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

The RtI Leadership Team will use the struggling reading and math charts along with the problem behavior guide to develop appropriate student interventions. As interventions are offered, data is collected and graphed to show student progress. This allows the RtI team to see if the interventions are successful or more intensive interventions are needed. The expectations of the student are examined, along with student's level of performance, and peer performance. When tier 2 and 3 interventions are offered, progress monitoring must be done to see if the student is responding well to the interventions assigned. If the student is not responding, the student is referred for further testing for possible Exceptional Special Education Services.

Data used will include:
Baseline data: Progress Monitoring and Reporting Network (PMRN), Benchmark Assessment Test (BAT 1 & 2 for reading, math, and science), The FAIR Reading Test, Florida Comprehensive Assessment Test (FCAT)
Progress Monitoring: PMRN, Mini Assessments, FCAT Simulation, Diagnostic Assessment of Reading (DAR), Intervention Records (Tier 2 and 3), and progress monitoring graphs generated for individual students.
Midyear: Mini-Assessments, Benchmark Assessments, Fluency Probes,Stamina Tests
End of year: FCAT

RtI will collect data using a school-wide FileMaker Pro Program and BASIS.

Describe the plan to train staff on MTSS.

Training will take place during pre-planning professional development days, Department Meetings, and informally through Leadership Training Days. Content of the training will include the RtI PodCasts provided by the District, Powerpoint presentations from the core CPS Team and Administration, discussions and directions from the ESE Speicialis/Coordinator and review of the Intervenion Records used to monitor students. The use of CWT
information and data will be used as focus for teacher needs.

Describe the plan to support MTSS.

The Principal will allow for uninterrupted meeting times before school two times per month. The team will be able to discuss and investigate possible interventions for students who are brought before them. District personnel will be consulted as needed for additional support.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Laurie Manning – Literacy Department Head
Paul Micensky - Principal
Julie Sikorski - Electives Teacher
Paul Passman - Science Department Head
Melissa Bello - Math Department Head
Cheryl Barrios - Social Studies Department Head
Kathleen Dillmeier - Media Specialist
Margaret Giraldo – Language Arts Teacher
Millie Seggio - Spanish Teacher
Tina Gill - Music Teacher
Anna Rivera - ESE Specialist
Jessica Winter - Intensive Reading and ESE Teacher
Chantal Morhaim - Guidance Director
Carol Nissen - Assistant Principal
Ed Gomez - Assistant Principal

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The school-based LLT will meet monthly as a collaborative, supportive group with the guidance of the Principal and the Literacy Department Head. The diversity of members from different content areas and departments will ensure a variety of ideas, experiences and dialogue are shared. The function of the team is encourage a literate climate and a professional school community. After examining the school data, the LLT will target specific literacy issues and focus on strategies that support an effective teaching and learning climate. Information discussed in LLT meetings will be disseminated to the faculty through department meetings, PLC's, and through a CAB discussion folder on the school's conference icon.

What will be the major initiatives of the LLT this year?

This year, the school's initiative will be to work toward the implementation of Common Core Standards. The Literacy Team will meet to discuss data, instructional planning, and performance tasks to help teachers transition to the Common Core. We will also work on infusing Marzano strategies into daily lessons, through our PLC's. The infusion of STEM will also be a focus through the continuous planning of project-based learning throughout the school year. Providing training to content area teachers on strategies to support complex content-area reading, use of text exemplar and close reading to prepare for the CCSS. Initiatives also include: prommoting the promoting the use of technology and media, a teacher/student mentoring program which allows one-on-one reading experiences, the implementation of Differentiated Instruction, Small Group professional development, increasing the content area teachers' exposure to effective reading and writing strategies which increase the rigor of the instruction and the transition to CCSS, promoting CLOSE reading techniques, and a designated Professional Library with scheduled open discussions.

Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of 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 graphic organizers, 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 Marzano's strategies, have been put in practice continuing the professional development. Teachers will be strongly encouraged to pursue CAR-PD to become endorsed in reading.
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. Department Heads in each subject area will be given a release day each month. Classroom observations and conferences will be scheduled to assess the effectiveness of reading strategies in content areas. Furthermore, a PLC "Critical Reading in the Content Area" will be a forum for teachers and administrators to assess classroom strategies. SpringBoard is also implemented in Language Arts classes with a discussion board on CAB email system.
Also used are: writing to respond to reading, complex thinking, explicit instruction in vocabulary, close reading with text marking, directed note-taking and collaborative inquiry.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

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

N/A

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?

N/A

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Level 3 performance is in line with the district level. The percent of students scoring Level 3 is over 1/3 of our population despite the change in scoring. Continued efforts are in place for students achieving Level 3 (and higher) for 31% (or more) of all students to achieve proficiency in reading on the 2013 FCAT Reading Test especially for those students below Level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31.4% (433)	36% (477)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in content area classes are not sufficiently involved in reading and interacting with complex text and higher-level questions and how to answer them, and in the use of critical thinking strategies to support their answers.	Use of CRISS strategies. Document-Based Questions to be part of the lessons to increase rigor. Teachers trained in using higher-level questioning techniques. Text Complexity Professional Development. Academic Vocabulary infused school-wide through daily instruction and activities. Close Reading Strategy including rereading and questioning. Use of Marzano High Yield Strategies. Springboard curriculum in LA classes.	Assistant Principals, Department Heads	iObservations to focus on the higher level math questioning and student responses. Students will receive feedback from the teacher via a teacher generated think and search rubric. Based on student responses, teachers may refer to Marzano's Research-Based Strategies for Increasing Achievement for further education on the review and revision process. Periodic review of Lesson Plans to ensure alignment with teaching and focus calendars. Reading PLC with focus on critical thinking. Use of student portfolios in LA classes	Lesson Plans, Teacher made assessments, BAT, Portfolios, FCAT 2.0 results
2	Lack of independent reading time in class and the proper use of that reading time.	DEAR - Drop Everything And Read -in classes with follow up by teacher and students. Increase the volume and diversity of reading	Reading Coach, Department Heads	Maintenance of Reading Logs and Reading Journals in the classroom.	Mini-assessments, Monitoring of Reading Logs/Journals, Progress Monitoring by teachers.
3	Lack of teacher and student experience with computer-based testing.	Training for teachers on EPAT computer-based testing.	Department Heads	Training logs	EOC FCAT 2.0 Mini-assessments
4	Lack of parent and student awareness of Pinnacle grading and communication with teachers.	Strategy sheets for students to outline how to use Pinnacle. ParentLink messages	Administration	Log on information from Pinnacle and parent conferences.	Increased parent involvement.

		Website (both school and PTA) to encourage the use of Pinnacle.			
5	Transition to Common Core State Standards and determining the overlap between them and NGSSS.	Professional Development for all teachers in the transitioning to CCSS.	Literacy Department Head, Assistant Principals	iObservation data, Professional Development agendas and content, Administration participation in Professional Development to support teachers through this transition	IObservation data, Lesson Plan review
6	Teachers' lack of knowledge of differentiating instruction to motivate and to increase student engagement for middle school students to read.	Motivational incentives within the classroom. Teachers will be offered Professional Development on Differentiated Instruction. School-wide Literacy Improvement Plan	Literacy Department Head, AP, Principal	Classroom observations. Reading logs complete with reflective writings. An increase in participation and attendance. Periodic review of Lesson Plans to ensure alignment with teaching and focus calendars.	Report cards, Student Progress Monitoring System in class, Lesson Plans
7	Lack of reading class scheduled for all students.	Increase the rigor of the content area class reading strategies. Teachers will be offered Professional Development on Differentiated Instruction/Comprehension Instructional Sequence.	Literacy Department Head, Administrator	Benchmark testing, mini-assessments by teachers. Classroom Observations. Lesson Plans	Teacher made tests/BEEP mini-assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Students who take the FAA are continually motivated by instructors to achieve above their present level of performance. The % of students achieving Levels 4, 5, and 6 in reading is more and ¼ of the population. This is a %age that we would like to decrease because our goal is for students to achieve at Level 7.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (4)	20% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited background knowledge of the students and inability of the teacher to access it.	Teach vocabulary using all modalities.	SVE Teachers, ESE Specialist	Assessed classwork, Observations	IEP progress reports, FAA test
2	Limited knowledge to make text meaningful.	Increase the use of multimedia Introducing unknown words Teach vocabular using all modalities	SVE teachers, ESE Specialist	Informal assessment Portfolio work	IEP progress DAR FAA
3	Lack of "reading for pleasure" time.	Integrate "book-from-home" reading/sharing into lesson plans.	SEV teachers, ESE Specialist	Teacher observations of increased student interest	Teacher post-lesson reflection IEP present level of performance statements
4	Lack of addresing each student's individual reading weakness	Rotate lesson focus - phonics, vocabulary, oral fluency, comprehension, sight work recognition	SVE teachers, ESE Specialist	Informal assessments	DAR FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students scoring Levels 4 and 5 are above the District's Level despite the fact that scoring the of FCAT has changed. Efforts will continue to increase students in grades 6 - 8, to achieve above proficiency on the 2013 FCAT Reading Test. Goal is 50% or more of all students will achieve above proficiency for reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (609)	50% (674)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Level 4 and 5 students not placed in reading classes in grades 7 and 8. Lack of reading classes scheduled for all students due to budgetary cuts.	Increase the rigor of the content area class reading strategies. Word of the Day/Morpheme of the Week that includes content area vocabulary. Incorporate Differenitated Instruction in content areas that include reading strategies. Text Complexity professional development. Academic Vocabulary infused school-wide through daily instructions and activities. School-wide Literacy Improvement Plan LA teachers using Springboard curriculum with reading and writing strategies.	Literacy Department Head, Assistant Principals, Principal	Benchmark testing, mini-assessments by teachers. RtI. Lesson Study. Classroom observations. Periodic review of Lesson Plans to ensure alignment with teaching and focus calendars.	Springboard Assessments, Academic Voacabulary assessments, Teacher made tests/BEEP mini-assessments, Student Growth Plans, Lesson Plans
2	Lack of independent reading time in classes and effecient use of that time with follow up.	Drop Everything And Read (DEAR) time in every class with follow up by teachers and students. Increase volume and density of reading	Reading Coach	Maintaining Reading Logs/Journals in the classroom with incentives. iObs	Mini-assessments, monitoring of Reading Logs/Journals. Progress Monitoring of Student Reading
3	Students in content area classes are not sufficiently involved in answering higher-level questions, with instruction on answering, and using critical thinking to support their answers.	Document-Based Questions to be part of the lesson to increase the rigor and critical thinking when using a primary source. Use of CRISS strategies and Marzano HYS will be utilized in the classroom. Close reading strategies. Text-based discussion.	Assistant Principals, Department Heads	Classroom Walk Through Observations, Lesson Plans "Critical Reading in the Content Area Classroom" PLC	Lesson Plans, Teacher made tests
	Transition to Common Core State Standards	Professional Development for all teachers in the	Literacy Department Head,	iObservation data, Professional Development	IObservation data, Lesson Plan review

4	and determining the overlap between them and NGSSS.	transitioning to CCSS.	Assistant Principals	agendas and content, Administration participation in Professional Development to support teachers through this transition	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Continuing efforts are in place for the students who are assessed using FAA to achieve above their present level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61.5% (8)	65% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limted vocabulary background and teacher experience to activate that knowledge.	Teachers will use all modalities when teaching vocabulary.	SVE teachers and ESE Specialist	Graded classwork, observations, FAA testing	IEP progress on goals. FAA testing

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	3-year trend data indicated that students making Learning Gains was increasing. In 2011 we decreased our % age of students making learning gains. This year we maintained that %age of 68. Efforts will continue to move in the right direction with a goal of 73% of students to make Learning Gains for the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68.5% (908)	73% (968)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in content area classes are not sufficiently involved in higher-level questions and how to answer them, and in the use of critical thinking strategies to support their answers.	Use of CRISS strategies. Teachers trained in using higher-level questioning techniques.	Assistant Principals, Department Heads	Informal observations, PLC's focusing on critical thinking. Classroom Walk Through Observations, Lesson Plans	Lesson Plans, Teacher made assessments, BAT
	Lack of use of higher order questions in subject area classes and instruction on how to	Professionial Development to include instruction and practice in writing higher order	Administration, Literacy Department Head	"Critical Reading in the Content Area Classroom" PLC Classroom assessments, Mini-	BAT Testing, Mini-Assessments, Sprinboard Assessments.

