



## RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RtI) uses student academic and behavior information to identify students with learning and behavior needs to guarantee that those in danger of failure and/or retention are receiving assistance and support.

### Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2014-2015 (Last updated: 12/3/2015)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
6	467	9.21	5.35	0.20	21.20	5.14
7	517	13.15	7.93	0.40	17.20	7.35
8	500	13.40	9.20	0.40	13.20	5.60

### Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Intensive reading classes for level 1 & 2 readers

Reading for all 6th graders

Peer Tutoring through the Peer Counseling class

Wednesday Morning tutoring by Junior Honor Society and Peer Counselors with 2 teachers who volunteer to monitor and organize.

Guidance assistance in organizational skills, time management, daily/ weekly monitoring of grades and work completion.

Tutoring resources

Daily checklists, visual schedules, weekly assistance from support staff

Positive behavior interventions with tangible rewards

Increased parent contact

Small group reinforcement of skills

### RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 3rd, 5th	9/16/2015 - 5/25/2016	9:15 AM - 1:00 PM

## BEST PRACTICE #3

### Optimal Internal/External Relationships

#### ACCREDITATION PROCESS

The Accreditation Process leads schools to critically evaluate teaching and learning with a focus on academic excellence. All stakeholders (parents, students, staff, and community) are part of the accreditation process.

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3
Governance and Leadership	4
Teaching and Assessing for Learning	3
Resources and Support Systems	3.43
Using Results for Continuous Improvement	3.2
<b>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</b>	
Professional growth is valued and monitored by the intentional scheduling of days, times, and content for PLCs. Master Schedule was created to have several departments/grade levels with common planning to increase collaboration, planning, and data-driven best practices shared and instruction.	

Administrators participate in PLCs and professional development in an effort to support the policies and procedures of the district's C.A.R.E. packages for subject areas and the B.E.S.T. practices as outlined by the District. Continued use of surveys both formally and informally assist in the monitoring of the 5 Standards of Quality. Results are monitored by Administration.

## Evidence/Artifacts

### Standards and Indicators

File Name	Standards & Indicator	Upload Date
<a href="#">Tequesta-Trace-MS-Self-Assessment.pdf</a>	<b>Standard 1:</b> Purpose and Direction (1.1)	12/3/2015
<a href="#">3151_AccreditationPlan_10092015.pdf</a>	<b>Standard 1:</b> Purpose and Direction (1.1)	10/9/2015
<a href="#">MISSION-STATEMENT_1ST-PAGE-OF-STUDENT-PLANNER.pdf</a>	<b>Standard 1:</b> Purpose and Direction (1.1, 1.3)	12/14/2015
<a href="#">NEWSLETTER-TTMS-9_2015.pdf</a>	<b>Standard 1:</b> Purpose and Direction (1.2)	12/14/2015
<a href="#">Leadership-Notes-Augugust-2015.pdf</a>	<b>Standard 1:</b> Purpose and Direction (1.4)	12/14/2015
<a href="#">15--16Agenda-and-Discipline-for-DRAFT.pdf</a>	<b>Standard 2:</b> Governance and Leadership (2.1)	12/14/2015
<a href="#">2015-staff-acknowledgement-of-policies-and-procedures-2015.pdf</a>	<b>Standard 2:</b> Governance and Leadership (2.2)	12/14/2015
<a href="#">SUPPORT-STAFF-REPOSIBILITIES-2015_16.pdf</a>	<b>Standard 2:</b> Governance and Leadership (2.3)	12/14/2015
<a href="#">AP-Expectations.pdf</a>	<b>Standard 2:</b> Governance and Leadership (2.3)	12/14/2015
<a href="#">2015--2016-Faculty-Handbook.pdf</a>	<b>Standard 2:</b> Governance and Leadership (2.4)	12/14/2015
<a href="#">BEHAVIOR-ASSEMBLY-2015_-1.pdf</a>	<b>Standard 2:</b> Governance and Leadership (2.5)	12/15/2015
<a href="#">2015-TTMS-principal-message.pdf</a>	<b>Standard 2:</b> Governance and Leadership (2.5)	12/14/2015
<a href="#">2015Preplanning-Week.pdf</a>	<b>Standard 2:</b> Governance and Leadership (2.6)	12/14/2015
<a href="#">Teacher Evaluation.pdf</a>	<b>Standard 2:</b> Governance and Leadership	9/28/2015