2	answer questions using critical thinking strategies and how to increase student engagement.	questions in lesson plans and in teaching. CRISS aand Marzano HYS strategies. Use of interesting and intriguing texts. Academic Vocabulary infused school-wide through daily instruction and activities.		Assessments, Item analysis of questions on assessments	Level 1 and 2 Students: PWImpact assessments/JustWords program assessments
3	Not all students have a reading class scheduled -reading not required nor funded for all students after 6th grade.	Develop a school-wide Instructional Focus Calendar based on the areas of weakness in reading. Content Area teachers will be offered Staff Development in infusing reading strategies in the classroom. Word of the Day/Morpheme of the Week that infuses content area vocabulary. Timed readings in content area to increase fluency, speed, and conprehension of informational text. Literacy coach has set up an informational icon on the school's CAB conference for all teachers to access reading strategies. LA classes utilize Sprinboard curriculum to infuse reading and writing strategies.	Department Head, Literacy Department Head	iObservations to focus on the higher level questioning and student responses. Students will receive feedback from the teacher via a teacher generated think and search rubric. Based on student responses, teachers may refer to Marzano's Research-Based Strategies for Increasing Achievement for further education on the review and revision process. RtI, Lesson Studies, "Critical Reading in the Content Area Classroom" PLC	Teacher made tests. Mini -Assesments, FORF, assessments
4	Lack of information and knowledge of how to infuse reading strategies in lessons.	Reading Coach will disseminate model and co-teach lessons using reading strategies. Weekly Reading Tip. CAB Conference folder of reading strategies for all teachers.	Reading Coach, Department Heads of Content Area	iObservations will be conducted once to focus on the higher level math questioning and student responses. Students will receive feedback from the teacher via a teacher generated think and search rubric. Based on student responses, teachers may refer to Marzano's Research-Based Strategies for Increasing Achievement for further education on the review and revision process.	Reading Coach Log for record of modeling, co-teaching and dissemination of information through department meetings.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Continuing efforts are in place for the students who are assessed using FAA to achieve above their present level of performance.

2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (8)	78%(11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Class size and varying exceptionalities.	Increase pupil/teacher ratio and paraprofessionals.	SVE teachers, Administration, ESE Specialist	Periodic evaluation of Dolch reading words.	Oral tests and independent work.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Adequate Progress for the Lowest 25% has remained above 50%. For grades 6 - 8, 68% of students in the Lowest 25% made Learning Gains in Reading in 2012 which is consistent with the last 4 years despite the change in the scoring of FCAT and the composition of the Lowest 25% (now only containing Levels 1 and 2).
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (196)	73% (212)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of presentation technology - document cameras - to show examples and non-examples to the class for evaluation and strategizing improvements.	Purchase more document cameras and/or ensure that all teachers are utilizing this technology.	Micro-tech, AP in charge of technology, Principal	Classroom Walk Throughs to ensure usage of technology with fidelity.	Mini-Assessments, Student participation, Observation notes
2	Lack of experience with level of readibility in textbooks and resources to obtain subject matter on students' individual reading level to increase comprehension of material.	Level 1 and 2 students will participate in fluency and comprehension building activities in reading class. In content area classes, students will participate in small group differentiated instruction. Lowest 25% targeted for pull-out program to increase reading program and test taking strategies. Reading Coach will secure and disseminate appropriate levels of content material to teachers with low level students.	Literacy Department Head, Assistant Principal	Lesson Plans, CWT with feedback provided to teachers in reference to differentiated instruction in the classroom, RtI, Lesson Studies.	Mini-Assessmnts, Teacher made tests, DAR, FORF
	Lack of teacher use of comprehension building reading strategies.	Teachers will receive bi-weekly reading and comprehension tips from Reading Coach.	Assistant Principal, Literacy Department Head	Observations, Lesson Plans, "Critical Reading in the Content Area Classroom" PLC, Data	Lesson plans, Teacher made assessments, Mini-assessments,

3		Students will participate in comprehension building activities in content area subjects as well as in reading/critical thinking courses. Teachers will be given a variety of monitoring devices to check for understanding. Teachers will participate in PD on infusing comprehension strategies in the lesson. Building background knowledge. Comprehesion Vocabulary Program.		Chats	
4	Lack of independent reading time in classes and effecient use of that time with follow up.	Drop Everything And Read (DEAR) time in every class with follow up by teachers and students.	Literacy Coach	Maintaining Reading Logs/Journals in the classroom with incentives.	Miniassessments, monitoring of Reading Logs/Journals. Progress Monitoring of Student Reading

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A : Tequesta Trace students will continue to be exposed to quality teaching in order to decrease the percentage of nonproficient students by 50% in 5 years. Our percent of nonproficient students increased from 2010/2011 to					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	76%	83%	84%	86%	88%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Student subgroups by ethnicity not making satisfactory progress will decrease by at least 5%age points. Efforts are in place to identify students not making progress to decrease non-proficient students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 17% (103) Black: 45% (24) Hispanic: 28% (194) Asian: 23% (11) American Indian: 100% (1)	White: 12% (70) Black: 40% (21) Hispanic: 23% (155) Asian: 18% (9) American Indian:50% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students in content area classes are not sufficiently involved in answering higher-level questions and using critical thinking to support their answers.	Document-Based Questions to be part of the lesson to increase the rigor and critical thinking when using a primary source. Use of CRISS and MARZANO strategies will be utilized in the	Literacy Department Head, AP, Principal	iObeservations to focus on the higher level questioning and student responses. Students will receive feedback from the teacher via a teacher generated think and search rubric. Based on student responses,	Report cards, Student Progress Monitoring System in class. Lesson Plans, Teacher made tests

1		classroom. Teachers will be offered Professional Development on Differentiated Instruction. Bi-weekly reading strategies will be provided to all teachers from the Reading Coach. Text Complexity PD.		teachers may refer to Marzano's Research-Based Strategies for Increasing Achievement for further education on the review and revision process., Lesson Plans "Reading Strategies in the Content Area Classroom" PLC	
2	Content area teachers have a limited understanding of how to integrate reading strategies into their curriculum.	Teachers will be offered Professional Development on how to integrate reading standards into content area curriculum. Monthly PLC for content area teachers and reading teachers to share best practices in integrating reading strategies in the classroom.	Assistant Principal, Literacy Department Head	Observations, Data Discussions - analysis of classroom formative and summative assessments	BAT 2, Mini BATS, Teacher made tests/BEEP Mini-Assessments
3	Lack of identification of students in subgroups who are non-proficient.	Teachers will be given the tools to identify subgroups using BASIS to improve planning and implementation of differentiated instruction.	Administrators and Department Heads	iObservations with feedback to teachers, PLC's on differentiated instruction, Data Chats	Benchmark Assessments, FCAT 2.0, Data Chat data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The number of ELL students has decreased. Trend data has fluctuated for the past 3 years. As the minimum % proficiency increases more efforts need to be made to identify students classified as ELL to support academic progress in the all areas. Our efforts will continue to further decrease the number of non-proficient ELL students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (44)	74% (41)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of knowledge of teacher of language acquisition of ELL students.	Teachers to participate in ELL teaching strategies that include instruction of linguistic and academic skills using ESOL strategies and differentiated instruction. Use of graphic organizers, think-pair-share activitities,Illustrated Classics Library Set, Picture and Bilingual Dictionaries (for classroom use and assessments), Facts and	Micensky, Principal, Nissen, Assistant Principal	Evidence can be observed during classroom visits, through lesson plans, through use of materials and audio-visuals, and through grade book notations. Quarterly growth, increased achievement on Assessments, and student data chats – Adjustments in schedules based on achievement and IPT/reevaluations	Report Cards, Ongoing alternative assessments, Pupil Monitoring Plan All teachers of ELLs MUST document the ESOL strategies used for each lesson in their plan book. CELLA, FORF assessments. Portfolios.

	1		Figures, Complete ConceptLins Social Studies Program, and project based learning. Access to additional resources through BEEP and various computer based literacy programs - FCAT Explorer, Compass Learning Odyssey, and BrainPop. ELLs are provided accommodations in the administration of statewide assessments consistent with the requirements of State Board of Education rule 6A-6.09091 and the FCAT Test Administration Manual. Teachers will access Virtual Counselor to view classification code of all ELL students to differentiate instruction and provide support for these students.		for ELL status. PMP monitoring of students. Daily assignments, tests, quizzes, mini-assessments, and portfolios.	
	2	Reading is not scheduled for all students after 6th grade. Only Level 1 and 2 students are scheduled in Intensive Reading Classes.	Our A1 and A2 students are scheduled according to the guidelines in the district K-12 Comprehensive Reading Plan in Developmental Language Arts Through ESOL class. Teachers will access Virtual Counselor to view classification code of all ELL students to differentiate instruction and provide support for these students. Teacher has attended the English Now! training for this class. Based on assessment data, students' instruction will be modified to focus on areas of weaknesses. To ensure that instruction provided to ELLs is equal in amount, sequence and scope, appropriate steps are taken in the placement of ELLs in content area courses with ESOL endorsed teachers. Programmatic assessment and academic placement reviews are documented on the ELLSEP folder at time of entry, prior to	Manning, Literacy Department Head, Principal, Micensky	Lesson Plan Review - Evidence can be observed during classroom visits, through lesson plans, through use of materials and audio-visuals, and through grade book notations. PMP monitoring of students. Daily assignments, tests, quizzes, mini-assessments. Classroom walk throughs are conducted on a regular basis to ensure that research-based and evidence-based practices and curriculum are being implemented with fidelity. Ongoing alternative assessments.	Report Cards, Assessments, Pupil Monitoring Plan All teachers of ELLs MUST document the ESOL strategies used for each lesson in their plan book. CELLA, FORF assessments. Portfolios.

			placement into the ESOL program. Content area teachers will incorporate research based reading strategies into their daily lessons, and instructional delivery, not content, is modified to meet the needs of ELLs. Teachers of social studies, science, mathematics and computer literacy are certified in their assigned subject areas and receive appropriate ESOL training, as required by the state, when ELLs are enrolled in their classes. Teachers of language arts and elementary grades are also certified in their areas and are required by the state to obtain the ESOL Endorsement, which is added to their Florida State Teaching Certificate.			
	Lack of teacher experience with ESOL strategies.	ESOL training throughout the year and for all teachers. Our A1 and A2 students are scheduled according to the guidelines in the district K-12 Comprehensive Reading Plan in Developmental Language Arts Through ESOL class. Teachers will access Virtual Counselor to view classification code of all ELL students to differentiate instruction and provide support for these students. Teacher has attended the English Now! training for this class. Based on assessment data, students' instruction will be modified to focus on areas of weaknesses. To ensure that instruction provided to ELLs is equal in amount, sequence and scope, appropriate steps are taken in the placement of ELLs in	Assistant Principal, Principal	Mini-Assessments, iObservations to concentrate higher order questioning techniques and student responses. Students will receive feedback from the teacher via a teacher generated think and search rubric. Based on student responses, teachers may refer to Marzano's Research-Based Strategies for Increasing Achievement for further education on the review and revision process. RtI, Data Chats, Lesson Plans	Benchmark Testing, mini-assessments, FORF, DAR, teacher made tests

3		content area courses with ESOL endorsed teachers. Programmatic assessment and academic placement reviews are documented on the ELLSEP folder at time of entry, prior to placement into the ESOL program. Content area teachers will incorporate research based reading strategies into their daily lessons, and instructional delivery, not content, is modified to meet the needs of ELLs. Teachers will access Virtual Counselor to view classification code of all ELL students to differentiate instruction and provide support for these students. Based on assessment data, students' instruction will be modified to focus on areas of weaknesses. Use of graphic organizers, research/project based learning and various computer literacy programs - FCAT Explorer, BrainPop, Compass Learning Odyssey			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The Students with Disabilities making progress increased over the past 2 years. Continuing efforts are in place with support to decrease the students who are non-proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (60)	50% (55)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Lack of content area teacher experience in integrating reading skills with informational and literary text as well as the textbook readability.	Professionial Development to include instruction and practice in writing higher order questions in lesson plans and in teaching. CRISS and MARZANO strategies. Develop an Instructional Focus Calendar based on the areas of weakness in reading. Content Area teachers to participate in Staff Development in infusing ESE reading strategies in the classroom. Use of ESE accomodations, graphic organizers, think-pair-share activitities, peer tutoring and counseling, and project based learning. Access to additional resources through BEEP and various computer based literacy programs - FCAT Explorer, Compass Learning Odyssey, Destination, and BrainPop. Teachers will provide visual cues and prompts paired with verbal instructions.	Literacy Department Head, ESE Specialist, AP over ESE, and ESE Support Facilitator	Student progress monitored closely by using 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. Lesson plans and classroom observations. ESE Support Facilitator Logs.	DAR, FORF, mini-assessments, teacher made tests. DATA CHATS with Administration and ESE teachers/specialist to review assessment and OPM data to determine progress from Benchmark to Benchmark. Student Growth Plans
2	Lack of teacher experience with students in mainstream classes that may not be responding to traditional instruction.	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/exploration. Teachers will provide visual cues and prompts paired with verbal instructions. Preferential seating with close proximity to teacher during directions and instructions. Multi-sensory activities.	Literacy Department Head, AP over ESE, ESE Specialist, and ESE Support Facilitator	Use of ESE accommodations in the classroom through classroom observations and lesson plan review. 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. Student Growth Plans
3	Lack of teacher experience with SWD students in the classroom as it relates to their disability. Examples: 1. accuracy of student processing auditory information, 2. lack of social skills that can carry over into the learning environment for	Teachers will be inserviced in ways to present material to SWD students and ways to accommodate the learner.	AP over ESE, ESE Specialist and Support Facilitator, ESE Department Head	Use of ESE accommodations in the classroom through classroom observations and lesson plan review. Student progress is assessed using assessment data, including but not limited to mini-assessments	DATA CHATS with Administration and ESE teachers/specialist to review assessment and OPM data to determine progress from Benchmark to

	the SWD as well as the general ed student, 3. lack of vocabulary skills, 4. readability of textbooks.			and OPM. Observations, Behavior/Academic checklists and Portfolios. Percent of students making adequate progress toward benchmark is calculated	Benchmark.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The number of students who are classified as Economically Disadvantaged as increased over the past 3 years. 2010 was the first year that Tequesta Trace did not meet proficiency for students classified as Economically Disadvantaged. Efforts will be made to decrease the number of students who are non-proficient in this subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40%(154)	35% ((134)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of teachers experience with dealing with the increasing number of students classified as Economically Disadvantaged.	Teachers will participate in diversity training through departments. Teachers will differentiated instruction to meet the needs of students.	AP, Principal	iObservations, Lesson Plans	Mini-Assessments, BAT, Observation by administrators
2	Placement of students to ensure individual academic needs are met.	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. Just Words or REWARDS classes for those students deficient in phonemic awareness and phonics Pull Out Program to increase reading comprehension/test taking strategies.	Principal	Quarterly growth, increased achievement on Assessments, and student data chats	Report Cards, Assessments, Student Data Records in Agenda Books
3	Reading is not required for all students after 5th grade.	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 through content area classes. School-wide Literacy	Literacy Department Head - Laurie Manning, Administration	iObservations, Lesson Plan review to ensure compliance and effectiveness of strategies.	Teacher, Student artifacts, miniassessments based on benchmarks taught. Monitoring of ayp subgroup.

		Improvement Program.			
4	Teachers lack of experience with students who may have difficulty in reading/understanding/answering higher order questions.	Include, CRISS and MARZANO Strategies, KWL, Concept Mapping, Q3R strategies and higher order questions in lesson plans. Graphic organizers. Variet of text.	Literacy Department Head - Laurie Manning, Administration	iObservations and Lesson Plan review to ensure compliance and effectiveness of strategies.	Classroom walkthrough log and focused walkthroughs to determine use of effective reading strategies.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Academic Vocabulary	6 - 8 Literacy Teachers During weekly Department Meetings	Manning - Literacy Department Head	Literacy Teachers Social Studies Teachers	Every other Friday during Department Meetings for Literacy Every other Monday during Department Meetings for Social Studies and Electives	Participation of teachers Agendas Minutes Lesson PLans iObservations	Paul Micensky, Principal Carol Nissen, Intern Principal
Transitioning to Common Core State Standards	6 - 8 All Subjects During Department Meetings and Early Release Days	Laurie Manning, Literacy Department Head and various Department Heads	School-wide during Department Meetings	8/14/12, 8/24/12, 8/31/12, 9/7/12, 9/14/12, 9/27/12, 10/5/12, 10/12/12, 12/19/12, 11/2/12, 11/9/12, 11/30/12, 12/6/12, 12/14/12, 1/11/13, 1/18/13, 1/25/13, 2/1/13, 2/8/13, 2/22/13, 3/1/13, 3/22/13, 4/5/13, 4/18/13, 4/26/12, 5/3/13	Participation of teachers Agendas Minutes Lesson PLans iObservations	Paul Micensky, Principal Carol Nissen, Intern Principal
ESE Strategies: Accomodations for different learners and learning styles. Differentiating Instructions while meeting the standards of CCSS.	6 - 8 Literacy Teachers Department Meetings	Rivera - ESE Specialist Winter - ESE Department Head	Literacy Teachers Social Studies Teachers	Every other Friday during Department Meetings for Literacy Every other Monday during Department Meetings for Social Studies and Electives	Participation of teachers Agendas Minutes Lesson PLans iObservations	Paul Micensky, Principal Carol Nissen, Intern Principal
Reading Strategies - Text Complexity Close Reading	6 - 8 Literacy Teachers During weekly Department Meetings	Manning - Literacy Department Head	Literacy Teachers Social Studies Teachers Elective Teachers	Every other Friday during Department Meetings for Literacy Every other Monday during Department Meetings for Social Studies and Electives	Participation of teachers Agendas Minutes Lesson PLans iObservations	Paul Micensky, Principal Carol Nissen, Intern Principal
					Data Chats with Departments to determine the	

LITERACY LEADERSHIP Strategies for ESE and ELL Reading Strategies for all	6, 7, & 8/All Subjects	Laurie Manning, Literacy Department Head	Delivered in Departments Ongoing through Department meetings facilitated by literacy coach.	Departments meet once a week for 30 minutes.	achievement of the benchmarks. Literacy in the Classroom, CWT to determine effectiveness of interventions. Teachers also meet during planning to discuss PLC.	Literacy Department Head, Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
BRAINPOP FOR ALL SUBJECT AREAS	COMPUTER BASED PROGRAM FOR RETEACHING AND ENRICHMENT	GENERAL	$400.00
			Subtotal: $400.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
COMMON CORE PLC	COPIES	GENERAL FUND	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
HELPING HANDS STUDENT/TEACHER MENTORING PROGRAM	COPIES/REWARDS	GENERAL	$150.00
			Subtotal: $150.00
			Grand Total: $1,550.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

** When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).*

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	To increase the number of ELL students proficient on CELLA to 67% for Listening/Speaking.
2012 Current Percent of Students Proficient in listening/speaking:	
62% (56 OUT OF 91)	
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers not working toward the same goal – to influence student achievement on the linguistic, cognitive and academic development of levels of English in a supportive environment.	Teachers are to evaluate all ELL students individually by monitoring their grades on tests, classroom performance, progress reports, and report cards.	ESOL Liaison Administration Guidance Counselors	IObservation Data Monitoring of student grades and progress	CELLA Scores FCAT 2.0 Progress Reports
2	Instructional time may not be used effectively for students to receive comprehensible instruction.	Teachers must increase their instructional time and use it more effectively as it relates to utilizing the ELL strategies and accommodations.	ESOL Liaison Administration Guidance Counselors	IObservation Data Monitoring of student grades and progress	CELLA Scores FCAT 2.0 Progress Reports
3	Students may not be given ample time in the classroom and instructional time to speak English to increase their speaking abilities.	Teachers need to give students time to discuss lessons and what is being taught. Students need to be encouraged to use English as much as possible and in a non-threatening atmosphere.	ESOL Liaison Administration Guidance Counselors	IObservation Data Monitoring of student grades and progress.	CELLA Scores FCAT 2.0 Progress Reports

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	To increase the %age of students who take the CELLA to be proficient in reading by 5 points.
2012 Current Percent of Students Proficient in reading:	
32% (29)	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher training in ELL strategies may not be adequate for student progression in reading.	Teachers will be trained on ELL strategies to be used in the classroom. There are no new teachers, therefore, the training will be a review and reiteration of what is to be done in the classroom.	ESOL Liaison Guidance Counselors Administration	IObservation Data Monitoring of student grades and progress	CELLA Scores FCAT Progress Reports
2	Instructional time may not be used effectively for students to receive comprehensible instruction.	Teachers must increase their instructional time and use it more effectively as it relates to utilizing the ELL strategies and accommodations.	ESOL Liaison Administration Guidance Counselors	IObservation Data Monitoring of student grades and progress	CELLA Scores FCAT Progress Reports
	Teachers not working toward the same goal – to influence student achievement on the	Teachers are to evaluate all ELL students individually by monitoring their grades	ESOL Liaison Administration Guidance Counselors	IObservation Data Monitoring of student grades and progress	CELLA Scores FCAT Progress Reports

3	linguistic, cognitive and academic development of levels of English in a supportive environment.	on tests, classroom performance, progress reports, and report cards.			