	Leadership (2.6)	
<a href="#">Melmood-syllabus-15-16.pdf</a>	<b>Standard 3:</b> Teaching and Assessing for Learning (3.1)	12/15/2015
<a href="#">L_ARTS-WRITING-RUBRIC-2015.pdf</a>	<b>Standard 3:</b> Teaching and Assessing for Learning (3.10)	12/14/2015
<a href="#">3151-Grading Policy-08272015.doc</a>	<b>Standard 3:</b> Teaching and Assessing for Learning (3.10)	9/28/2015
<a href="#">LEADERSHIP-DISCUSSION-CROSS-CURRICULUM-2015.pdf</a>	<b>Standard 3:</b> Teaching and Assessing for Learning (3.11)	12/15/2015
<a href="#">ESE-SUPPORT-SCHEDULE-2015.pdf</a>	<b>Standard 3:</b> Teaching and Assessing for Learning (3.12)	12/15/2015
<a href="#">201516-Cooper-Quarter-1-Lesson-Plan-Science-final-2.pdf</a>	<b>Standard 3:</b> Teaching and Assessing for Learning (3.2)	12/14/2015
<a href="#">Diez-assessment-2015.pdf</a>	<b>Standard 3:</b> Teaching and Assessing for Learning (3.3)	12/14/2015
<a href="#">Mrs.-Bello-Quarter-1-Lesson-Plans-2015-2016-GEM-6-pds-2,3.pdf</a>	<b>Standard 3:</b> Teaching and Assessing for Learning (3.4)	12/14/2015
<a href="#">2015Morning-Schedule.pdf</a>	<b>Standard 3:</b> Teaching and Assessing for Learning (3.5)	12/15/2015
<a href="#">CROSS-CURRICULA-LESSONS.pdf</a>	<b>Standard 3:</b> Teaching and Assessing for Learning (3.5)	12/15/2015
<a href="#">rubric-2015.pdf</a>	<b>Standard 3:</b> Teaching and Assessing for Learning (3.6)	12/14/2015
<a href="#">NEW-TEACHERS-ORIENTATION-MEETINGS-2015.pdf</a>	<b>Standard 3:</b> Teaching and Assessing for Learning (3.7)	12/15/2015
<a href="#">COUGAR-CHALLENGE-FLYER-TTMS.pdf</a>	<b>Standard 3:</b> Teaching and Assessing for Learning (3.8)	12/15/2015
<a href="#">TTMS-Volunteer-Breakfast-2015-Agenda.pdf</a>	<b>Standard 3:</b> Teaching and Assessing for Learning (3.8)	12/14/2015