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	To increase proficiency in writing for students who take CELLA.
2012 Current Percent of Students Proficient in writing:	
35% (32)	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge of teacher of language acquisition of ELL students.	Teachers to participate in ELL teaching strategies that include instruction of linguistic and academic skills using ESOL strategies and differentiated instruction. Use of graphic organizers, think-pair-share activitities,Illustrated Classics Library Set, Picture and Bilingual Dictionaries (for classroom use and assessments), Facts and Figures, Complete ConceptLins Social Studies Program, and project based learning. Access to additional resources through BEEP and various computer based literacy programs - FCAT Explorer, Compass Learning Odyssey, and BrainPop. ELLs are provided accommodations in the administration of statewide assessments consistent with the requirements of State Board of Education rule 6A-6.09091 and the FCAT Test Administration Manual. Teachers will access Virtual Counselor to view classification code of all ELL students to	Micensky, Principal, Nissen, Assistant	Principal Evidence can be observed during classroom visits, through lesson plans, through use of materials and audio-visuals, and through grade book notations. Quarterly growth, increased achievement on Assessments, and student data chats – Adjustments in schedules based on achievement and IPT/reevaluations for ELL status.	PMP monitoring of students. Daily assignments, tests, quizzes, mini-assessments, and portfolios. Report Cards, Ongoing alternative assessments, Pupil Monitoring Plan All teachers of ELLs MUST document the ESOL strategies used for each lesson in their plan book. CELLA, FORF assessments. Portfolios.

		differentiate instruction and provide support for these students.			

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
STAR ESE FALL EDUCATION BOOKS	BOOKS FOR ESE SVE CLASSES	GENERAL	$155.00
EDHELPER FOR ESE SVE CLASSES	SUBSCRIPTION	GENERAL	$70.00
			Subtotal: $225.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
SCRIPTS SPELLING BEE COMPETITION	FEES	GENERAL	$100.00
			Subtotal: $100.00
			Grand Total: $325.00

End of CELLA Goals

Middle School Mathematics Goals

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The goal is to increase the number of students who achieve a level 3 in math to close to 400 or 30% of the population. This increase is from targeted students who scored below Level 3 on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (333)	30% (398)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of teacher and student experience with computer-based testing.	Training for teachers on EPAT computer-based testing.	Department Heads	Training logs	EOC FCAT 2.0 Mini-assessments
2	Lack of parent and student awareness of Pinnacle grading and communication with teachers.	Strategy sheets for students to outline how to use Pinnacle. ParentLink messages Website (both school and PTA) to encourage the use of Pinnacle.	Administration	Log on information from Pinnacle and parent conferences.	Increased parent involvement.
3	Teachers need more experience in understanding the CCSS (Common Core State Standards) and the implementation thereof.	Intensive training for teachers on the new standards and weekly professional development activities through department meetings and through sharing of best practices during planning periods.	Math Department Head with monitoring by Administrator in charge of Math.	Teacher Observations and Review of Lesson Plans to ensure that teachers are utilizing the training with the standards. Discussions through data chats and department meetings ensure compliance with the curriculum.	Teacher Observations, Lesson Plans, Classroom Assessments, Mini – Assessments, Benchmark Assessments in September and Novemeber with follow up wtih mini-assessments.
4	Lack of use of the math manipulative tools and online (technology) resources that accompany the textbook, and exposure to various math strategies.	Increase student use and exposure to the online resources embedded in the curriculum. Math manipulatives, FCAT Explorer, and various FCAT math strategies will be utilized in all classes.	Math Department Head, Administrator in charge of math.	Classroom monitoring will indicate the use of manipulatives. The monitoring of IFC and lesson plans will ensure compliance w/ IFC and the use of variety of math strategies.	Discussions about classroom observations.Teacher made tests from District adopted textbooks, Mini-benchmark assessments, BEEP, BAT assessments. Lesson Plans.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Continuing efforts are in place for the students who are assessed using FAA to achieve above their present level of performance.

2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (9)	75% (11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited knowledge to make text meaningful.	Increase the use of multimedia Introducing unknown words Teach vocabular using all modalities	SVE teachers, ESE Specialist	Informal assessment	Portfolio work IEP progress DAR FAA
2	Hetergenous groups of students with very different exceptionalities.	Strive for more homogenous groups.	SVE teachers, ESE Specialist	Compare rates of gain based on teacher data from previous years and month by month. Progress reports based on IEP mastery.	Oral and written quizzes and informal assessments.
3	Teacher pupil ratio	Use of smaller instructional groups	SVE teachers, ESE Specialist.	Compare rates of gain based on teacher data from previous years and month by month. Progress reports based on IEP mastery.	Oral and written quizzes and informal assessments.
4	Limited use of manipulatives	Increase use of manipulatives in instruction and practice	SVE teachers, ESE Specialist.	Compare rates of gain based on teacher data from previous years and month by month. Progress reports based on IEP mastery.	Oral and written quizzes and informal assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The number of students above proficiency has remained over 50% for 4 years, despite the change in the grading of the assessments. As the proficiency standards increase the number of students above proficiency needs to increase. In grades 6 – 8, 60% of all students will achieve above proficiency in math on the 2013 FCAT Math. .
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (738)	60% (795)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of rigor of math instruction for the students scoring level 4 and 5 on FCAT math because the teachers need to be more familiar with CCSS and NGSSS and with utilizing textbook resources to increase rigor in their lessons.	Expand teachers' ability to plan cooperatively to increase the exposure to the utilization of the textbook resources.	Math Department Head, Administrator in charge of math.	Classroom observations will indicate the rigor in the classrooms - conferences with teachers will be held for those in need of assistance. Monitoring of IFC/lesson plans to ensure rigor in the classroom.	Classroom observation logs. Reporting out of lessons/assessments through data chats

2	Lack of supplemental activities for students achieving high proficiency in math.	Supplemental instruction/intervention for students in their areas of weaknesses.	Math Department Head, Administrator in charge of math.	Monitoring and adapting lessons based on student progress. Classroom observations and discussions about the supplemental activities will indicate the use of them in the classroom.	Lesson plans, Observations, Informal conversations with teachers. Mini-assessments, End of chapter assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Efforts are ongoing to increase our students' proficiency for those who are assessed with the Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (2)	20% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of manipulatives	Increase use of manipulatives in instruction and practice	SVE teachers, ESE Specialist	Compare rates of gain based on teacher data from previous years and month by month. Progress reports based on IEP mastery.	Oral and written quizzes and informal assessments
2	Hetergenous groups of students with very different exceptionalities.	Strive for more homogenous groups.	SVE teachers, ESE Specialist	Compare rates of gain based on teacher data from previous years and month by month. Progress reports based on IEP mastery.	Oral and written quizzes and informal assessments.
3	Teacher pupil ratio	Use of smaller instructional groups	SVE teachers, ESE Specialist.	Compare rates of gain based on teacher data from previous years and month by month. Progress reports based on IEP mastery.	Oral and written quizzes and informal assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The % of students making Learning Gains had increased over the past 3 years, however, it decreased for 2011 by 4%age points. For 2012 our %age of students making learning gains increased despite the change in grading. Efforts are in place to continue this trend and to increase Learning Gains to 85% on the 2013 FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (1030)	85% (1126)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in content area classes are not sufficiently involved in higher-level questions and how to answer them, and in the use of critical thinking strategies to support their answers.	Use of CRISS strategies. Teachers trained in using higher-level questioning techniques.	Assistant Principals, Department Heads	Informal observations, PLC's focusing on critical thinking. Classroom Walk Through Observations, Lesson Plans	Lesson Plans, Teacher made assessments, BAT
2	Lack of rigor of math instruction because the teachers need to be more familiar with utilizing textbook resources to increase rigor in their lessons.	Expand teachers' ability to plan cooperatively to increase the exposure to the utilization of the textbook resources.	Math Department Head, Administrator in charge of math.	Monitoring of IFC and lesson plans to ensure rigor in the classroom. Classroom observations will indicate the rigor in the classrooms - conferences with teachers will be held for those in need of assistance.	Classroom observation logs. Reporting out of lessons/assessments through data chats.
3	Lack of use of the math manipulative tools and online (technology) resources that accompany the textbook, and exposure to various math strategies.	Increase student use and exposure to the online resources embedded in the curriculum. Math manipulatives, FCAT Explorer, and various FCAT math strategies will be utilized in all classes.	Administrator over math, Math Department Head	Classroom observations with monitoring of IFC and lesson plans to ensure compliance w/ IFC.	Lesson Plans, Teacher made tests from District adopted textbooks, Mini-benchmark assessments, BEEP, BAT assessments
4	Inability to adequately utilize math strategies.	Teachers will provide tutorials and individualized math instruction specific to student needs with a variety of math strategies.	Department Head Administration	Mini Assessments, Teacher made tests, District approved text and tests will indicate evidence of a variety of math strategies. Data chats with students to monitor their progress will also show evidence.	Benchmark Assessment Test Teacher generated tests BAT Mini-Assessments Unit Tests
5	Teacher inexperience in CCSS and NGSSS and following a Instructional Focus Calendar (IFC).	Teacher training on IFC and implementationn. In order to meet the needs of students, an Instructional Focus Calendar will be developed for Math classes based on the areas of weakness.	Administrator over math, department head	Lesson plan review and classroom observation that align with the IFC will indicate effectiveness. Lessons presented based on IFC will also indicate effectiveness.	Lesson plans, student work, mini-assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Continuing efforts are in place for the students who are assessed using FAA to achieve above their present level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77.5% (9)	83% (12)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of manipulatives	Increase use of manipulatives in instruction and practice	SVE teachers, ESE Specialist	Compare rates of gain based on teacher data from previous years and month by month. Progress reports based on IEP mastery.	Oral and written quizzes and informal assessments
2	Teacher pupil ratio	Use of smaller instructional groups	SVE teachers, ESE Specialist.	Compare rates of gain based on teacher data from previous years and month by month. Progress reports based on IEP mastery.	Oral and written quizzes and informal assessments.
3	Hetergenous groups of students with very different exceptionalities.	Strive for more homogenous groups.	SVE teachers, ESE Specialist	Compare rates of gain based on teacher data from previous years and month by month. Progress reports based on IEP mastery.	Oral and written quizzes and informal assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Tequesta has made great strides in meeting the needs of the Lowest 25%. Trend data indicates that percent of students in the Lowest 25% making adequate progress in math is higher at Tequesta than in the district despite the change in scoring the FCAT and the guideline change of only Level 1 and 2 students in the Lowest 25%. Efforts are being made to increase that percentage to 64% on the 2013 Mathematics FCAT Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (171)	64% (188)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of presentation technology - document cameras - to show examples and non-examples to the class for evaluation and strategizing improvements.	Purchase more document cameras and/or ensure that all teachers are utilizing this technology.	Micro-tech, AP in charge of technology, Principal	Classroom Walk Throughs to ensure usage of technology with fidelity.	Mini-Assessments, Student participation, Observation notes
2	Lack of experience of teachers with disaggregating student data to identify and meet the needs of all students.	Teachers will be trained in data disaggregation using 2011 FCAT, BAT data with the Math Department Head To determine areas of weaknesses for individual students	Assistant Principal, Department Head and Support Staff	Monitoring Lessons based on student weaknesses and daily student progress along with data chats with teachers/studentsand teachers/administration will indicate effectiveness of strategy.	Data Chats, classroom observations, strategies documented in lesson plans
	Lack of use of the math manipulative tools and online (technology) resources that accompany the textbook,	Increase student use and exposure to the online resources embedded in the curriculum. Math manipulatives,	Administrator over math, Math Department Head	Classroom observations with monitoring of IFC and lesson plans to ensure compliance w/ IFC.	Lesson Plans,classroom observations, Teacher made tests from District

3	and exposure to various math strategies.	FCAT Explorer, and NGSSS workbooks, Florida Achieves - FOCUS and various FCAT math strategies will be utilized in all classes.			adopted textbooks, Mini-benchmark assessments, BEEP, BAT assessments
4	Limited exposure to supplemental academic assistance.	Utilization of Compass Odysessy Learning Program, FCAT Explorer, and Pull Out/Push In for Levels 1 and 2.	Math Department Head, Administrator over math	Monitoring and adapting lessons based on daily student progress, area of weaknesses, and participation in supplemental academic opportunities.	Progress Reports run by teachers, mini-asssessments, lesson plans, classroom observations
5	Teachers need more experience in understanding the CCSS (Common Core State Standards) and the implementation thereof.	Intensive training for teachers on the new standards and weekly professional development activities through department meetings and through sharing of best practices during planning periods. Utilization of District trainers when necessary.	Math Department Head and the Administrator in charge of math.	Teacher Observations and Review of Lesson Plans to ensure that teachers are utilizing the training with the standards. Discussions through data chats and department meetings ensure compliance with the curriculum and standards.	iObservation discussion and feedback with teacher. Lesson Plans, Classroom Assessments, Mini – Assessments, Benchmark Assessments in November with follow using mini-assessments.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal # 5A : Tequesta Trace students will continue to be exposed to quality teaching in order to decrease the percentage of nonproficient students by 50% in 5 years. Our percent of nonproficient students increased from 2010/2011 to

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	78%	82%	84%	85%	87%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Student subgroups by ethnicity not making satisfactory progress will decrease by at least 5%age points. Efforts are in place to identify students not making progress to decrease non-proficient students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 16% (93) Black: 42% (22) Hispanic: 27% (182) Asian: 10% (5) American Indian: 0% (0)	White: 11% (63) Black: 37% (20) Hispanic: 22% (148) Asian: 5% (24) American Indian: maintain

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Teachers need more experience in understanding the Next Generation SSS and CCSS and the	Intensive training for teachers on the new standards and weekly professional development activities	Math Department Head with monitoring by Administrator in charge of Math.	Teacher Observations and Review of Lesson Plans to ensure that teachers are utilizing the training with the	Teacher Observations, Lesson Plans, Classroom Assessments, Mini

1	implementation of math curriculum.	through department meetings and through sharing of best practices during planning periods.		standards. Discussions through data chats and department meetings ensure compliance with the curriculum.	– Assessments, Benchmark Assessments in September and Novemeber with follow up wtih mini-assessments.
2	Lack of use of the math manipulative tools and online (technology) resources that accompany the textbook, and exposure to various math strategies.	Increase student use and exposure to the online resources embedded in the curriculum. Math manipulatives, FCAT Explorer, and various FCAT math strategies will be utilized in all classes.	Math Department Head, Administration over math	Classroom observations, monitoring of IFC and lesson plans to ensure compliance w/ IFC and the use of manipulatives	Teacher made tests from District adopted textbooks, Mini-benchmark assessments, BEEP, BAT assessments, classroom observations
3	Lack of identification of students in subgroups who are non-proficient.	Teachers will be given the tools to identify subgroups using BASIS to improve planning and implementation of differentiated instruction.	Administrators and Department Heads	iObservations with feedback to teachers, PLC's on differentiated instruction, Data Chats	Benchmark Assessments, 2013 FCAT, Data Chat data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Efforts will be made to decrease the level of non-proficient ELL students in math to 60% on the 2013 FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (40)	60% (34)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A1 and A2 students are not proficient enough in the English language to be mainstreamed into content area classes and be expected to preform on grade level.	Teacher training in peer tutoring, peer buddies, small group, differentiated instruction, the use of Smart/Promethean Boards when available, and the application of ELL strategies. The instruction provided to ELLs must be equal in amount, scope, sequence and quality to the instruction provided to non-ELLs at the same grade level. Instruction is supported through the use of ESOL instructional strategies including the use of Title III supplemental activities like Vocabulary Math Kit and Access Math.	Math Department Head, Administrator	Participation in teacher training. Classroom observations. Data chats with teachers/students/administrators to indicate effectiveness of training.	Lesson plan review, Mini-assessments, alternative assessments to drive instruction and monitor ELL progress. Daily assignments, mini-assessments, observations, BAT1 and BAT2.

		In addition, the curriculum, textbooks and other instructional materials used by ELLs must be comparable to those used by their non-ELL counterparts.			
2	Lack of experience of teachers dealing with language acquisition of A1 and A2 ELL students.	Teacher training in group and individual teaching strategies and in Differentiated Instruction as well as the accommodations necessary for ELL students for testing and daily assignments to include bilingual dictionaries.	Department Head, Administrator over math, ESOL coordinator	Use of strategies in lessons and monitoring of lessons through classroom observations and data chats. When necessary adaptation of lessons based on daily student progress. Ongoing analysis of assessments in the classroom - teacher made tests, quizzes, portfolios, and daily assignments.	Lesson plan review, Mini-assessments, alternative assessments to drive instruction and monitor ELL progress. Daily assignments, mini-assessments, observations, BAT1 and BAT2.
3	Lack of utilization of necessary ELL strategies to teach the content.	Teacher training in peer tutoring, peer buddies, small group, differentiated instruction, and the application of ELL strategies. The instruction provided to ELLs must be equal in amount, scope, sequence and quality to the instruction provided to non-ELLs at the same grade level. Instruction is supported through the use of ESOL instructional strategies. In addition, the curriculum, textbooks and other instructional materials used by ELLs must be comparable to those used by their non-ELL counterparts.	Math Department Head Administrators	Participation in teacher training. Classroom observations. Data chats with teachers/students/administrators to indicate effectiveness of training. Ongoing analysis of assessments in the classroom - teacher made tests, quizzes, portfolios, and daily assignments.	Lesson plan review, Mini-assessments, alternative assessments to drive instruction and monitor ELL progress. Daily assignments, mini-assessments, observations, BAT1 and BAT2.
4	ELL students not given adequate support in mainstream classroom.	Identity and monitor LF students through data disaggregation and mentoring and infuse ELL strategies in classroom and lesson plans – think/pair/share, pairing non speakers w/ speakers, notetaking strategies ELLs are provided accommodations in the administration of statewide assessments consistent with the requirements of State Board of Education rule 6A-6.09091 and the FCAT Test Administration Manual.	Math Department Head, Administrator	Teachers maintain log of ESOL strategies used in lesson plans and classroom observations to monitor the utilization of support for ELL. Ongoing analysis of assessments in the classroom - teacher made tests, quizzes, portfolios, and daily assignments.	Lesson Plans, classroom observations to monitor teaching and learning. Daily assignments, mini-assessments, observations, BAT1 and BAT2.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Until this year, the number of SWD students has decreased and the support for the SWD population has been stretched. Trend data has fluctuated for the past 3 years. As the minimum % proficiency increases more efforts need to be made to identify students classified as SWD to support academic progress in the all areas. SWD non-proficiency in Math will decrease to 50% on the 2013 FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (63)	50% (65)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher inability to to provide adequate support and accomodations to SWD in the mainstream content area classes.	Based on diagnostic assessment, plan supplemental instruction/ intervention for students not responding to core instruction. Provide appropriate accommodations based on student need. Focus of instruction is determined by review of assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice/exploration and the use of manipulatives and assisted technology devices such as calculator. Teachers will provide visual cues and prompts paired with verbal instructions.	Administrator over ESE, Math Department Head, ESE Support Facilitator	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. Mini-assessments, alternative assessments, teacher made tests/quizzes.
2	Inability to adequately utilize math strategies to meet the needs of Student with Disabilities.	Teachers will provide tutorials, small group and individualized math instruction with accommodations specific to student needs with a variety of math strategies and the use of manipulatives and assisted technology devices such as calculator.	Department Head Administration	Mini Assessments, Teacher made tests, District approved text and tests will indicate evidence of a variety of math strategies. Data chats with students to monitor their progress will also show evidence.	Benchmark Assessment Test Teacher generated tests BAT Mini-Assessments Unit Tests
3	Insufficient support staff.	SWD will receive ESE accommodations based on IEP and support through peer tutoring, exposure to Community School resources, in class assistance and	Support Facilitator	Support Facilitator's log and contact hours to determine the amount of support given to students.	Mini-assessemnts, diagnostic assessments, support facilitator log of contact hours

		support facilitator. Department Head Administration			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The number of students who are classified as Economically Disadvantaged has increased over the past 3 years. 2010 is the first year that Tequesta Trace has not met proficiency for students classified as Economically Disadvantaged. Efforts will be made to decrease Non-proficiency to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (138)	30% (120)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inability to adequately utilize math strategies.	Teachers will provide tutorials and individualized math instruction specific to student needs with a variety of math strategies.	Department Head Administration	Mini Assessments, Teacher made tests, District approved text and tests will indicate evidence of a variety of math strategies. Data chats with students to monitor their progress will also show evidence.	Benchmark Assessment Test Teacher generated tests BAT Mini-Assessments Unit Tests
2	Lack of new technologies. Lack of consumable materials.	Math students will utilize current technology programs and free on-line resources.	Department Head Administration	Classroom observations and review of lesson plans with discussions on how to best utilize the technology and consumables avaialable.	Classroom observations, lesson plans, data chats, department meeting minutes

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Tequesta Trace Middle School's proficiency for students in Algebra is over 95%. Our goal is to maintain that proficiency by continuing to infuse differentiated instruction and increase technology in the classroom. Also our goal is decrease the students scoring Achievement Level 3 by increasing students scoring Levels 4 and 5 in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (9)	4% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of teacher and student experience with computer-based testing.	Training for teachers on EPAT computer-based testing.	Department Heads	Training logs	EOC FCAT 2.0 Mini-assessments
2	Lack of parent and student awareness of Pinnacle grading and communication with teachers.	Strategy sheets for students to outline how to use Pinnacle. ParentLink messages Website (both school and PTA) to encourage the use of Pinnacle.	Administration	Log on information from Pinnacle and parent conferences.	Increased parent involvement.
3	Not enough technology in the classrooms that teach students in Algebra.	Teachers will be able to share technology with classrooms that have Promethean or Smart Boards.	Department Head and Administrator in charge of math	Use of mini-assessments and teacher made tests.	Scores on mini-assessments and teacher made tests. Algebra EOC.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Tequesta Trace Middle School's proficiency for students in Algebra is over 95%. Our goal is to maintain that proficiency by continuing to infuse differentiated instruction and increase technology in the classroom.
2012 Current Level of Performance:	2013 Expected Level of Performance:
94% (134)	Maintain

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not enough technology in the classrooms that teach students in Algebra.	Teachers will be able to share technology with classrooms that have Promethean or Smart Boards.	Department Head and Administrator in charge of math	Use of mini-assessments and teacher made tests.	Scores on mini-assessments and teacher made tests. Algebra EOC.
2	Lack of supplemental activities for students achieving high proficiency in math.	Supplemental instruction/intervention for students in their areas of weaknesses	Math Department Head, Administrator in charge of math	Monitoring and adapting lessons based on student progress. Classroom observations and discussions about the supplemental activities will indicate the use of them in the classroom. Lesson plans, Observations, Informal conversations with teachers.	Miniassessments, End of chapter assessments Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas of weakness.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
	Algebra Goal #