<a href="#">Behavior-Assembly-version2.pdf</a>	<b>Standard 3:</b> Teaching and Assessing for Learning (3.9)	12/14/2015
<a href="#">HQ-TEACHERS-2015.pdf</a>	<b>Standard 4:</b> Resources and Support Systems (4.1)	12/15/2015
<a href="#">4.2-MATERIALS-TEXTBOOKS-2015.pdf</a>	<b>Standard 4:</b> Resources and Support Systems (4.2)	12/15/2015
<a href="#">IAQ-FINDINGS-2015.pdf</a>	<b>Standard 4:</b> Resources and Support Systems (4.3)	12/15/2015
<a href="#">Health-Inspection-cafe.pdf</a>	<b>Standard 4:</b> Resources and Support Systems (4.3)	12/15/2015
<a href="#">IAQ-Assessment-Request-Form-2.pdf</a>	<b>Standard 4:</b> Resources and Support Systems (4.3)	12/15/2015
<a href="#">2-15-2015 Facilities Assessment.pdf</a>	<b>Standard 4:</b> Resources and Support Systems (4.3)	9/28/2015
<a href="#">MEDIA-CENTER-REPORT.pdf</a>	<b>Standard 4:</b> Resources and Support Systems (4.4)	12/15/2015
<a href="#">Computer-Usage-for-Diagnostic_-_CAB.txt</a>	<b>Standard 4:</b> Resources and Support Systems (4.4, 4.5)	12/15/2015
<a href="#">COMPUTER-BASED-ASSESSMENT.pdf</a>	<b>Standard 4:</b> Resources and Support Systems (4.5)	12/15/2015
<a href="#">SUPPORT-STAFF-STUDENT-SERVICES.pdf</a>	<b>Standard 4:</b> Resources and Support Systems (4.6)	12/15/2015
<a href="#">EMR-DRILL-PROCEDURES-2015.pdf</a>	<b>Standard 4:</b> Resources and Support Systems (4.7)	12/15/2015
<a href="#">Evacuation.pdf</a>	<b>Standard 4:</b> Resources and Support Systems (4.7)	9/28/2015
<a href="#">3151-SIP Plan 2014-2015.pdf</a>	<b>Standard 4:</b> Resources and Support Systems (4.8)	9/28/2015
<a href="#">STUDENT-ASSESSMENT-1_-_2015.pdf</a>	<b>Standard 5:</b> Using Results for	12/15/2015

	Continuous (5.1)	
<a href="#">comparison-of-scores-SES-bands-PLC.pdf</a>	<b>Standard 5:</b> Using Results for Continuous (5.2)	12/15/2015
<a href="#">SIP Plan.pdf</a>	<b>Standard 5:</b> Using Results for Continuous (5.2)	9/28/2015
<a href="#">AP Expectations.pdf</a>	<b>Standard 5:</b> Using Results for Continuous (5.3)	9/28/2015
<a href="#">8th-Grade-Science-PLC-CFA#2-Synopsis-2.pdf</a>	<b>Standard 5:</b> Using Results for Continuous (5.3, 5.4)	12/15/2015
<a href="#">Fwd_-A-Moment-of-Science_-_CAB.txt</a>	<b>Standard 5:</b> Using Results for Continuous (5.4)	12/15/2015
<a href="#">Manning-FAIR-Student-directions.pdf</a>	<b>Standard 5:</b> Using Results for Continuous (5.4)	12/15/2015
<a href="#">8-12-2014 Science Dept.pdf</a>	<b>Standard 5:</b> Using Results for Continuous (5.4)	9/28/2015
<a href="#">TEACHER-TRAINING-SCALES_RUBRICS.pdf</a>	<b>Standard 5:</b> Using Results for Continuous (5.5)	12/15/2015
<a href="#">EXEMPTION-OF-MIDTERMS-2015.pdf</a>	<b>Standard 5:</b> Using Results for Continuous (5.5)	12/14/2015
<a href="#">9-10-2014 SAC Agenda and Minutes.pdf</a>	<b>Standard 5:</b> Using Results for Continuous (5.5)	9/28/2015
<a href="#">StaffStandardsTrainingTequestaTrace.pdf</a>	<b>Standards Training</b>	9/28/2015
<a href="#">SACStandardsTrainingTequestaTrace.pdf</a>	<b>Standards Training</b>	9/28/2015
<a href="#">TTMS ACC STAKEHOLDER TRAINING PLAN.pdf</a>	<b>Standards Training</b>	9/28/2015

### SCHOOL ADVISORY COUNCIL (SAC)

Each school has a School (SAC) to facilitate the development and monitor progress of the annual School Improvement Plan. Agendas and minutes reflect annual needs assessment, SIP monitoring and allocation of Accountability Funds.

#### SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
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<a href="#">3151_agenda_12915.docx</a>	December	Monitored	12/14/2015
<a href="#">3151_Minutes_110415.docx</a>	November	Monitored	12/14/2015
<a href="#">3151_Minutes_101415.docx</a>	October	Monitored	11/9/2015
<a href="#">3151_agenda_110415.doc</a>	November	A+ Funds	11/9/2015
<a href="#">3151_Minutes_9915.docx</a>	September	Monitored	10/16/2015
<a href="#">3151_BYLAWSTTMS_1516.docx</a>	October	Monitored	10/16/2015
<a href="#">3151_AGENDA_101415.doc</a>	October	Monitored	10/16/2015
<a href="#">SAC COMP REPORT TTMS_2015.pdf</a>	October	ByLaws	10/12/2015
<a href="#">3151_Agenda_090915.docx</a>	September	Monitored	9/13/2015

## BEST PRACTICE #4

### Scaling Up BEST Practices

#### CONTINUOUS IMPROVEMENT

School improvement is based on a continuous improvement model, using research-based accepted best practices, which align with student achievement needs, insure student progress, and may be revised when appropriate.

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band	
8	639	33 of 54	2	63	125	<a href="#">Download</a>

### Goals

**As evidenced in the SES Band Data, which content area(s) will be the focus for improving student achievement?**

The areas that will be the focus for improving student achievement are writing (with intensive practice through all subject areas) and science (with increased monitoring of common assessments and student progress).

With our large ELL population, a focus is being placed on exposure to ELA conventions and the monitoring of student progress.

**What BEST Practice(s) will be scaled-up to improve teaching and learning in order to increase performance within the SES Band?**

Increasing the use of common assessments

Increasing the use of common language across the subject areas as it relates to writing

Increasing the use of PLCs as it relates to examining data and student achievement

Adjusting the PLC schedule to accommodate the variety of planning times and increase face to face time for teachers to collaborate best practices

**Describe how the BEST Practice(s) will be scaled-up.**

Through weekly PLCs and common planning time, ELA students will collaborate and share data-driven strategies. Reading teachers will practice writing short response answers to text-dependent questions while using the Achieve 3000 program. Teachers across the subject areas will also practice grammar, spelling, punctuation and writing short response sentences to questions in daily warm up activities and through their curriculum. The Literacy Coach will provide writing strategies to content area teachers through PLCs. Students who scored on the "bubble" of Level 2 and 3 on 2015 FSA ELA will use the Heinemann Publications "Units of Study in Argument, Information, and Narrative Writing Middle School" program on a weekly basis through our

TTMS Literacy Workshop.

Science teachers will build on what was learned from last year's experience with instructional cycles in weekly PLC meetings and special meetings throughout the year. Science teachers are more familiar with the grade-level curriculum map, and making adjustments to their teacher and common assessment schedules. Science teachers will incorporate more critical thinking activities as they relate to hypotheses and testing. Science teachers will also utilize USA TestPrep to

**Instructional Implications: Discuss the success of specific strategies/activities and provide a rationale as to why those academic improvements occurred as a result of those strategies.**

Activities

Daily, repeated exposure to basic grammar rules as well as corrected spelling will assist in creating habits of academic excellence in writing.

Students will be making self-corrections in their inquiries through their variety of science instruction.

Expectations across the school have increased for correct spelling, grammar usage and punctuation.

Strategies

Daily Warm-ups

PLC Best Practice sharing

Data Driven results conversations

**Strategies & Activities**

Strategies	Persons responsible	Deadline	Professional Development	Budget
TTMS Literacy Workshop	Laurie Manning, Cedric Maddox	1/11/2016	n/a	\$3,000.00
Copies for grade level and subject area PLCs concentrating on reading strategies and writing and science manuals/USA test prep materials/experiment lab sheets, etc.	Carol Nissen	6/5/2016	n/a	\$500.00
TDA'S for teachers to observe experienced teachers to increase knowledge of best practices in goals/rubrics and common assessment.	Paul Micensky	5/24/2016	N/A	\$2,000.00
Hire clerical part time ELL personnel	Paul Micensky	10/17/2015	N/A	\$8,000.00
ELL strategies concentrating on ELA conventions through all subject areas.	Cedric Maddox and Laurie Manning	5/23/2016	Infusion of ELL strategies through PLC	\$500.00

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