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	3A : Tequesta Trace students will continue to be exposed to quality teaching in order to mainitain the 100% proficiency in Algebra.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	0%	MAINTAIN	MAINTAIN	MAINTAIN	MAINTAIN	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	Tequesta Trace Middle School's proficiency for students in Algebra is over 95%. Our goal is to maintain that proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 0% (0) Black:0% (0) Hispanic: 0% (0) Asian: 0% (0) American Indian: NA	White: Maintain Black: Maintain Hispanic: Maintain Asian: Maintain American Indian: NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Possible lack of supplemental activities for students achieving high proficiency in math.	Supplemental instruction/intervention for students in their areas of weakness.	Math Department Head, Administrator in charge of math	Monitoring and adapting lessons based on student progress. Classroom observations and discussions about the supplemental activities will indicate the use of them in the classroom. Lesson plans, Observations, Informal conversations with teachers.	Mini-assessments, End of chapter assessments Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas of weakness.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	Tequesta Trace Middle School's proficiency for students in Algebra is over 95%. Our goal is to maintain that proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	MAINTAIN

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Possible lack of supplemental activities for students achieving high proficiency in math.	Supplemental instruction/intervention for students in their areas of weakness	Math Department Head, Administrator in charge of math	Monitoring and adapting lessons based on student progress. Classroom observations and discussions about the supplemental activities will indicate the use of them in the classroom. Lesson plans, Observations, Informal conversations with teachers.	Mini-assessments, End of chapter assessments Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas of weakness

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	Goal is to maintain 100% proficiency on the EOC Algebra Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	0%(0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of new technologies. Lack of consumable materials.	Math students will utilize current technology programs and free on-line resources.	Department Head Administration	Classroom observations and review of lesson plans with discussions on how to best utilize the technology and consumables avaialable.	Classroom observations, lesson plans, data chats, department meeting minutes

Geometry End-of-Course (EOC) Goals

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	Tequesta Trace Middle School's proficiency for students in Geometry is 100%. Our goal is to maintain that proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	Maintain

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of teacher and student experience with computer-based testing.	Training for teachers on EPAT computer-based testing.	Department Heads	Training logs	EOC FCAT 2.0 Mini-assessments
2	Lack of parent and student awareness of Pinnacle grading and communication with teachers.	Strategy sheets for students to outline how to use Pinnacle. ParentLink messages Website (both school and PTA) to encourage the use of Pinnacle.	Administration	Log on information from Pinnacle and parent conferences.	Increased parent involvement.
3	Possible lack of supplemental activities for students achieving high proficiency in math.	Supplemental instruction/intervention for students in their areas of weakness.	Math Department Head, Administrator in charge of math	Monitoring and adapting lessons based on student progress. Classroom observations and discussions about the supplemental activities will indicate the use of them in the classroom. Lesson plans, Observations, Informal conversations with teachers.	Mini-assessments, End of chapter assessments Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas of weakness

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	To maintain the level of performance of all students who take the Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (52)	Maintain

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of new technologies. Lack of consumable materials.	Math students will utilize current technology programs and free on-line resources.	Department Head Administration	Classroom observations and review of lesson plans with discussions on how to best utilize the technology and consumables avaialable.	Classroom observations, lesson plans, data chats, department meeting minutes

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A : Tequesta Trace students will continue to be exposed to quality teaching in order to maintain the 100% proficiency rate in Geometry.				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	MAINTAIN	MAINTAIN	MAINTAIN	MAINTAIN	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	Tequesta Trace Middle School's proficiency for students in Geometry is 100%. Our goal is to maintain that proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 0% (0) Black: 0% (0) Hispanic: 0% (0) Asian: 0% (0) American Indian: NA	White: Maintain Black: Maintain Hispanic: Maintain Asian: Maintain American Indian: NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Possible lack of supplemental activities for students achieving high proficiency in math.	Supplemental instruction/intervention for students in their areas of weakness.	Math Department Head, Administrator in charge of math.	Monitoring and adapting lessons based on student progress. Classroom observations and discussions about the supplemental activities will indicate the use of them in the classroom. Lesson plans, Observations, Informal conversations with teachers.	Mini-assessments, End of chapter assessments Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas of weakness

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	Tequesta Trace Middle School's proficiency for students in Geometry is 100%. Our goal is to maintain that proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	MAINTAIN

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Possible lack of supplemental activities for students achieving high proficiency in math.	Supplemental instruction/intervention for students in their areas of weakness	Math Department Head, Administrator in charge of math	Monitoring and adapting lessons based on student progress. Classroom observations and discussions about the supplemental activities will indicate the use of them in the classroom. Lesson plans, Observations, Informal conversations with teachers.	Mini-assessments, End of chapter assessments Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas of weakness

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	Tequesta Trace Middle School's proficiency for students in Geometry is 100%. Our goal is to maintain that proficiency.

2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	Maintain

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Possible lack of supplemental activities for students achieving high proficiency in math.	Supplemental instruction/intervention for students in their areas of weakness.	Math Department Head, Administrator in charge of math.	Monitoring and adapting lessons based on student progress. Classroom observations and discussions about the supplemental activities will indicate the use of them in the classroom. Lesson plans, Observations, Informal conversations with teachers.	Mini-assessments, End of chapter assessments Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas of weakness

End of Geometry EOC Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Transitioning to Common Core State Standards	6 - 8 All Subjects During Department Meetings and Early Release Days	Melissa Bello Math Department Head and various Department Heads	School-wide during Department Meetings	8/14/12, 8/24/12, 8/31/12, 9/7/12, 9/14/12, 9/27/12, 10/5/12, 10/12/12, 12/19/12, 11/2/12, 11/9/12, 11/30/12, 12/6/12, 12/14/12, 1/11/13, 1/18/13, 1/25/13, 2/1/13, 2/8/13, 2/22/13, 3/1/13, 3/22/13, 4/5/13, 4/18/13, 4/26/12, 5/3/13	Participation of teachers Agendas Minutes Lesson PLans iObservations	Paul Micensky, Principal Carol Nissen, Intern Principal
ESE Strategies: Accomodations for different learners and learning styles. Differentiating Instructions while meeting the standards of CCSS.	6 - 8 Literacy Teachers Department Meetings	Rivera - ESE Specialist Winter - ESE Department Head	Math Teachers	Every other Friday during Department Meetings	Participation of teachers Agendas Minutes Lesson PLans iObservations	Paul Micensky, Principal Carol Nissen, Intern Principal
Pacing of the Curriculum to include sharing Best Practices						

throughout the curriculum. Online textbook activities for students to do at home. Techniques for improving communication with parents. Organization of classroom - daily routines.	6 - 8 Math Teachers Department Meetings	Melissa Bello - Math Department Head	Math Teachers	Every other Friday During Department Meetings	Participation of teachers Agendas Minutes Lesson PLans iObservations	Paul Micensky, Principal Carol Nissen, Intern Principal
LITERACY LEADERSHIP Strategies for ELL for all	6, 7, & 8/All Subjects	Department Head, ELL Liaison	Delivered in Departments Ongoing through Department meetings facilitated by literacy coach. .	Departments meet once a week for 30 minutes.	Data Chats with Departments to determine the achievement of the benchmarks. Literacy in the Classroom, CWT to determine effectiveness of interventions. Teachers also meet during planning to discuss PLC	Literacy Department Head, Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
BRAIN POP FOR ALL SUBJECT AREAS	COMPUTER BASED PROGRAM FOR RETEACHING AND ENRICHMENT	GENERAL	$400.00
			Subtotal: $400.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
MATH COMPETITIONS MATHCOUNTS M8 MATH COMPETITION	COMPETITION FEES	GENERAL	$550.00
			Subtotal: $550.00
			Grand Total: $950.00

End of Mathematics Goals

Elementary and Middle School Science Goals

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	With the implementation of Instructional Focus Calendars to align with FCAT Science, the overall proficiency rate. TTMS has remained above the District Proficiency Rate. Efforts will be made to continue to improve the IFC and student proficiency. Students achieving proficiency (Level 3) on 2013 Science FCAT 2.0 will increase to 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (222)	50% (251)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in content area classes are not sufficiently involved in reading and interacting with complex text and higher-level questions and how to answer them, and in the use of critical thinking strategies to support their answers.	Use of CRISS strategies. Document-Based Questions to be part of the lessons to increase rigor. Teachers trained in using higher-level questioning techniques. Text Complexity Professional Development. Academic Vocabulary infused school-wide through daily instruction and activities. Close Reading Strategy including rereading and questioning. Use of Marzano High Yield Strategies. Springboard curriculum in LA classes.	Assistant Principals, Department Heads	iObservations to focus on the higher level math questioning and student responses. Students will receive feedback from the teacher via a teacher generated think and search rubric. Based on student responses, teachers may refer to Marzano's Research-Based Strategies for Increasing Achievement for further education on the review and revision process. Periodic review of Lesson Plans to ensure alignment with teaching and focus calendars. Reading PLC with focus on critical thinking. Use of student portfolios in LA classes	Lesson Plans, Teacher made assessments, BAT, Portfolios, FCAT 2.0 results
2	Lack of independent reading time in class and the proper use of that reading time.	DEAR - Drop Everything And Read - in classes with follow up by teacher and students. Increase the volume and diversity of reading	Reading Coach, Department Heads	Maintenance of Reading Logs and Reading Journals in the classroom.	Mini-assessments, Monitoring of Reading Logs/Journals, Progress Monitoring by teachers.
3	Lack of teacher and student experience with computer-based testing.	Training for teachers on EPAT computer-based testing.	Department Heads	Training logs	EOC FCAT 2.0 Mini-assessments
	Lack of parent and student awareness of Pinnacle grading and communication with	Strategy sheets for students to outline how to use Pinnacle.	Administration	Log on information from Pinnacle and parent conferences.	Increased parent involvement.

4	teachers.	ParentLink messages Website (both school and PTA) to encourage the use of Pinnacle.			
5	Lack of teacher experience in dealing with students who are not able to effectively process and solve scientific problems using the scientific method.	Students will be exposed to differentiated-inquiry instruction with emphasis on problem solving.	Science Department Co-Chairs Reggie Osorio and Paul Passman	Teacher monitor weekly assessments iObservations by Adminstrators	Classroom participation Benchmark Assessment Test Teacher generated tests BAT min-assessments Unit tests Directed Reading Guides
6	Lack of mathematical skills to solve science problems.	Teachers will provide more hands-on practice on science problem-solving that involves the utilization of specific mathematical skills.	Science Department Co-Chairs Reggie Osorio and Paul Passman, Assistant Principal - Carol Nissen	Teacher monitor weekly assessments iObservations by Adminstrators	Benchmark Assessment Test Teacher generated tests BAT min-assessments Unit tests Directed Reading Guides
7	Lack of effective usage of reading strategies for various science-related materials.	Students will be exposed to reading strategies in all science classes. Teachers will attend reading strategy refreshers during pre-planning and staff development.	Reading Coach, Science Department Co-Chairs Reggie Osorio and Paul Passman Carol Nissen, Assistant Principal	Through classroom visits, adminstrators and reading coach will monitor the implementation of reading strategies in science classes. Content area PLC	Teacher-developed assessments. Review of science journals and laboratory reports.
8	Lack of presentation technology - document cameras - to show examples and non-examples to the class for evaluation and strategizing improvements.	Purchase more document cameras and/or ensure that all teachers are utilizing this technology.	Micro-tech, AP in charge of technology - Carol Nissen, Principal - Paul Micensky	iObservations to ensure usage of technology with fidelity.	Mini-Assessments, Student participation, Observation notes

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Efforts will be made to maintain or increase the number of students who are assessed though alternative assessments.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1)	Maintatin or increase to 100% (2)

Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Limited knowledge to make text meaningful.	Increase the use of multimedia Introducing unknown words Teach vocabular using all modalities	SVE teachers, ESE Specialist	Informal assessment	Portfolio work IEP progress DAR FAA
2	Little exposure to and lack of hands-on lessons	Increase the use of unique learning curriculum and use of hands-on lessons	SVE teachers and ESE Specialist	Gauge of retention of vocabulary monthly, Informal observations	Oral review, Documented teacher observation
3	Limited knowledge to make text meaningful.	Increase the use of multimedia Introducing unknown words Teach vocabular using all modalities	SVE teachers, ESE Specialist	Informal assessment Portfolio work IEP progress	FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	With the implementation of Instructional Focus Calendars to align with FCAT Science, the overall proficiency rate will be increased by 5%age points. TTMS has remained above the District Proficiency Rate. Efforts will be made to continue to improve the IFC and student proficiency. Students achieving above proficiency (Level 4 and 5) on 2013 Science FCAT 2.0 will increase to 23%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (92)	23% (115)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of differentiation of instruction to address students' learning.	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 to assist with visualizing abstract concepts. Students will demonstrate data collection and analysis through inquiry-based labs. Students will be exposed to differentiated-inquiry instruction with	Administrator over Science Science Department Heads	Department chairs monitoring and teachers adapting lessons based on student progress utilizing formative and summative assessments. District mini-assessments, BEEP	District mini-assessments, BEEP, Teacher made assessments

		emphasis on problem solving on a weekly basis.			
2	Student difficulty in Earth and Space Science and understanding Scientific Thinking.	By creating a time line by quarter for each grade level based on the concepts of need (6,7,8). Set up grade level meetings to discuss student's areas of weakness to develop secondary Instructional Focus Calendars.	Science Department Chairs, Teachers, Administrator over Science	Through classroom visits, adminstrators and reading coach will monitor the implementation of reading strategies in science classes. Content area PLC.	District mini-assessments, BEEP, teacher made tests and directed reading materials from text.
3	ELL students' lack of language acquisition.	Different forms of presentation, resources used, use of ESOL matrix, study guides and chapter summaries and re-teach concepts. Infuse ESOL reading strategies in lessons.	Science Department Chairs, Teachers, Administrator over Science	Through classroom visits, adminstrators and reading coach will monitor the implementation of reading strategies in science classes. Content area PLC.	District mini-assessments, BEEP, BrainPOP

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Efforts will be made to maintain or increase the number of students who are assessed though alternative assessments.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1)	Maintain or increase to 100% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Little exposure to and lack of hands-on lessons	Increase the use of unique learning curriculum and use of hands-on lessons	SVE teachers and ESE Specialist	Gauge of retention of vocabulary monthly, Informal observations	Oral review, Documented teacher observation

---

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
ESE Strategies:						

Accomodations for different learners and learning styles. Differentiating Instructions while meeting the standards of CCSS.	6 - 8 Science Teachers Department Meetings	Rivera - ESE Specialist Winter - ESE Department Head	Science Teachers	Every other Monday during Department Meetings	Participation of teachers Agendas Minutes Lesson PLans iObservations	Paul Micensky, Principal Carol Nissen, Intern Principal
Transitioning to Common Core State Standards	6 - 8 All Subjects During Department Meetings and Early Release Days School-wide during Department Meetings	Laurie Manning, Literacy Department Head and Science Department Co-Chairs	Science Teachers	8/14/12, 8/24/12, 8/31/12, 9/7/12, 9/14/12, 9/27/12, 10/5/12, 10/12/12, 12/19/12, 11/2/12, 11/9/12, 11/30/12, 12/6/12, 12/14/12, 1/11/13, 1/18/13, 1/25/13, 2/1/13, 2/8/13, 2/22/13, 3/1/13, 3/22/13, 4/5/13, 4/18/13, 4/26/12, 5/3/13	Participation of teachers Agendas Minutes Lesson PLans iObservations	Paul Micensky, Principal Carol Nissen, Intern Principal
Teacher training in AIDS/HIV/Health Education	6 - 8 Science teachers	Science Co-Chairs	Science teachers	Date pending depending on training date from district	Participation of teachers Agendas Minutes Lesson PLans iObservations	Paul Micensky, Principal Carol Nissen, Intern Principal
LITERACY LEADERSHIP Strategies for ESE and ELL Reading Strategies for all	6, 7, & 8/All Subjects	Laurie Manning, Literacy Department Head	Delivered in Departments Ongoing through Department meetings facilitated by literacy coach.	Departments meet once a week for 30 minutes.	Data Chats with Departments to determine the achievement of the benchmarks. Literacy in the Classroom, CWT to determine effectiveness of interventions. Teachers also meet during planning to discuss PLC.	Literacy Department Head, Administration
Curriculum Organization Academic Demand Advanced Learning Techniques	Science teachers	Science co-chairs	Science Department PLC	Departments meet once a week for 30 minutes.	Data Chats with Departments to determine the achievement of the benchmarks. Literacy in the Classroom, CWT to determine effectiveness of interventions. Teachers also meet during planning to discuss PLC.	Paul Micensky, Principal Carol Nissen, Intern Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
BRAIN POP	COMPUTER BASED PROGRAM FOR RETEACHING AND ENRICHMENT	GENERAL	$400.00
			Subtotal: $400.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $400.00

End of Science Goals

Writing Goals

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Despite the change in scoring FCAT Writing, the students scoring Achievement Level 3 and higher remained the same as 2011. Writing efforts will continue to target 4.0 and above for all students for the 2013 FCAT Writing 2.0 Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (444)	94% (472)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure to prewriting strategies.	Teachers will introduce prewriting strategies such as brainstorming, graphic organizers, and outlines. Teachers will model and conduct mini-lessons regarding prewriting strategies such as brainstorming, graphic organizers, and outlines. Students will practice prewriting strategies such as brainstorming, graphic organizers, and outlines.	Language Arts Teachers, Literacy Department Head	iObservations and provide regular feedback.	Lesson plans FCAT Writing Rubric Formative Assessments iObs Student created work and assessed by teacher.

		SpringBoard curriculum			
2	Lack of experience in writing on a particular content with logical progression of ideas.	Discussions about the importance of writing content to the central idea or topic and how the organization of writing affects the logical presentation of ideas and the integrity of the piece. Modeling mini-lessons on the importance of writing content to the central idea or topic and how the organization of writing affects the logical presentation of ideas and the unity of the piece. Practice will be given in writing content to the central idea or topic and organizing writing so it affects the logical presentation of ideas and the integrity of the piece. Student/Teacher conference for direct and timely feedback.	Literacy Department Head, Assistant Principal	Lesson Plans, iObs, Follow up with teachers	Mini-writing assessments
3	Lack of ability to use proper spelling, punctuation, sentence structure, indentation, and capitalization.	Introduction of conventions such as proper spelling, punctuation, sentence structure, indentation, and capitalization. Teachers will model and conduct mini-lessons on conventions such as proper spelling, punctuation, sentence structure, indentation, and capitalization. Student practice conventions such as proper spelling, punctuation, sentence structure, indentation, and capitalization.	Literacy Department Head, Assistant Principal	Teachers will evaluate essays using the established rubric and directly observe their progress from initial score to the desired goal of Level 5 Observe teachers via CWT and provide feedback.	FCAT Writing Rubric Formative Assessments
4	Lack of knowledge of proper grammar skills such as subject-verb agreement, fragments, independent and dependent clauses, subordinating conjunctions, prepositional phrases, action verbs, linking verbs, helping verbs, direct objects and indirect objects.	Teachers will introduce how to use proper grammar skills such as subject-verb agreement, fragments, independent and dependent clauses, subordinating conjunctions, prepositional phrases, action verbs, linking verbs, helping verbs, direct objects and indirect objects. Teachers will conduct mini-lessons and model how to use proper grammar skills such as subject-verb agreement, fragments,	Teachers, Literacy Department Head, Assistant Principal	iObservations and provide feedback on a bi-monthly basis. Follow-up chats with teachers will take place to improve the re-teaching process. Teachers will evaluate writing samples using the established rubrics and directly observe their progress as they strive to generate quality work that is consistent with the FCAT Writing Test Level 6.	Formative Assessments Peer editing rubrics that address certain specific grammar skills.

		independent and dependent clauses, subordinating conjunctions, prepositional phrases, action verbs, linking verbs, helping verbs, direct objects and indirect objects.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Efforts will continue to maintain students scoring at 4 or higher in writing for students assessed through alternative assessments.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)	Maintain

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of hand and arm tone of students.	Increase use of occupational therapy tools for positioning hand and arm for writing	SVE teachers, ESE Specialist	Oral and wirtten exercises	Student product Observations of teacher with occupational therapy tools
2	Lack of time for individual oral and written expression of thoughts	Increase time for oral and written expression of thoughts	SVE teachers, ESE Specialist	Compare products of writing with previous writings	Documented teacher observation
3	Writing is not currently integrated into daily living skills.	Journaling Letter writing skills taught	SVE teachers, ESE Specialist	Student products Portfolio	Progress reports on mastery of IEP goals Rubrics
4	Lack o of exposure to the writing process	Use of letter and work tiles and pictures	SVE teachers and ESE Specialist	Student products Portfolio	Teacher observation IEP mastery reports

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
				8/14/12, 8/24/12, 8/31/12, 9/7/12, 9/14/12, 9/27/12,		

Transitioning to Common Core State Standards	6 - 8 All Subjects During Department Meetings and Early Release Days	Laurie Manning, Literacy Department Head and various Department Heads	School-wide during Department Meetings	10/5/12, 10/12/12, 12/19/12, 11/2/12, 11/9/12, 11/30/12, 12/6/12, 12/14/12, 1/11/13, 1/18/13, 1/25/13, 2/1/13, 2/8/13, 2/22/13, 3/1/13, 3/22/13, 4/5/13, 4/18/13, 4/26/12, 5/3/13	Participation of teachers Agendas Minutes Lesson PLans iObservations	Paul Micensky, Principal Carol Nissen, Intern Principal
Reading Strategies - Text Complexity Close Reading	6 - 8 Literacy Teachers During weekly Department Meetings	Manning - Literacy Department Head	Literacy Teachers	Every other Friday during Department Meetings	Participation of teachers Agendas Minutes Lesson PLans iObservations	Paul Micensky, Principal Carol Nissen, Intern Principal
ESE Strategies: Accomodations for different learners and learning styles. Differentiating Instructions while meeting the standards of CCSS.	6 - 8 Literacy Teachers Department Meetings	Rivera - ESE Specialist Winter - ESE Department Head	Literacy Teachers	Every other Friday during Department Meetings	Participation of teachers Agendas Minutes Lesson PLans iObservations	Paul Micensky, Principal Carol Nissen, Intern Principal
TEXT TYPES AND PURPOSES Argumentative Writing Informative/Explanatory Writing Narrative Writing	6 - 8 Literacy Teachers Department Meetings	Manning - Literacy Department Head	Literacy Teachers	Every other Friday during Department Meetings	Participation of teachers Agendas Minutes Lesson PLans iObservations	Paul Micensky, Principal Carol Nissen, Intern Principal
WRITING FOR RESEARCH Gathering Information Drawing Evidence	6 - 8 Literacy Teachers Department Meetings	Manning - Literacy Department Head	Literacy Teachers	Every other Friday during Department Meetings	Participation of teachers Agendas Minutes Lesson PLans iObservations	Paul Micensky, Principal Carol Nissen, Intern Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
BRAIN POP	COMPUTER BASED PROGRAM FOR RETEACHING AND ENRICHMENT IN WRITING	GENERAL	$400.00
			Subtotal: $400.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $400.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in content area classes are not sufficiently involved in reading and interacting with complex text and higher-level questions and how to answer them, and in the use of critical thinking strategies to support their answers.	Use of CRISS strategies. Document-Based Questions to be part of the lessons to increase rigor. Teachers trained in using higher-level questioning techniques. Text Complexity Professional Development. Academic Vocabulary infused school-wide through daily instruction and activities. Close Reading Strategy including rereading and questioning. Use of Marzano High Yield Strategies. Springboard curriculum in LA classes.	Assistant Principals, Department Heads	iObservations to focus on the higher level math questioning and student responses. Students will receive feedback from the teacher via a teacher generated think and search rubric. Based on student responses, teachers may refer to Marzano's Research-Based Strategies for Increasing Achievement for further education on the review and revision process. Periodic review of Lesson Plans to ensure alignment with teaching and focus calendars. Reading PLC with focus on critical thinking. Use of student portfolios in LA classes	Lesson Plans, Teacher made assessments, BAT, Portfolios, FCAT 2.0 results
2	Lack of independent reading time in class and the proper use of that reading time.	DEAR - Drop Everything And Read -in classes with follow up by teacher and students. Increase the volume and diversity of reading	Reading Coach, Department Heads	Maintenance of Reading Logs and Reading Journals in the classroom.	Mini-assessments, Monitoring of Reading Logs/Journals, Progress Monitoring by teachers.
	Lack of teacher and	Training for teachers on	Department	Training logs	EOC

3	student experience with computer-based testing.	EPAT computer-based testing.	Heads		FCAT 2.0 Mini-assessments
4	Lack of parent and student awareness of Pinnacle grading and communication with teachers.	Strategy sheets for students to outline how to use Pinnacle. ParentLink messages Website (both school and PTA) to encourage the use of Pinnacle.	Administration	Log on information from Pinnacle and parent conferences.	Increased parent involvement.
5	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Civics Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Civics Goals

Attendance Goal(s)

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	By June 2013, we will maintain the current attendance rate of 95%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94% (249271)	Maintain
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
4%(62)	Maintain
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
5% (67)	Maintain

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of student compliance as it relates to tardiness and school attendance.	A variety of Strategies: Teachers will contact parents after excessive absences. Parents will be encouraged to check Pinnacle on a daily basis to ensure their	Administration Guidance Social Worker State Attorney	Data WareHouse Reports to monitor decrease tardies and absences	TERMS Pinnacle Attendance Summaries

1		child is attending school. Newsletters and Webpage will have tips on the importance of attending school every day. *Parent phone calls *Social Work visits *Student incentives and or consequences * Assistant Principal phone calls to students who have excessive absences and tardies			
2	Parents lack of compliance. Parents compounding lack of attendance by early sign outs.	Newsletters and Webpage will have tips on the importance of attending school every day.	Guidance Administration	Data WareHouse Reports to monitor absences and sign outs	TERMS Pinnacle Sign out logs

---

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance as it relates to student achievement	All grades/subjects	Guidance Administrators	All subjects/ grade levels	Early Release during October	Teacher feedback, data chats	Administration
School wide attendance and tardy policy	All grades/subjects	Guidance Administrators	All subjects/ grade level	Pre-Planning week	Teacher feedback and data chats	Administration
Communication/Conferencing Skills	All grades	Guidance Counselors, Administrations	All grades and all subjects	During the week of October 16, 2012, to meet with small groups during planning and Guidance	Counselors to observe parent/teacher conferences.	Principal

---

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Attendance Goal(s)

Suspension Goal(s)

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The suspension rate for the school year 2012 - 2013 will be maintained or decrease by at least 1%. For the 2012 school year, the In School Suspensions will be maintained or decreased by 2%age points.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
11% (157)	9% (119)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
7% (97)	5% (66)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
4%(51)	Maintain
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
2%(32)	Maintain

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Insufficient use of varied instructional strategies that keep students properly engaged. Lack of use of DifferentiatedInstruction in all classrooms.	Teachers will be inserviced on Differentiated Instruction to increase student participation; therefore, increasing ability to adhere to classroom/school rules and procedures. Refer students to	Administration Guidance	District Management System (DMS) to monitor suspension rates.	TERMS Referrals/DMS

		Guidance Counselor to determine underlying issues for lack of compliance in classroom.			
2	Lack of uniform rules and regulations from class to class - teachers not having similar policies and consequences.	Create and implement school-wide proactive discipline with rewards. Provide PD for teachers to increase positive relationships with students to increase motivation and to better engage students in the classroom.	Administration	Use DMS to track discipline referrals focusing on infractions and consequences given prior to referral to Administration.	TERMS DMS Teacher records Pinnacle notes

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Discipline Plan	Grades 6 - 8 All Subjects	Administration	Grades 6 - 8 All Subjects	August 2012 – ongoing in monthly Department Trainings/PLC	Monitoring of Referrals Conversations within the PLC	Administration - Micensky, Nissen, Gomez
Building Relationships with students.	All grades/subjects	Assistant Principal - Nissen	Grades 6 - 8 All Subjects	Dates Pending	Attendance in PD Follow up conversations with teachers.	Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

Parent Involvement Goal(s)

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Parent involvement will increase to 93% for Open House, 6th Grade Family Night, Parent Teacher Conferences, Athletic and Academic activities throughout the year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
90% of 1543 (1388)	93% of 1478 (1375)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of adequate communication.	Advertise Open House as well as all parental activities on the Marque, the webpage, and through ParentLink phone calls.	Principal	Attendance will increase.	Sign in sheets. Attendance at the various activities.
2	Parents not showing up for Parent Teacher Conferences.	Encourgae teachers to commmunicate with parents in Agendas and through phone calls.	Principal	Attendance in Conferences will increase	Conference logs.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Communication/Conferencing Skills	All grades	Guidance Counselors, Administrations	All grades and all subjects	During the week of October 16, 2012 to meet with small groups during planning	Guidance Counselors to observe parent/teacher conferences.	Principal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
PARENTAL INVOLVEMENT - AGENDA	AGENDAS FOR STUDENTS FOR COMMUNICATION	GENERAL/ACCOUNTABILITY	$3,000.00
			Subtotal: $3,000.00
			Grand Total: $3,000.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	To expose students to science careers, and make them aware of the need for proficiency in math, reading, and problem solving.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low reading scores, especially main idea.	Use “chunking: in lessons. Break lessons into small segments.	Reggie Osorio and Paul Passman (Science Department Chairpersonss).	Standardized and alternative assessments including but not limited to: Science unit exams Science Benchmark Tests FCAT Student quarter grades and projects	Student Science Portfolio Use of rubrics for science activities Student tests as described to the left of this column.
2	Science content area reading and comprehension.	Emphasis on science vocabulary. Integration and cooperation between reading, math and science departments.	Reggie Osorio and Paul Passman (Science Department Chairpersonss). 1.2	Standardized and alternative assessments including but not limited to: Science unit exams Science Benchmark Tests FCAT Student quarter grades and projects.	Student Science Portfolio Use of rubrics for science activities Student tests as described to the left of this column.
3	Students at Level 1 and 2 FCAT Reading levels.	Use of student portfolios containing work samples to share with students, parents and other teachers.	Reggie Osorio and Paul Passman (Science Department Chairpersonss).	Standardized and alternative assessments including but not limited to: Science unit exams Science Benchmark	Student Science Portfolio Use of rubrics for science activities Student tests as described to the

				Tests FCAT Student quarter grades and projects	left of this column.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Curriculum Organization Academic Demand Advanced Learning Techniques	Science teachers	Science co-chairs	Science Department PLC	Departments meet once a week for 30 minutes.	Data Chats with Departments to determine the achievement of the benchmarks. Literacy in the Classroom, CWT to determine effectiveness of interventions. Teachers also meet during planning to discuss PLC.	Paul Micensky, Principal Carol Nissen, Intern Principal

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

CTE Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	STAR ESE FALL EDUCATION BOOKS	BOOKS FOR ESE SVE CLASSES	GENERAL	$155.00
CELLA	EDHELPER FOR ESE SVE CLASSES	SUBSCRIPTION	GENERAL	$70.00
				Subtotal: $225.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	BRAINPOP FOR ALL SUBJECT AREAS	COMPUTER BASED PROGRAM FOR RETEACHING AND ENRICHMENT	GENERAL	$400.00
Mathematics	BRAIN POP FOR ALL SUBJECT AREAS	COMPUTER BASED PROGRAM FOR RETEACHING AND ENRICHMENT	GENERAL	$400.00
Science	BRAIN POP	COMPUTER BASED PROGRAM FOR RETEACHING AND ENRICHMENT	GENERAL	$400.00
Writing	BRAIN POP	COMPUTER BASED PROGRAM FOR RETEACHING AND ENRICHMENT IN WRITING	GENERAL	$400.00
				Subtotal: $1,600.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	COMMON CORE PLC	COPIES	GENERAL FUND	$1,000.00
				Subtotal: $1,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	HELPING HANDS STUDENT/TEACHER MENTORING PROGRAM	COPIES/REWARDS	GENERAL	$150.00
CELLA	SCRIPTS SPELLING BEE COMPETITION	FEES	GENERAL	$100.00
Mathematics	MATH COMPETITIONS MATHCOUNTS M8 MATH COMPETITION	COMPETITION FEES	GENERAL	$550.00
Parent Involvement	PARENTAL INVOLVEMENT - AGENDA	AGENDAS FOR STUDENTS FOR COMMUNICATION	GENERAL/ACCOUNTABILITY	$3,000.00
				Subtotal: $3,800.00
				Grand Total: $6,625.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA
○	○	○	●

Are you a reward school: ● Yes ○ No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 9/7/2012)

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. Please verify the statement above by selecting "Yes" or "No" below.

☑ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Salary for ESOL Clerical and Program Initiatives as requested by faculty and administration to improve student achievement.	$10,000.00
Upon approval, FCAT 2.0 Prep courses for students.	$2,000.00

Describe the activities of the School Advisory Council for the upcoming year

SAC will monitor the School Improvement Plan through the monthly meeting and reporting out of the Departments as it relates to the SIP. The SAC will also approve or disapprove of monies to be spent from the Accountability Monies to improve student achievement.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
Adequate Yearly Progress (AYP) Trend Data 2010-2011
Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Broward School District TEQUESTA TRACE MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	86%	88%	69%	331	Writing and Science: Takes into account the % scoring 4.0 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	68%	76%			144	3 ways to make gains: ● 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.
FCAT Points Earned					617	
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 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	85%	91%	68%	329	Writing and Science: Takes into account the % scoring 4.0 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	71%	80%			151	3 ways to make gains: ● 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)	72% (YES)			141	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.
FCAT Points Earned					621	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested