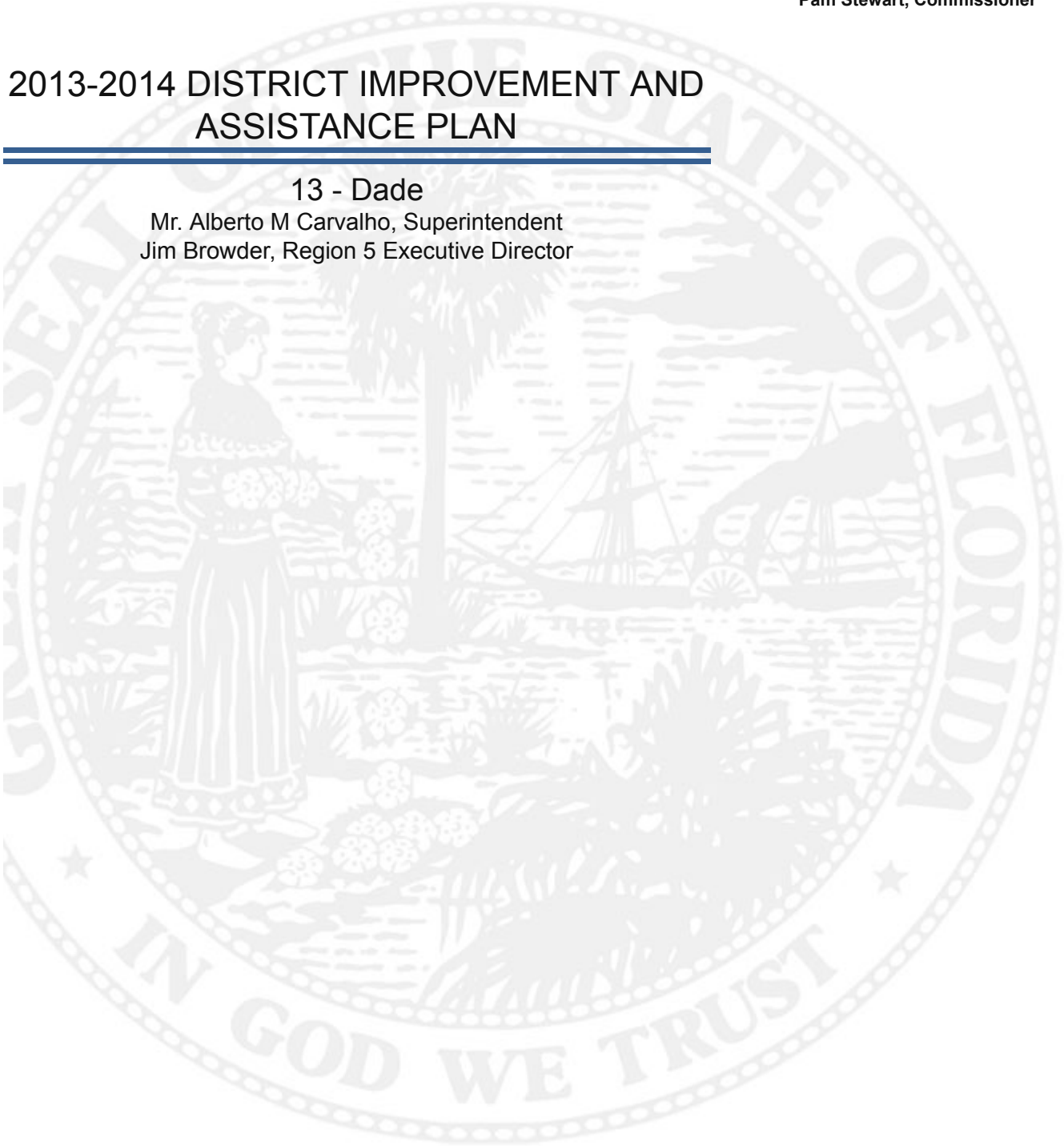# 2013-2014 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

## 13 - Dade
Mr. Alberto M Carvalho, Superintendent
Jim Browder, Region 5 Executive Director

# District Improvement Planning

## District Leadership Team

**Provide the following contact information for each member of the district leadership team, including the position dedicated to leading the turnaround effort at the district level.:**

| Marie Izquierdo | |
|---|---|
| **Title** | Chief Academic Officer |
| **Email** | izquierdo@dadeschools.net |
| **Phone** | 305-995-1451 |
| **Function & Responsibility** | The Chief Academic Officer oversees the offices of Academic Accountability and School Improvement, Academic Support, Early Childhood and Title I Administration, School Choice and Innovative Programs, Information Technology, and Education Transformation which adhere to the following guiding principles:<br>• Provide guidance and support at the district/region/school level relative to curriculum, delivery of support services, interpretation of compliance/policy requirements, and best practices;<br>• Increase awareness and knowledge in current research and best practices at the national and state level, in order to strengthen workforce capacity and foster high yield results;<br>• Monitor the fidelity of implementation and compliance with local/state/federal requirements, to maximize return on investment;<br>• Ensure key stakeholders engagement and input in the planning and implementation of programs and initiatives;<br>• Forge communication links between and among other divisions; and<br>• Stratify assistance and support services to schools based on levels of student achievement. |

## Plan Development

**Summarize the process used to write this plan including how parents, school staff, and others were involved. If applicable, describe the Community Assessment Team's (CAT) role in the development of this plan, pursuant to Section 1008.345(6)(d)**

Miami-Dade County Public Schools (M-DCPS) ensures that all stakeholders have the opportunity to participate in the development, implementation, and evaluation of the District Improvement and Assistance Plan (DIAP) for 2013-2014. District staff worked with school-site committees at the end of the 2012-2013 school year to review the implementation and outcomes of the School Improvement Plans. The Educational Excellence School Advisory Council (EESAC) of each school, which is made up of parents, school staff, students and members of the community monitored the implementation of the 2012-2013 School Improvement Plan (SIP). The EESAC rosters' parents and community/business representatives were in compliance during the review process. In addition, during the 2013-2014 school year all EESACs will have a majority of their members as non-district employees and will continue to monitor the implementation of the SIP.

Following the release of the 2013 FCAT data and receipt of all Differentiated Accountability Program information, feedback and resources were compiled to address the requirements of the 2013-2014 DIAP. Stakeholder representatives, providing input and/or receiving Differentiated Accountability information, include the following district offices: Office of Academic and Transformation, Budget; Parental Involvement, Human Resources; Curriculum and Instruction; School Improvement; Region Offices; Grants Administration; Assessment, Research, and Data Analysis; Charter Schools; Exceptional Student Education & Student/Career Services; School Choice and Parental Options; Professional Development; School Operations; and United Teachers of Dade.

The District's intervention and assistance activities, as part of SIP plans, are articulated in the DIAP. The District conducts School Instructional Reviews, including in-depth participation of school staff, which further provides information for inclusion in this document. The District's strategic planning process includes meetings and surveys for staff, parents and community partners (among others) that make recommendations on how the District should focus its resources.

The district will assemble District Community Assessment Team (DCAT), with membership including but not limited to District Departments, personnel, and community members. The DCAT will be presented with all information gathered by the District Leadership Team. A report on the board's activities, concerns, and recommendations will be provided to the superintendent on a quarterly basis. One District Community Assessment Team will serve all identified schools.

a. DCAT will be assembled to meet quarterly to review school performance data and educational concerns.

b. The Board will be comprised as follows: Superintendent/Designee, Chief Academic Officer, and Assistant Superintendent for The Education Transformation Office, Regional Executive Director for FLDOE, Principal, and a community member for each school.

c. The Superintendent of Schools/Designee will attend Board meetings to receive status reports.

d. DCAT will take place quarterly during the evening to accommodate department, district personnel, and community members.

## MTSS/RtI

**Describe your district's data-based problem-solving processes for the implementation and monitoring of your DIAP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The MTSS Leadership Team will utilize the 8 Step Problem Solving process to monitor the implementation of the DIAP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs. Further, the District MTSS Leadership Team meets monthly in order to evaluate the development of MTSS by monitoring consensus, infrastructure, and implementation and to apply strategic problem solving processes to monitor and revise (if necessary) the DIAP

Through the 8 Step Problem Solving process, the District is able to conduct School Instructional Reviews, including in-depth participation of school staff, which further provides opportunities for monitoring the implementation of the DIAP. The District's strategic planning process includes meetings and surveys for staff, parents and community partners (among others) that make recommendations on how the District should focus its resources.

**Describe the function and responsibility of each member of the district leadership team as it relates to MTSS and DIAP.**

District MTSS Leadership Team Members
The members of the Miami–Dade Leadership Team (MDLT) have three roles and functions:
a. To represent their office or department to integrate infrastructure development and implementation across disciplines.
b. To bring the resources of their area to build MTSS across the district
c. To participate in district problem solving by; bringing specific data based problems to the team meetings and by participating in problem solving related to all areas.
Standing Members
MTSS Terry Vaccaro (Executive Director)
Reading/Language Arts Karen Spigler (Administrative Director)
STEM Christian Carranza (Administrative Director)
Math Michelle White (Executive Director)
Exceptional Student Education Liliana Salazar (District Director)
School Improvement Pamela Wentworth
Academics and Accountability Ernesto Gonzales (Executive Director)
Bilingual Education Beatriz Zarraluqui (Administrative Director)
Research and Data Analysis Gisela Field (Administrative Director)
MTSS/Positive Behavior Support Robin Morrison (Instructional Supervisor)
Principal Laura Tennant (Colonial Drive ES)
Principal Sandra Banky (Lake View ES)
Assistant Principal Joan Cobo (Vineland K-8)
Ad Hoc Members
Marie Izquierdo (Chief Academic Officer)
David Moore (Assistant Superintendent) Academic Support & School Improvement
Maria De Armas (Assistant Superintendent)
Roles and functions
Terry Vaccaro: Facilitator
Schedule and facilitates monthly District MTSS Leadership Team meetings, ensures notification of members, facilitates the problem solving process and monitors follow up of action steps.
Standing Members
Represent their areas and activities to:
1. Plan and implement MTSS as an integrated district framework

2. Participate in utilizing the 4 and 8 step problem solving processes to increase overall student success in the district and implement the DIAP as a living document
Ad Hoc Members
Add direction; allocate resources for integrated MTSS and DIAP implementation, and, to communicate team actions/recommendations to the cabinet.

**Describe the systems in place the leadership team uses to monitor the district's MTSS and DIAP**

The Miami-Dade Leadership Team will have scheduled meetings in order to monitor the District's MTSS and DIAP. Through these meetings, the leadership team will review and ensure that there are visible connections between the MRTSS framework with the District and schools' mission statements and organizational improvement efforts. Through open dialogue the leadership team will ensure alignment between policies and procedures across the district, schools and at all grade levels as delineated in the DIAP. On an ongoing basis, the leadership team will review the district wide assessment data to ensure that all decisions are data driven from the individual student level to the District level. In addition, the leadership team will celebrate and communicate outcomes with all stakeholders.

**Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance)**

The following data sources are utilized:
Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory. Florida Assessment for Instruction in Reading (FAIR) is a web-based assessment which is administered 3 times per year; Fall, Winter, and Spring.
• Interim Assessments [Baseline, Fall, Winter]
• Success Maker Utilization and Progress Reports
• FCAT 2.0
• End of Course Exams (EOC)
Behavior
• Student Case Management System
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per day per month
• Team climate surveys
• Attendance
The following management systems are used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).
• PMRN- a data management system hosted by the Florida Center for Reading Research. The reports generated by the PMRN can be used to plan reading instruction and to evaluate progress toward achieving Florida's goal of No Child Left Behind.
• Thinkgate, an Instructional Management System which facilitates the creation of a customized assessment program that supports teachers' efforts to individualize instruction for every student while ensuring that goals and objectives are being met district-wide. Thinkgate's platform links instruction and all other data systems together for an efficient, timely and comprehensive view.
• Edusoft- a standards-based assessment solution that makes it easy for districts to collect, analyze and act on student performance data to improve classroom instruction and student performance. Edusoft helps schools administer district benchmarks and classroom tests quickly and easily; delivers rapid results; improves the reliability of assessment programs; and connects assessment to instructional decisions.
• Cognos- manages data across multiple dimensions, drawing information from a central data

warehouse, and can analyze and create reports on student performance, test results, curriculum management, attendance and absence reporting, and aggregated performance reviews.
• Integrated Student Information System (ISIS)
• SPED EMS
• Student Performance Indicators (through the principal portal)
• RtI Genie
• State Behavior Data System

**Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving**

a. Comprehensive support resources are available at http://rti.dadeschools.net which include:
• The RtI Guide that includes chapters in the Change Process, Tiered Supports, Tiered Problem Solving, Ongoing Progress Monitoring, District Data Examples and A Step by Step Year Long Guide to MTSS Implementation;
• Resources for Goal Setting using the assessments that are used by the district and others; and
• Guides and Examples of translating yearlong AMOs into ail lines that can be monitored more frequently.
b. Professional development includes regularly scheduled trainings in MTSS foundations, structured problem solving, guiding and implementing a fluid School Improvement Plan.
c. Technical support includes: on request, on site, support for specific needs related to MTSS and, virtual platform collaborative problem solving. In addition, MTSS will be supported through effective, actively involved and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
d. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
e. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
f. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
g. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
h. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
i. Ongoing data-driven professional development activities that align to core student goals and staff needs.
j. Communicating outcomes with stakeholders and celebrating success frequently.

**Describe the plan for "increased learning time" or "extended day" as defined in paragraph (2)(m) of Rule 6A-1.099811, F.A.C., in your district's Priority schools. Include a description of the specific activities and number of total minutes each will contribute**

Extended Learning Opportunities are incorporated into the schedules for all students in priority and focus schools. At the Elementary Level, this includes a special extended block to target interventions. Time for this block was taken from non-core areas in order to increase exposure to reading and math in grades K-5, writing in grade 4, and science in grade 5. For students in grades K-1, this block is 30 minutes resulting in 5,400 minutes of extended learning, for students in grades 2-3 the block is 60 minutes resulting in 10,800 minutes of extended learning and for students in grades 4-5 the block is 45 minutes resulting in 8,100 minutes of extended learning. During this block, all classes in the particular grade level stop general instruction and students are broken into groups based on need and provided with targeted instruction by both teachers and interventionists. The Extended Learning Opportunities mentioned above are required of all students in all Priority and Focus schools. This is in addition to before and after school tutoring that is offered year round.
At the Middle School Level, Extended Learning Opportunities are offered through required courses in the students' schedules. For the 2013-14 school year, all Priority and Focus middle schools shifted to an eight period bell schedule to increase course offerings to students. In lieu of a non-academic elective, all

students in sixth grade take a sixth grade foundations course which incorporates literacy with a middle school transition piece emphasizing study skills and test taking skills resulting in 10,800 minutes of extended learning. Students in seventh grade take an Algebra Readiness Course or Intensive Math in addition to their math course resulting in 10,800 minutes of extended learning. Students in eighth grade take a Creative Writing Course focusing on proper writing with an emphasis on conventions resulting in 10,800 minutes of extended learning. The Extended Learning Opportunities mentioned above are required at all Priority and Focus middle schools. This is in addition to before and after school tutoring that is offered year round.

At the High School Level, Extended Learning Opportunities are offered through required courses built into the students' schedules. In lieu of a non-academic elective, all students in ninth grade take a Freshman Foundations Course which focuses on the transition to high school, study skills, and test taking skills, all with a literacy focus resulting in 10,800 minutes of extended learning. In tenth grade, all students take a Creative Writing Course focusing on the proper semantics of writing with an increased emphasis on conventions resulting in 10,800 minutes of extended learning. In both eleventh and twelfth grade, students take a required College Summit/ACT/PERT course. In twelfth grade, this course targets students based on their eleventh grade scores to either increase their score enabling them to be considered college ready or graduation ready or to increase their scores for college acceptance. This is all done after evaluating the scores the students received at the end of their junior year and specifically targeting their instruction based on how they performed and where their weaknesses were. College Summit is infused into both the eleventh and twelfth grade course which allows the students to start thinking about and preparing for college early while bringing a college going culture to all schools. Each of these courses increases extended learning time by 10,800 minutes.

# Alignment of Strategies and Resources

## Strategies and Support

**AMO Data:**

**AMO Target: Reading, All Students (Target: 62, Actual: 57)**

**What does research suggest about the specific learning needs of this subgroup not meeting target?**

There is a great disagreement among reading researchers regarding effective reading strategies that address the needs of all learners. Researchers contend that the existing reading models are outdated as the nation moves toward Common Core State Standards. Allington, (2009) suggests infusing "rich" instructional tasks to integrating multiple CCSS standards in a lesson as a key consideration. Fisher, D. & Frey, N. (2012) argues that there is a need to foster student motivation and persistence as learners transition to reading complex text independently. Further, the International Reading Association proposes that disciplinary literacy requires unique reading and writing techniques to move students towards success. Therefore, students' understanding of why a strategy is useful, how to apply it, and when it is most appropriate are critical factors to their overall success.
References:
Allington, R.L. (2009). What really matters in Response to Intervention: Research-based designs. Boston: Allyn and Bacon.
Fisher, D. & Frey, N. (2012) Engaging the Adolescent Learner. Text Complexity and Close Readings.
Shanahan, T. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. Harvard Educational Review.

**Why did the previous plan not sufficiently meet these needs?**

There is a need for instructional rigor and control of fidelity of implementation of reading programs.

**AMO Target: Mathematics, All Students (Target: 61, Actual: 59)**

**What does research suggest about the specific learning needs of this subgroup not meeting target?**

According to research studies, there have been five meta-analyses on Effective Mathematics Instruction for students with Learning Difficulties, reviewing a total of 183 research studies (Adams & Carnine, 2003; Baker, Gersten, & Lee, 2002; Browder, Spooner, Ahlgrim-Delzell, Harris, & Wakeman, 2008; Kroesbergen & Van Luit, 2003; Xin & Jitendra, 1999) , which documents four methods of instruction that show the most promise for subgroups not meeting mathematics learning targets as indicated below:
• Systematic and explicit instruction, a detailed instructional approach in which teachers guide students through a defined instructional sequence. Within systematic and explicit instruction students learn to regularly apply strategies that effective learners use as a fundamental part of mastering concepts. Recommendations have been made to promote, during collaborative planning time, focused discussions on effective teaching strategies that include but are not limited to the use of a problem solving protocol, scaffolding students' task engagement, guided practice, and goal-oriented assessment.
• Self-instruction, through which students learn to manage their own learning with specific prompting or solution-oriented questions. Recommended best practices strategies include providing students with a variety of self-regulation strategies such as setting learning goals, think-alouds, checking one's own work, self-monitoring of progress, and taking corrective action.
• Peer tutoring, an approach that involves pairing students together to learn or practice an academic task. Recommendations have been made to pair students of different ability levels and provide highly structured activities and instructions.
• Visual representation, which uses manipulatives, pictures, number lines, and graphs of functions and relationships to teach mathematical concepts Recommended best practices strategies include the use of the Concrete-Representational-Abstract (CRA) techniques in conjunction with the Common Core State Standards Mathematical Practices.

**Why did the previous plan not sufficiently meet these needs?**

During the 2012-2013 school year, the district mathematics department employed innovative approaches in developing leadership in mathematics at the school sites by facilitating regular Mathematics Leadership Dialogues and Professional Development sessions. While there were some gains in learning, more time needs to be devoted to building capacity and developing grade level/departmental communities of instructional practice in mathematics.

**AMO Target: Reading, American Indian (Target: 67, Actual: 65)**

**What does research suggest about the specific learning needs of this subgroup not meeting target?**

There is a great disagreement among reading researchers regarding effective reading strategies that address the needs of all learners. Researchers contend that the existing reading models are outdated as the nation moves toward Common Core State Standards. Allington, (2009) suggests infusing "rich" instructional tasks to integrating multiple CCSS standards in a lesson as a key consideration. Fisher, D. & Frey, N. (2012) argues that there is a need to foster student motivation and persistence as learners transition to reading complex text independently. Further, the International Reading Association proposes that disciplinary literacy requires unique reading and writing techniques to move students towards success. Therefore, students' understanding of why a strategy is useful, how to apply it, and when it is most appropriate are critical factors to their overall success.
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Fisher, D. & Frey, N. (2012) Engaging the Adolescent Learner. Text Complexity and Close Readings.
Shanahan, T. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. Harvard Educational Review.

**Why did the previous plan not sufficiently meet these needs?**

There is a need for instructional rigor and control of fidelity of implementation of reading programs.

**AMO Target: Reading, Asian (Target: 81, Actual: 79)**

**What does research suggest about the specific learning needs of this subgroup not meeting target?**

here is a great disagreement among reading researchers regarding effective reading strategies that address the needs of all learners. Researchers contend that the existing reading models are outdated as the nation moves toward Common Core State Standards. Allington, (2009) suggests infusing "rich" instructional tasks to integrating multiple CCSS standards in a lesson as a key consideration. Fisher, D. & Frey, N. (2012) argues that there is a need to foster student motivation and persistence as learners transition to reading complex text independently. Further, the International Reading Association proposes that disciplinary literacy requires unique reading and writing techniques to move students towards success. Therefore, students' understanding of why a strategy is useful, how to apply it, and when it is most appropriate are critical factors to their overall success.
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Fisher, D. & Frey, N. (2012) Engaging the Adolescent Learner. Text Complexity and Close Readings.
Shanahan, T. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. Harvard Educational Review.

**Why did the previous plan not sufficiently meet these needs?**

There is a need for instructional rigor and control of fidelity of implementation of reading programs.

**AMO Target: Reading, Black/African American (Target: 48, Actual: 39)**

**What does research suggest about the specific learning needs of this subgroup not meeting target?**

There is a great disagreement among reading researchers regarding effective reading strategies that address the needs of all learners. Researchers contend that the existing reading models are outdated as the nation moves toward Common Core State Standards. Allington, (2009) suggests infusing "rich" instructional tasks to integrating multiple CCSS standards in a lesson as a key consideration. Fisher, D. & Frey, N. (2012) argues that there is a need to foster student motivation and persistence as learners transition to reading complex text independently. Further, the International Reading Association proposes that disciplinary literacy requires unique reading and writing techniques to move students towards success. Therefore, students' understanding of why a strategy is useful, how to apply it, and when it is most appropriate are critical factors to their overall success.
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Shanahan, T. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. Harvard Educational Review.

**Why did the previous plan not sufficiently meet these needs?**

The previous plan did not sufficiently meet the needs. There is a need for direct, explicit instruction of key vocabulary strategies.

**AMO Target: Mathematics, Black/African American (Target: 48, Actual: 45)**

**What does research suggest about the specific learning needs of this subgroup not meeting target?**

According to research studies, there have been five meta-analyses on Effective Mathematics Instruction for students with Learning Difficulties, reviewing a total of 183 research studies (Adams & Carnine, 2003; Baker, Gersten, & Lee, 2002; Browder, Spooner, Ahlgrim-Delzell, Harris, & Wakeman, 2008; Kroesbergen & Van Luit, 2003; Xin & Jitendra, 1999) , which documents four methods of instruction that show the most promise for subgroups not meeting mathematics learning targets as indicated below:
• Systematic and explicit instruction, a detailed instructional approach in which teachers guide students through a defined instructional sequence. Within systematic and explicit instruction students learn to regularly apply strategies that effective learners use as a fundamental part of mastering concepts. Recommendations have been made to promote, during collaborative planning time, focused discussions on effective teaching strategies that include but are not limited to the use of a problem solving protocol, scaffolding students' task engagement, guided practice, and goal-oriented assessment.
• Self-instruction, through which students learn to manage their own learning with specific prompting or solution-oriented questions. Recommended best practices strategies include providing students with a variety of self-regulation strategies such as setting learning goals, think-alouds, checking one's own work, self-monitoring of progress, and taking corrective action.
• Peer tutoring, an approach that involves pairing students together to learn or practice an academic task. Recommendations have been made to pair students of different ability levels and provide highly structured activities and instructions.
• Visual representation, which uses manipulatives, pictures, number lines, and graphs of functions and relationships to teach mathematical concepts Recommended best practices strategies include the use of the Concrete-Representational-Abstract (CRA) techniques in conjunction with the Common Core State Standards Mathematical Practices.

**Why did the previous plan not sufficiently meet these needs?**

During the 2012-2013 school year, the district mathematics department employed innovative approaches in developing leadership in mathematics at the school sites by facilitating regular Mathematics Leadership Dialogues and Professional Development sessions. While there were some gains in learning, more time needs to be devoted to building capacity and developing grade level/ departmental communities of instructional practice in mathematics. To the extent possible, teachers need more time to examine real-time student data to provide contexts for mathematical exploration and the development of student understanding of mathematical concepts by supporting the use of manipulatives and engaging opportunities for practice.

**AMO Target: Reading, Economically Disadvantaged (Target: 56, Actual: 50)**

**What does research suggest about the specific learning needs of this subgroup not meeting target?**

There is a great disagreement among reading researchers regarding effective reading strategies that address the needs of all learners. Researchers contend that the existing reading models are outdated as the nation moves toward Common Core State Standards. Allington, (2009) suggests infusing "rich" instructional tasks to integrating multiple CCSS standards in a lesson as a key consideration. Fisher, D. & Frey, N. (2012) argues that there is a need to foster student motivation and persistence as learners transition to reading complex text independently. Further, the International Reading Association proposes that disciplinary literacy requires unique reading and writing techniques to move students towards success. Therefore, students' understanding of why a strategy is useful, how to apply it, and when it is most appropriate are critical factors to their overall success.
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Shanahan, T. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. Harvard Educational Review.

**Why did the previous plan not sufficiently meet these needs?**

The previous plan did not sufficiently meet the needs. There is a need for direct, explicit instruction of key vocabulary strategies.

**AMO Target: Mathematics, Economically Disadvantaged (Target: 56, Actual: 54)**

**What does research suggest about the specific learning needs of this subgroup not meeting target?**

According to research studies, there have been five meta-analyses on Effective Mathematics Instruction for students with Learning Difficulties, reviewing a total of 183 research studies (Adams & Carnine, 2003; Baker, Gersten, & Lee, 2002; Browder, Spooner, Ahlgrim-Delzell, Harris, & Wakeman, 2008; Kroesbergen & Van Luit, 2003; Xin & Jitendra, 1999) , which documents four methods of instruction that show the most promise for subgroups not meeting mathematics learning targets as indicated below:
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**Why did the previous plan not sufficiently meet these needs?**

During the 2012-2013 school year, the district mathematics department employed innovative approaches in developing leadership in mathematics at the school sites by facilitating regular Mathematics Leadership Dialogues and Professional Development sessions. While there were some gains in learning, more time needs to be devoted to building capacity and developing grade level/ departmental communities of instructional practice in mathematics. To the extent possible, teachers need more time to examine real-time student data to provide opportunities for students to construct arguments and critique arguments of peers and encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments

**AMO Target: Reading, English Language Learners (Target: 48, Actual: 37)**

**What does research suggest about the specific learning needs of this subgroup not meeting target?**

There is a great disagreement among reading researchers regarding effective reading strategies that address the needs of all learners. Researchers contend that the existing reading models are outdated as the nation moves toward Common Core State Standards. Allington, (2009) suggests infusing "rich" instructional tasks to integrating multiple CCSS standards in a lesson as a key consideration. Fisher, D. & Frey, N. (2012) argues that there is a need to foster student motivation and persistence as learners transition to reading complex text independently. Further, the International Reading Association proposes that disciplinary literacy requires unique reading and writing techniques to move students towards success. Therefore, students' understanding of why a strategy is useful, how to apply it, and when it is most appropriate are critical factors to their overall success.
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Fisher, D. & Frey, N. (2012) Engaging the Adolescent Learner. Text Complexity and Close Readings.
Shanahan, T. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. Harvard Educational Review.

**Why did the previous plan not sufficiently meet these needs?**

The previous plan did not sufficiently meet the needs. There is a need for direct, explicit instruction of key vocabulary strategies.

**AMO Target: Mathematics, English Language Learners (Target: 54, Actual: 47)**

**What does research suggest about the specific learning needs of this subgroup not meeting target?**

According to research studies, there have been five meta-analyses on Effective Mathematics Instruction for students with Learning Difficulties, reviewing a total of 183 research studies (Adams & Carnine, 2003; Baker, Gersten, & Lee, 2002; Browder, Spooner, Ahlgrim-Delzell, Harris, & Wakeman, 2008; Kroesbergen & Van Luit, 2003; Xin & Jitendra, 1999) , which documents four methods of instruction that show the most promise for subgroups not meeting mathematics learning targets as indicated below:
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• Self-instruction, through which students learn to manage their own learning with specific prompting or solution-oriented questions. Recommended best practices strategies include providing students with a variety of self-regulation strategies such as setting learning goals, think-alouds, checking one's own work, self-monitoring of progress, and taking corrective action.
• Peer tutoring, an approach that involves pairing students together to learn or practice an academic task. Recommendations have been made to pair students of different ability levels and provide highly structured activities and instructions.
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**Why did the previous plan not sufficiently meet these needs?**

During the 2012-2013 school year, the district mathematics department employed innovative approaches in developing leadership in mathematics at the school sites by facilitating regular Mathematics Leadership Dialogues and Professional Development sessions. While there were some gains in learning, more time needs to be devoted to building capacity and developing grade level/departmental communities of instructional practice in mathematics. To the extent possible, teachers need more time to examine real-time student data and collaborate as a learning team to design lessons that target areas of greatest student need. These lessons need to incorporate adequate opportunities for verbalization of thought processes, combine graphics with verbal descriptions, and connect and integrate abstract and concrete representations of concepts.

**AMO Target: Reading, Hispanic (Target: 64, Actual: 59)**

**What does research suggest about the specific learning needs of this subgroup not meeting target?**

There is a great disagreement among reading researchers regarding effective reading strategies that address the needs of all learners. Researchers contend that the existing reading models are outdated as the nation moves toward Common Core State Standards. Allington, (2009) suggests infusing "rich" instructional tasks to integrating multiple CCSS standards in a lesson as a key consideration. Fisher, D. & Frey, N. (2012) argues that there is a need to foster student motivation and persistence as learners transition to reading complex text independently. Further, the International Reading Association proposes that disciplinary literacy requires unique reading and writing techniques to move students towards success. Therefore, students' understanding of why a strategy is useful, how to apply it, and when it is most appropriate are critical factors to their overall success.
References:
Allington, R.L. (2009). What really matters in Response to Intervention: Research-based designs. Boston: Allyn and Bacon.
Fisher, D. & Frey, N. (2012) Engaging the Adolescent Learner. Text Complexity and Close Readings.
Shanahan, T. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. Harvard Educational Review.

**Why did the previous plan not sufficiently meet these needs?**

The plan did not sufficiently meet these needs. There is a need for direct, explicit instruction of key vocabulary strategies

**AMO Target: Mathematics, Hispanic (Target: 63, Actual: 61)**

**What does research suggest about the specific learning needs of this subgroup not meeting target?**

According to research studies, there have been five meta-analyses on Effective Mathematics Instruction for students with Learning Difficulties, reviewing a total of 183 research studies (Adams & Carnine, 2003; Baker, Gersten, & Lee, 2002; Browder, Spooner, Ahlgrim-Delzell, Harris, & Wakeman, 2008; Kroesbergen & Van Luit, 2003; Xin & Jitendra, 1999) , which documents four methods of instruction that show the most promise for subgroups not meeting mathematics learning targets as indicated below:

• Systematic and explicit instruction, a detailed instructional approach in which teachers guide students through a defined instructional sequence. Within systematic and explicit instruction students learn to regularly apply strategies that effective learners use as a fundamental part of mastering concepts. Recommendations have been made to promote, during collaborative planning time, focused discussions on effective teaching strategies that include but are not limited to the use of a problem solving protocol, scaffolding students' task engagement, guided practice, and goal-oriented assessment.

• Self-instruction, through which students learn to manage their own learning with specific prompting or solution-oriented questions. Recommended best practices strategies include providing students with a variety of self-regulation strategies such as setting learning goals, think-alouds, checking one's own work, self-monitoring of progress, and taking corrective action.

• Peer tutoring, an approach that involves pairing students together to learn or practice an academic task. Recommendations have been made to pair students of different ability levels and provide highly structured activities and instructions.

• Visual representation, which uses manipulatives, pictures, number lines, and graphs of functions and relationships to teach mathematical concepts Recommended best practices strategies include the use of the Concrete-Representational-Abstract (CRA) techniques in conjunction with the Common Core State Standards Mathematical Practices.

**Why did the previous plan not sufficiently meet these needs?**

During the 2012-2013 school year, the district mathematics department employed innovative approaches in developing leadership in mathematics at the school sites by facilitating regular Mathematics Leadership Dialogues and Professional Development sessions. While there were some gains in learning, more time needs to be devoted to building capacity and developing grade level/ departmental communities of instructional practice in mathematics. To the extent possible, teachers need more time to examine real-time student data to provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

**AMO Target: Reading, Students With Disabilities (Target: 38, Actual: 28)**

**What does research suggest about the specific learning needs of this subgroup not meeting target?**

There is a great disagreement among reading researchers regarding effective reading strategies that address the needs of all learners. Researchers contend that the existing reading models are outdated as the nation moves toward Common Core State Standards. Allington, (2009) suggests infusing "rich" instructional tasks to integrating multiple CCSS standards in a lesson as a key consideration. Fisher, D. & Frey, N. (2012) argues that there is a need to foster student motivation and persistence as learners transition to reading complex text independently. Further, the International Reading Association proposes that disciplinary literacy requires unique reading and writing techniques to move students towards success. Therefore, students' understanding of why a strategy is useful, how to apply it, and when it is most appropriate are critical factors to their overall success.
References:
Allington, R.L. (2009). What really matters in Response to Intervention: Research-based designs. Boston: Allyn and Bacon.
Fisher, D. & Frey, N. (2012) Engaging the Adolescent Learner. Text Complexity and Close Readings.
Shanahan, T. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. Harvard Educational Review.

**Why did the previous plan not sufficiently meet these needs?**

The previous plan did not sufficiently meet the needs. There is a need for instructional rigor and control of fidelity of implementation of reading programs.

**AMO Target: Mathematics, Students With Disabilities (Target: 40, Actual: 31)**

**What does research suggest about the specific learning needs of this subgroup not meeting target?**

According to research studies, there have been five meta-analyses on Effective Mathematics Instruction for students with Learning Difficulties, reviewing a total of 183 research studies (Adams & Carnine, 2003; Baker, Gersten, & Lee, 2002; Browder, Spooner, Ahlgrim-Delzell, Harris, & Wakeman, 2008; Kroesbergen & Van Luit, 2003; Xin & Jitendra, 1999) , which documents four methods of instruction that show the most promise for subgroups not meeting mathematics learning targets as indicated below:
• Systematic and explicit instruction, a detailed instructional approach in which teachers guide students through a defined instructional sequence. Within systematic and explicit instruction students learn to regularly apply strategies that effective learners use as a fundamental part of mastering concepts. Recommendations have been made to promote, during collaborative planning time, focused discussions on effective teaching strategies that include but are not limited to the use of a problem solving protocol, scaffolding students' task engagement, guided practice, and goal-oriented assessment.
• Self-instruction, through which students learn to manage their own learning with specific prompting or solution-oriented questions. Recommended best practices strategies include providing students with a variety of self-regulation strategies such as setting learning goals, think-alouds, checking one's own work, self-monitoring of progress, and taking corrective action.
• Peer tutoring, an approach that involves pairing students together to learn or practice an academic task. Recommendations have been made to pair students of different ability levels and provide highly structured activities and instructions.
• Visual representation, which uses manipulatives, pictures, number lines, and graphs of functions and relationships to teach mathematical concepts Recommended best practices strategies include the use of the Concrete-Representational-Abstract (CRA) techniques in conjunction with the Common Core State Standards Mathematical Practices.

**Why did the previous plan not sufficiently meet these needs?**

During the 2013-2014 school year, the district mathematics department employed innovative approaches in developing leadership in mathematics at the school sites by facilitating regular Mathematics Leadership Dialogues and Professional Development sessions. While there were some gains in learning, more time needs to be devoted to building capacity and developing grade level/ departmental communities of instructional practice in mathematics. To the extent possible, teachers need more time to examine real-time student data to develop personal plans of progress and tailored instruction considering each student's needs and learning styles.

**AMO Target: Reading, White (Target: 79, Actual: 77)**

**What does research suggest about the specific learning needs of this subgroup not meeting target?**

There is a great disagreement among reading researchers regarding effective reading strategies that address the needs of all learners. Researchers contend that the existing reading models are outdated as the nation moves toward Common Core State Standards. Allington, (2009) suggests infusing "rich" instructional tasks to integrating multiple CCSS standards in a lesson as a key consideration. Fisher, D. & Frey, N. (2012) argues that there is a need to foster student motivation and persistence as learners transition to reading complex text independently. Further, the International Reading Association proposes that disciplinary literacy requires unique reading and writing techniques to move students towards success. Therefore, students' understanding of why a strategy is useful, how to apply it, and when it is most appropriate are critical factors to their overall success.
References:
Allington, R.L. (2009). What really matters in Response to Intervention: Research-based designs. Boston: Allyn and Bacon.
Fisher, D. & Frey, N. (2012) Engaging the Adolescent Learner. Text Complexity and Close Readings.
Shanahan, T. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. Harvard Educational Review.

**Why did the previous plan not sufficiently meet these needs?**

There is a need for instructional rigor and control of fidelity of implementation of reading programs.

**AMO Target: Mathematics, White (Target: 77, Actual: 76)**

**What does research suggest about the specific learning needs of this subgroup not meeting target?**

According to research studies, there have been five meta-analyses on Effective Mathematics Instruction for students with Learning Difficulties, reviewing a total of 183 research studies (Adams & Carnine, 2003; Baker, Gersten, & Lee, 2002; Browder, Spooner, Ahlgrim-Delzell, Harris, & Wakeman, 2008; Kroesbergen & Van Luit, 2003; Xin & Jitendra, 1999) , which documents four methods of instruction that show the most promise for subgroups not meeting mathematics learning targets as indicated below:
• Systematic and explicit instruction, a detailed instructional approach in which teachers guide students through a defined instructional sequence. Within systematic and explicit instruction students learn to regularly apply strategies that effective learners use as a fundamental part of mastering concepts. Recommendations have been made to promote, during collaborative planning time, focused discussions on effective teaching strategies that include but are not limited to the use of a problem solving protocol, scaffolding students' task engagement, guided practice, and goal-oriented assessment.
• Self-instruction, through which students learn to manage their own learning with specific prompting or solution-oriented questions. Recommended best practices strategies include providing students with a variety of self-regulation strategies such as setting learning goals, think-alouds, checking one's own work, self-monitoring of progress, and taking corrective action.
• Peer tutoring, an approach that involves pairing students together to learn or practice an academic task. Recommendations have been made to pair students of different ability levels and provide highly structured activities and instructions.
• Visual representation, which uses manipulatives, pictures, number lines, and graphs of functions and relationships to teach mathematical concepts Recommended best practices strategies include the use of the Concrete-Representational-Abstract (CRA) techniques in conjunction with the Common Core State Standards Mathematical Practices.

**Why did the previous plan not sufficiently meet these needs?**

During the 2012-2013 school year, the district mathematics department employed innovative approaches in developing leadership in mathematics at the school sites by facilitating regular Mathematics Leadership Dialogues and Professional Development sessions. While there were some gains in learning, more time needs to be devoted to building capacity and developing grade level/ departmental communities of instructional practice in mathematics. To the extent possible, teachers need more time to examine real-time student data to provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding of mathematical concepts.

# Goals Summary

**G1.** In support of standard-based instruction at the appropriate cognitive complexity level, the district will promote the research- based resources that promote instruction with a focus on interdisciplinary literacy instruction.

**G2.** In support of standard-based instruction at the appropriate cognitive complexity level, the district will promote the use of research-based resources that include problem solving and real world applications.

# Goals Detail

**G1.** In support of standard-based instruction at the appropriate cognitive complexity level, the district will promote the research- based resources that promote instruction with a focus on interdisciplinary literacy instruction.

### Targets Supported

- Reading (All Students, American Indian, Asian, Black/African American, Hispanic, White, English-Language Learners, Students with Disabilities, Economically Disadvantaged)

### Resources Available to Support the Goal

- The District will offer professional development in the Common Core State Standards for English Language Arts. Additionally, The District pacing guides provide for instruction using exemplar lessons that support CCSS for ELA. Grades K-5 will have a new series, McGraw Hill Wonders which supports CCSS using complex text and providing opportunities for writing in response to reading.

### Targeted Barriers to Achieving the Goal

- Barriers include but are not limited to teacher efficacy, the use of below grade-level materials, the lack of fidelity of implementation of instructional routines and data-driven instruction found in the district pacing guides.

### Plan to Monitor Progress Toward the Goal

School site administrators are familiar with the district pacing guides, exemplar lessons, and Commom Core State Standards steps to a Close Reading to look for evidence of these being implemented in their Language Arts classrooms.

### Person or Persons Responsible

The District- Department of Language Arts/Reading Karen Spigler, Administrative Director Erin Cuartas, Instructional Supervisor Laurie Kaplan, Instructional Supervisor Rosa Ochoa-Yannazzo, Instructional Supervisor Sharon Scruggs-Williams, Instructional Supervisor Pauline Ward, Instructional Supervisor

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Principal's walk-through reports

**G2.** In support of standard-based instruction at the appropriate cognitive complexity level, the district will promote the use of research-based resources that include problem solving and real world applications.

### Targets Supported

- Math (All Students, American Indian, Asian, Black/African American, Hispanic, White, English-Language Learners, Students with Disabilities, Economically Disadvantaged)

### Resources Available to Support the Goal

- The available district-developed Math at a Glance documents delineate key components of mathematics curriculum, instruction, and assessment; these elements include a problem-solving protocol and the characteristics of an instructional block, emphasizing problem solving (i.e. unlock the problem, Step-It Up). Middle School Math at a Glance , Elementary Math at a Glance, High School Math at a Glance.

### Targeted Barriers to Achieving the Goal

- Barriers include instruction that is not aligned to the appropriate grade level standards or appropriate cognitive complexity level. Additional barriers include inconsistency in the use of district-adopted, standards-based resources, data-driven decision-making (i.e. the implementation of the Florida Continuous Improvement model), and inclusion of problem solving and real world applications.

## Plan to Monitor Progress Toward the Goal

The District will recommend problem solving monitoring activities in which school site personnel monitors and discusses effective classroom instruction and problem solving activities. Further information is available in the district-developed Math at a Glance documents; see Middle School Math at a Glance, Elementary Math at a Glance, High School Math at a Glance

### Person or Persons Responsible

The District [Department of Mathematics] Michelle R. White, Executive Director Maria T. Diaz-Gonzalez, Elementary Instructional Supervisor Annie Klian, Middle School Instructional Supervisor Silvia Aday, Senior High School Instructional Supervisor

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Reports from each school detailing monitoring and discussion of effective classroom instruction and problem solving activities.

# Action Plan for Improvement

**Problem Solving Key**

**G** = Goal          **B** = Barrier          **S** = Strategy

**G1.** In support of standard-based instruction at the appropriate cognitive complexity level, the district will promote the research- based resources that promote instruction with a focus on interdisciplinary literacy instruction.

**G1.B1** Barriers include but are not limited to teacher efficacy, the use of below grade-level materials, the lack of fidelity of implementation of instructional routines and data-driven instruction found in the district pacing guides.

**G1.B1.S1** Use appropriate text Scaffold instruction Use data to drive instruction Provide opportunities for teachers to attend targeted professional development. Use the reading coach to support teacher

### Action Step 1

The District will provide leadership professional development emphasizing effective strategies such as the use of district-developed exemplar Common Core State Standards (CCSS) lesson plans, CCSS trainings, and differentiated-instruction/ data-driven instruction. These trainings will be conducted on a monthly basis for Reading Coaches/contacts and Language Arts Department Chairs through face to face trainings, webinars and email correspondence.

### Person or Persons Responsible

The District- Department of Language Arts/Reading

### Target Dates or Schedule

Monthly 2013-2014 Secondary Schedule Date Topic Target Audience Locations August 12, 2013 New Teacher Orientation Secondary ELA and Reading Teachers North September 18, 2013 Central Region Administration PD Central Region Administrators Central September 19, 2013 Central Region Administration PD Central Region Administrators Central September 24, 2013 CCSS for Elementary Reading Coaches/Contacts Elementary Reading Coaches/Contacts Cohorts A and B September 25, 2013 CCSS for Secondary Reading Coaches/Contacts Secondary Reading Coaches/Contacts North, Central September 26, 2013 CCSS for Elementary Reading Coaches/Contacts Elementary Reading Coaches/Contacts Cohorts C and D September 27, 2013 CCSS for Secondary Reading Coaches/Contacts Secondary Reading Coaches/Contacts South October 1, 2013 McGraw-Hill Reading Wonders Elementary ELA Teachers North October 1, 2013 October 16, 2013 CRISS Secondary Content Area Teachers South, North October 1, 2013 McGraw-Hill Reading Wonders Elementary ELA Teachers North, Central, South October 2, 2013 October 14, 2013 Middle Writing Standards w/ CCSS Connections Middle LA Teachers North, Central, South October 3, 2013 October 15, 2013 Senior High Writing Standards w/ CCSS Connections Senior LA Teachers North, South October 3, 2013 McGraw-Hill Reading Wonders Elementary ELA Teachers North, Central, South October 4, 2013 McGraw-Hill Reading Wonders Elementary ELA Teachers North, Central, South October 5, 2014 Reading Writing Workshop – Close Reading Elementary ELA Teachers North, Central, South October 7, 2013 McGraw-Hill Reading Wonders Elementary ELA Teachers North, Central, South October 8, 2013 McGraw-Hill Reading Wonders Elementary ELA Teachers North, Central, South October 9, 2013 McGraw-Hill Reading Wonders Elementary ELA Teachers North, Central, South October 10, 2013 McGraw-Hill Reading Wonders Elementary ELA Teachers North, Central, South October 11, 2013 McGraw-Hill Reading Wonders Elementary ELA Teachers North, Central, South October 12, 2013 McGraw-Hill Reading Wonders Elementary ELA Teachers North, Central, South October 14, 2013 McGraw-Hill Reading Wonders Elementary ELA Teachers North, Central, South October 15, 2013 McGraw-Hill Reading Wonders Elementary ELA Teachers North, Central, South October 16, 2013 McGraw-Hill Reading Wonders Elementary ELA Teachers North, Central, South October 17, 2013 McGraw-Hill Reading Wonders Elementary ELA Teachers North, Central, South October 19, 2013 McGraw-Hill

Reading Wonders Elementary ELA Teachers North, Central, South October 21, 2013 McGraw-Hill Reading Wonders Elementary ELA Teachers North, Central, South October 22, 2013 CCSS for Elementary Reading Coaches/Contacts Elementary Reading Coaches/Contacts Cohorts A and B October 24, 2013 CCSS for Elementary Reading Coaches/Contacts Elementary Reading Coaches/Contacts Cohorts C and D October 21, 2013 CCSS for Secondary Reading Coaches/Contacts Secondary Reading Coaches/Contacts South, Central October 23, 2013 CCSS for Secondary Reading Coaches/Contacts Secondary Reading Coaches/Contacts North October 23, 2013 CPALMS Training Secondary ELA/Reading Teachers All October 16, 2013 CCSS for Middle LA Dept. Chairs Meeting Middle LA Dept. Chairs Rockway Middle October 17, 2013 CCSS for Senior LA Dept. Chairs Meeting Senior LA Dept. Chairs Miami Beach Senior October 8-9, 2013 Sec. Common Core State Standards Secondary ELA Teachers North, Central, South October 10-11, 2013 Sec. Common Core State Standards Secondary ELA Teachers North, Central, South October 29-30, 2013 Sec. Common Core State Standards Secondary ELA Teachers North, Central, South November 6, 2013 Secondary CCSS for District Staff District Staff SBAB Annex November 8, 2013 Secondary Reading Standards Secondary Language Arts/ Reading Teachers North, South November 8, 2013 College Readiness Writing with FIU High School ELA Teachers Shenandoah Middle November 12, 2013 CCSS for Elementary Reading Coaches/Contacts Elementary Reading Coaches/Contacts Cohorts C and D November 13, 2013 CCSS for Secondary Reading Coaches/Contacts Secondary Reading Coaches/Contacts North, Central November 14, 2013 CCSS for Elementary Reading Coaches/Contacts Elementary Reading Coaches/Contacts Cohorts C and D November 15, 2013 CCSS for Secondary Reading Coaches/Contacts Secondary Reading Coaches/Contacts North, Central January 7, 2014 CCSS for Elementary Reading Coaches/Contacts Elementary Reading Coaches/Contacts Cohorts A and B January 8, 2014 CCSS for Elementary Reading Coaches/Contacts Elementary Reading Coaches/Contacts Cohorts C and D January 10, 2014 CCSS for Secondary Reading Coaches/Contacts Secondary Reading Coaches/Contacts North, Central January 15, 2014 CCSS for Secondary Reading Coaches/Contacts Secondary Reading Coaches/Contacts North, Central February 7, 2014 Secondary Reading Standards Secondary Language Arts/ Reading Teachers North, South February 7, 2014 CRISS Refresher Secondary Content Area Teachers South February 7, 2014 CRISS Secondary Content Area Teachers North, Central February 11, 2014 CCSS for Elementary Reading Coaches/Contacts Elementary Reading Coaches/Contacts Cohorts A and B February 13, 2014 CCSS for Elementary Reading Coaches/Contacts Elementary Reading Coaches/Contacts Cohorts C and D February 12, 2014 CCSS for Secondary Reading Coaches/Contacts Secondary Reading Coaches/Contacts South, Central February 14, 2014 CCSS for Secondary Reading Coaches/Contacts Secondary Reading Coaches/Contacts North

### Evidence of Completion

District wide Implementation of the CCSS exemplar lessons at all grade levels.

### Facilitator:

District Language Arts/Reading Leadership Team Karen Spigler, Administrative Director Erin Cuartas, Instructional Supervisor Laurie Kaplan, Instructional Supervisor Rosa Ochoa-Yannazzo, Instructional Supervisor Sharon Scruggs-Williams, Instructional Supervisor Pauline Ward, Instructional Supervisor

### Participants:

Reading Coaches/contacts and Language Arts Department Chairs

## Plan to Monitor Fidelity of Implementation of G1.B1.S1

Leaders will submit implementation documentation signed by school site administrators. The district will monitor the work of the reading coach through the Progress Monitoring & Reporting Network entries. The district will supply interim analysis forms to schools to assist will instructional decisions.

### Person or Persons Responsible

The District-Department of Language Arts/ Reading

### Target Dates or Schedule

Monthly

### Evidence of Completion

Reading Coach's Progress Monitoring & Reporting Network monthly entries.

## Plan to Monitor Effectiveness of G1.B1.S1

The District will monitor the work of the reading coach through their Progress Monitoring and Reporting Network entries

### Person or Persons Responsible

The District- Department of Language Arts/Reading

### Target Dates or Schedule

Monthly

### Evidence of Completion

Professional development Participation Log and the Progress Monitoring and Reporting monthly log

**G2.** In support of standard-based instruction at the appropriate cognitive complexity level, the district will promote the use of research-based resources that include problem solving and real world applications.

**G2.B1** Barriers include instruction that is not aligned to the appropriate grade level standards or appropriate cognitive complexity level. Additional barriers include inconsistency in the use of district-adopted, standards-based resources, data-driven decision-making (i.e. the implementation of the Florida Continuous Improvement model), and inclusion of problem solving and real world applications.

**G2.B1.S1** Increase the use of resources aligned to the appropriate grade level standards or appropriate cognitive complexity level, data-driven decision-making, and inclusion of problem solving and real world applications.

### Action Step 1

Provide leadership professional development emphasizing effective strategies such as the use of district-adopted, standards-based resources, a problem-solving protocol, differentiated instruction, and data-driven instruction. These leadership dialogues will be conducted on a monthly basis for Department Chairs/Liaisons and Coaches through face to face trainings, Webinars and email correspondence.

#### Person or Persons Responsible

The District [Department of Mathematics] Michelle R. White, Executive Director Maria T. Diaz-Gonzalez, Elementary Instructional Supervisor Annie Klian, Middle School Instructional Supervisor Silvia Aday, Senior High School Instructional Supervisor

#### Target Dates or Schedule

Monthly Name Date School Grades: (Elementary, Middle School, Senior High School) Getting Ready for New Elementary CCSS HMH GO Math! Florida 08/13/13 Elementary Elementary Mathematics Liaison Learning Community, Dialogue 1 (N) 09/24/13 Elementary Elementary Mathematics Liaison Learning Community, Dialogue 2 (C) 11/18/13 Elementary Elementary Mathematics Liaison Learning Community, Dialogue 4 (S) 01/22/14 Elementary Elementary Mathematics Liaison Learning Community, Dialogue 5 (S) 02/19/14 Elementary Middle Grades Math Leaders Learning Community #1-North 09/30/13 Middle School Middle Grades Math Leaders Learning Community #2-North 11/14/14 Middle School Middle Grades Math Leaders Learning Community #3-North 01/22/14 Middle School Deep Dive into the Common Core Math Practices 11/08/13 Middle School High School Math New Teachers Orientation 08/13/2014 High School Department Chair and Math Coach Leadership Dialogue 09/25/2013 High School CCSSM - Geometry 11/08/2013 High School Department Chair and Math Coach Leadership Dialogue 11/20/2013 High School

#### Evidence of Completion

Copies of Department Chairs/Liaisons/Coaches Dialogue agendas, presentations, problem solving resources, sign-in sheets and submitted follow-up implementation activities focusing on standards-based instruction

#### Facilitator:

District Mathematics Leaders Michelle R. White, Executive Director Maria T. Diaz-Gonzalez, Elementary Instructional Supervisor Annie Klian, Middle School Instructional Supervisor Silvia Aday, Senior High School Instructional Supervisor

**Participants:**

The District [Department of Mathematics ] Department Chairs and Liaisons

## Plan to Monitor Fidelity of Implementation of G2.B1.S1

District mathematics leaders will progress monitor and share findings of formative data results, (e.g. Topic Assessments and Interim Assessments).

### Person or Persons Responsible

District Mathematics Leaders

### Target Dates or Schedule

Monthly Target Dates or Schedule Name Date School Grades: (Elementary, Middle School, Senior High School) Elementary Mathematics Liaison Learning Community, Dialogue 2 (C) 11/18/13 Elementary Middle Grades Math Leaders Learning Community #1-North 09/30/13 Middle School Middle Grades Math Leaders Learning Community #3-North 01/22/14 Middle School Department Chair and Math Coach Leadership Dialogue 09/25/2013 High School Department Chair and Math Coach Leadership Dialogue 11/20/2013 High School

### Evidence of Completion

Topic and Interim assessments results

## Plan to Monitor Effectiveness of G2.B1.S1

The district will establish satisfactory progress monitoring cut scores for Interim Assessments and these reports will be made available to specific school sites to ensure effective implementation strategies are included in the instructional process. Schools will develop focus lessons to address deficient benchmarks based on assessment results. At math leadership dialogues, school representatives will compare and analyze data results to district data and discuss next steps.

### Person or Persons Responsible

District Mathematics Leadership Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Leadership dialogue presentations and agendas detailing a comparison and analysis of data results and discussion of the next steps to be taken in addressing students' mathematical needs.

## Alignment of Needs and Resources

**Based on school and student performance data at your Focus and Priority schools, describe the process the district will use to align strategies, initiatives, and resources to ensure schools demonstrating the greatest need receive the highest percentage of resources**

The Miami-Dade County Public Schools Education Transformation Office (ETO) will provide direct, ongoing support to all Focus and Priority schools. An Associate Superintendent with an extensive background in improving schools leads the office and reports directly to the Superintendent of Schools. The Administrative Team of ETO is comprised of two directors who oversee curriculum and instruction and four directors who monitor the implementation of the school-site action plan and direct budget, personnel, OPS, advocacy, facilities, and maintenance decisions at the schools. Their role is to streamline essential operational functions that can often be barriers in focusing an administrator's attention to curriculum and instruction in a large district. Additionally, the administrator of the school directly reports to the Associate Superintendent of ETO.

ETO is comprised of practitioners who were teachers, dynamic instructional coaches, and instructional leaders who have successfully worked in high-poverty schools and have a proven record of improving student achievement. The two curriculum and instruction Administrative Directors along with the Instructional Supervisors (IS) and Curriculum Support Specialists (CSS) provide daily onsite support and job-embedded professional development to the schools in the areas of reading, mathematics, science, English Language Learners (ELL), Special Education (SPED), and writing. Additionally, they provide Leadership Development to recruit and train the next generation of school leaders from a dedicated and successful pool of Assistant Principals and Instructional Coaches in an effort to ensure sustainable school reform. The team also includes one Instructional Supervisor and Curriculum Support Specialists for the following areas: Career and Technical Education (CTE), Early Childhood, and Classroom Management.

ETO reviews and analyzes both current year and longitudinal student achievement data when selecting intervention models. This includes FCAT, Annual Measurable Measureable Objectives (AMO), and interim assessment data. Other factors that are considered include recent principal changes, the extent of faculty changes, attendance and school climate data, and the schools' current and prior Differentiated Accountability (DA) status. The Superintendent, Associate Superintendent of ETO, Cabinet, Regional Superintendents, and principals analyze the criteria for each intervention model and select the model that can be appropriately leveraged to ensure the school's improvement. Specific decision points for each school in regard to the intervention model include but are not limited to: the percentage of students that made learning gains by teacher, student performance over a three-year period in reading, mathematics, science, and writing.

The ETO team conducts initial Instructional Reviews (IR) of each school to identify areas of need and to create an action plan with strategies to address those needs. Instructional Supervisors pair up with state representatives from the Florida Department of Education (FDOE), as well as, school site representatives to create subject area teams for the review. Each school will receive a full day visit with the content area team that will support that school. Upon arrival, an initial meeting will take place in which the principal will provide an overview of the data for the visiting team. Then the principal, assistant principal and content area coach walk with the IS, FDOE representative, and CSS to observe the overall implementation of the instructional practices within the content area using the state-created Instructional Review Elements and Indicators document as a guide. Team members look for evidence of the ten Elements during their walkthroughs: Positive Classroom Culture and Environment, Use of Instructional Tools and Materials, Effective Lesson Planning and Delivery, Higher Order Questioning and Discourse, Student Engagement, Use of Rigorous Tasks and Assessments, Differentiated Instruction, Cross Content Reading and Writing Instruction, Implementation of Florida's Continuous Improvement Model, and Evidence of School and District Leadership. This walkthrough process will take approximately 2 ½ hours. Each team conducts classroom walkthroughs of all teachers in their designated subject area. A one hour debrief is conducted by all parties led by the IS to review findings (commendations and concerns) based on the walkthrough as well as discuss the strategies and recommended changes to the

SIP. Additionally, the team will discuss recommendations and suggestions to the school site team to begin the process of collaboratively completing the Strategic Implementation Plan. Following the debrief session the CSS will remain at the school site to support the assistant principal and instructional coaches with changes to the SIP and the development of the Strategic Implementation Plan. Each identified strategy is broken down into smaller, easy-to-implement steps for teachers, instructional coaches, administrators and ETO members to follow with a timeline to meet the goal. This process is unique in that it involves all stakeholders in the creation of the plan. These Strategic Implementation Plans will be presented and approved during the identified Strategic Planning Meetings.

Interventions recommended by ETO are designed around the areas of data analysis, student-specific academic and social-emotional supports, family and community engagement, and instructional leadership/effective monitoring of instruction. Interventions are consistent with the DA structure for school improvement and the requirements of the School Improvement Grant, which is based on the four pillars of reform: Lesson Study, Response to Intervention (RtI), deep teaching and training of the standards, and use of the Continuous Improvement Model to reform and improve instruction. In addition, a special emphasis is placed on building the capacity of current and future administrators and instructional coaches to ensure sustainable implementation of reforms after support is reduced. ETO staff and school leadership teams work to identify the instructional strengths and weaknesses of each school, design intervention and enrichment programs that support the individual learner, determine any necessary adjustments to interventions, and monitor the implementation of the action plan strategies. Executive Directors, Instructional Supervisors, and Curriculum Support Specialists provide sustained and extensive training, as well as, support to schools by providing daily on-site coaching, assistance in lesson planning, and modeling in the classroom. ETO schools provide students with multiple options for extended learning. These schools conduct before-school, after-school, and Saturday school sessions that are designed to focus on the instruction of specific benchmarks in each subject area to pinpoint the needs of identified students based on performance data. Additionally, extended learning opportunities include increased learning time incorporated into student schedules via additional courses and increased instructional time. At the elementary level, this may include a special extended block where time is taken from non-core areas in order to increase exposure to reading and math in grades K-5, writing in grade 4, and science in grade 5. In grades K-1, extended learning is a 30 minute block, in grades 2-3 the block is 60 minutes, and in grades 4-5 the block is 45 minutes. In middle schools, schedules were shifted to reflect an eight period bell schedule thus increasing course offerings. In lieu of a non-academic elective, students in sixth grade may take a sixth grade foundations course which incorporates literacy, study skills, and test taking skills. This extended learning time affords students in grade 7 the opportunity to take an algebra readiness course or intensive math, in addition to their math course, to prepare them for algebra in eighth grade. Similarly, students in eighth grade can register for a creative writing course. The extended learning opportunities mentioned above are provided to students in addition to before and after school tutoring and Saturday school.

Monthly and interim assessment data is monitored, discussed, and reviewed to make revisions to the instructional program. School improvement interventions are adjusted if the data indicates a need for more intensive or additional approaches to improving achievement.

DATA/COM is a statistics-based management process used by the Superintendent and his staff to monitor schools' immediate instructional and operational needs in order to deploy resources to deal with critical issues in a timely manner. Problem areas are flagged and interventions are designed and implemented based on the data presented. Specific emphasis is placed on the Benchmark Monthly and Interim Assessment results. Data from these assessments are used to identify areas that need improvement and design interventions for the core content areas (reading, mathematics, science, and writing). Progress updates are provided at subsequent DATA/COM meetings and the effectiveness of interventions is reviewed. The implementation of the interventions and alignment with the goals are closely monitored on a monthly basis by ETO and adjustments are made when necessary to ensure student achievement. Data from interim assessments drive the data chat process between the Superintendent and Associate Superintendent, the Associate Superintendent and ETO Supervisors and Principals, Principals and Instructional Coaches and teachers, and finally between teachers and students.

Mid-Year instructional reviews are conducted to ensure the Implementation Plan strategies are being implemented with fidelity and an End-of-Year Review is conducted to evaluate the overall effectiveness of the plan and begin the development of the School Improvement Plan for the following school year. Throughout the course of the year, the Associate Superintendent and Administrative Directors of ETO monitor the schools through regular reviews and unannounced visits in addition to the daily visits conducted by ETO Executive Directors/Instructional Supervisors and Curriculum Support Specialists. Additionally, ETO Executive Directors/Instructional Supervisors and Curriculum Support Specialists lead The Instructional Coaches Academy (ICAD). Through ICADs, ETO provides job embedded professional development that builds the instructional capacity of coaches and assistant principals. The sessions are developed to enhance the instructional skills of these individuals by modeling instructional best practices, conducting live coaching scenarios, participating in classroom walkthroughs and roundtable research based discussions. These academies assist educators to drive the work at the school that supports teachers in improving the instructional quality in the classroom to ultimately increase student achievement across the curriculum.

## Reading Resources

**The district has an approved K-12 Comprehensive Researched-Based Reading Plan**
Yes

**Web Address:**
http://app1.fldoe.org/Reading_Plans/Narrative/CompleteReport1314.aspx?DID=13

## Writing Resources

**List and describe the core and supplemental writing programs the district will use at the elementary, middle, and high school levels:**

## Opportunities for Writing to Learn

Writing is integral to all learning because it helps the learner make personal sense of what is being read. (Blanchowictz & Ogle, 2001). The learner cannot write about something he does not understand. Writing forces choices to be made about meaning/comprehension, and is vital to the learner's personal processing time (Jensen, 1998). The link between reading and writing makes for powerful connections between reading comprehension and writing processes.

Within the 90-minute reading block, the student will use writing as a tool to manipulate the text before, during and after reading. Teachers will use writing to provide opportunities for more meaningful and interactive discussions with students. Students will use each other's' writing for learning and to make their thinking visible. Teachers will use writing to provide an authentic purpose to refer back to text in order to examine how authors use language, text structure, and special techniques for communicating meaning (Dorn & Soffos, 2001).

The following delineate Opportunities for Writing to Learn within the 90-minute Reading Block:

Before Reading
• Predictions
• Quick writes
• Vocabulary journals
• Graphic organizers

During Reading
• Formulate questions to clarify meaning
• Response to questions posed during a close reading
• Read and write
• Sticky notes
• Graphic organizers
• Observation logs

After Reading
• Summarizing (e.g. main idea, author's point of view, character change, plot resolution, etc.)
• Graphic organizers
• Response to essential questions
• Observation logs
• Explanation and process logs •Personal response
• Extensions (e.g. letters to characters, perspective entries, new endings, extension of text, reactions, adaptations of text)

MDCPS' Division of Language Arts/Reading does not recommend a specific scientifically research–based writing program.

ELEMENTARY SUPPLEMENTAL WRITING

2013-2014 District Writing Pacing Guide

A Writing Pacing Guide for elementary outlines steps for establishing Writer's Workshop and writing for a variety of purposes and audiences. The Instructional Tools column contains the alignment to the required core text and other suggested materials, strategies, web sites, and technology.

Under the Instructional Tools column in the pacing guide, professional resources for effective writing instruction, state FCAT Anchor papers, and suggested mentor texts are included.

(Located at the following Curriculum and Instruction website:

http://curriculum_materials.dadeschools.net/pacing_guides/

## Reading and Writing Standards and Effective Reading in Secondary Classrooms

MIDDLE CORE WRITING
Writing will be incorporated across the curriculum through the utilization of the CRISS philosophies and principles as well as the utilization of the practices presented in the critical mass professional development (Reading and Writing Standards and Effective Reading in Secondary Classrooms). These writing strategies include reader response, journal writing, and essay questions writing. Before reading strategies will activate prior knowledge. Student writing may include quick-writes, mapping, brainstorming, essay questions and/or journal entries. Writing will be incorporated across the curriculum during reading instruction to monitor students' learning. These writing strategies may include: reader response logs, two-column notes, perspective journal entries, completing framed paragraphs, or RAFT. (RAFT is essay writing that includes a role, audience, format and a topic, plus a strong verb.) Students writing after reading may include: writing a summary, a learning log entry, writing peer responses, or creating a summary poem. All writing strategies should enhance teaching and learning in the content area classrooms. Professional development in writing is provided to teachers and coaches. The training focuses on effective learning strategies for writing across the curriculum.
MIDDLE SUPPLEMENTAL WRITING
2013-2014 District Language Arts and Reading Pacing Guides
Writing process and application objectives and NGSSS are infused in the weekly or biweekly Language Arts and Reading Pacing Guides. The pacing guides are located at the following Curriculum and Instruction website: http://curriculum_materials.dadeschools.net/pacing_guides/.

## HIGH CORE WRITING

Writing will be incorporated across the curriculum through the utilization of the CRISS philosophies and principles as well as the utilization of the practices presented in the critical mass professional development (Reading and Writing Standards and Effective Reading in Secondary Classrooms). Writing will be incorporated across the curriculum during reading instruction to monitor students' learning. These writing strategies may include: reader response logs, two-column notes, perspective journal entries, completing framed paragraphs, or RAFT. (RAFT is essay writing that includes a role, audience, format and a topic, plus a strong verb.)
Students writing after reading may include: quick-writes, mapping, brainstorming, essay questions and/ or journal entries, writing a summary, a learning log entry, writing peer responses, or creating a summary poem. All writing strategies should enhance teaching and learning in the content area classrooms. Professional development in writing is provided to teachers and coaches. The training focuses on effective learning strategies for writing across the curriculum.
HIGH SUPPLEMENTAL WRITING
2013-2014 District Language Arts and Reading Pacing Guides
Writing process and application objectives and NGSSS are infused in the weekly or biweekly Language Arts and Reading Pacing Guides. The pacing guides are located at the following Curriculum and Instruction website: http://curriculum_materials.dadeschools.net/pacing_guides/.
In addition, a Creative Writing Pacing Guide for Gr. 10 has been developed to guide teachers with effective writing instruction. This guide outlines steps for establishing Writer's Workshop and writing for a variety of purposes and audiences. The Instructional Tools column contains suggested mentor text, strategies, professional resources, web sites, state FCAT Anchor papers and technology resources. The Creative Writing Pacing Guides is located at the following Curriculum and Instruction website: http://curriculum_materials.dadeschools.net/pacing_guides/).

**The district's master plan of inservice activities, created and submitted in accordance with Section 1012.98(4)(b)4., F.S., supports the writing programs listed above**
Yes

## Mathematics Resources

**List and describe the core and supplemental mathematics programs the district will use at the elementary, middle, and high school levels:**

**Houghton-Mifflin Harcourt Publishing Company, Go Math! Florida, Dixon et al, 2013/Common Core edition.**

ELEMENTARY SUPPLEMENTAL MATHEMATICS PROGRAM(S):
HMH Soar to Success K - 5:
An online mathematics intervention program addressing the needs of Tier 2 and Tier 3 students.
Explore Learning Gizmos (Grades 3-12)
Gizmos are designed as supplemental curriculum materials that support state and national curriculum standards. Gizmos™ utilize research-based instructional strategies and assist the teacher in the use of visual imagery and interactive manipulatives.
FCAT Explorer
FCAT Explorer is a free, online educational program for Florida's students that reinforce reading and mathematics skills outlined in the Sunshine State Standards.
HMH Edmark House Series Millie's Math House (Riverdeep)
The Edmark House Series is a comprehensive solution for engaging early learners and special needs students. The award-winning series combines activities which supplement mathematics for students in the primary grades. Millie's Math House lays the groundwork for a solid understanding of fundamental math concepts and thinking skills that feel like play. Millie's Math House introduces the concept of counting, shapes, sizes, addition, subtraction, length, time, bar graphs, and Money.
Riverdeep/Destination Math
This is a 1-12 grade Internet-based mathematics program that is available to all schools through the M-DCPS portal. The program can be accessed at the schools and from home by teachers, parents, and students.
NBC Learn
NBC Learn is a collection of over 14,000 standards-aligned resources designed for use in the classroom. NBC Learn is only licensed to schools and universities.
Discovery Education
The new Discovery Education Streaming Plus offers digital resources to engage students, along with practical strategies for implementing the Common Core such as hundreds of model lessons and performance tasks.

**McDougal, Holt McDougal Florida Mathematics, Course 1, 2, 3, Burger, 2011/Florida edition. Algebra 1 - Prentice Hall Algebra 1 Gold Series Geometry - Key Curriculum Press Discovering Geometry: An Investigative Approach**

MIDDLE SUPPLEMENTAL MATHEMATICS PROGRAM(S):

FLORIDA FOCUS and FCAT Explorer are free, online educational programs that reinforce reading and mathematics skills outlined in the Next Generation Sunshine State Standards. This educational program includes the following program features:

• History, science, health, and art related content
• Multiple-choice and gridded-response problems
• Online calculator and reference guides
• Answer-specific feedback
• Report and Challenge List
• Explorer's Report and Challenge List

Riverdeep /Destination Math

This is a 1-12 grade Internet-based mathematics program.

Compass Learning (Odyssey) Grades 6-8

Compass Learning Odyssey® delivers standards aligned PreK-12 curricula that provides interactive, self-paced, challenging, engaging activities. Activities promote exploration, individual and cooperative learning, problem solving, reflection, and real-world connections. Odyssey applies current and confirmed research about how students think and learn.

Explore Learning Gizmos (Grades 3-12).

Gizmos™ is a software program which allows students to explore mathematics and science concepts in an interactive simulation format. Gizmos™ are designed as supplemental curriculum materials that support state and national curriculum standards. Gizmos™ utilize research-based instructional strategies and assists the teacher in the use of visual imagery and interactive manipulatives.

NBC Learn

NBC Learn is a collection of over 14,000 standards-aligned resources designed for use in the classroom. NBC Learn is only licensed to schools and universities.

Discovery Education

The new Discovery Education Streaming Plus offers digital resources to engage students, along with practical strategies for implementing the Common Core such as hundreds of model lessons and performance tasks.

**Algebra 1 - Prentice Hall Algebra 1 Gold Series Geometry - Key Curriculum Press Discovering Geometry: An Investigative Approach Algebra 2 - Prentice Hall Algebra 2 Gold Series**

HIGH SUPPLEMENTAL MATHEMATICS PROGRAM(S):
FLORIDA FOCUS/FCAT Explorer
FLORIDA FOCUS and FCAT Explorer are free, online educational programs that reinforce reading and mathematics skills outlined in the Next Generation Sunshine State Standards. This educational program includes the following program features:
• History, science, health, and art related content
• Multiple-choice and gridded-response problems
• Online calculator and reference guides
• Answer-specific feedback
• Report and Challenge List
Explore Learning Gizmos (Grades 3-12).
Gizmos™ is a software program which allows students to explore mathematics and science concepts in an interactive simulation format. Gizmos™ are designed as supplemental curriculum materials that support state and national curriculum standards. Gizmos™ utilize research-based instructional strategies and assists the teacher in the use of visual imagery and interactive manipulatives.
Cognitive Tutor Algebra I (Intensive Math Grade 9)
Cognitive Tutor Algebra I is an Algebra curriculum built on Cognitive Tutor technology. The Algebra I program combines software, text, and classroom instruction covering the NGSSS for Algebra I Throughout the materials, explicit connections are made between different representations, such as fractions, decimals, and percents; visual modeling tools enhance the understanding of these representations. Students spend 60 minutes per week in a computer lab interacting with the course software.
Cognitive Tutor Geometry (Intensive Math Grade 10)
Cognitive Tutor Geometry is a Geometry curriculum built on Cognitive Tutor technology. The Geometry program combines software, text, and classroom instruction covering the NGSSS for Geometry. Geometry content is delivered in a blended course format, with a combination of collaborative, student-centered textbook lessons and adaptive Cognitive Tutor software lessons. Students engage in problem solving, communication and reasoning while making connections using multiple representations. Students spend 60 minutes per week in a computer lab interacting with the course software.
NBC Learn
NBC Learn is a collection of over 14,000 standards-aligned resources designed for use in the classroom. NBC Learn is only licensed to schools and universities.
Discovery Education
The new Discovery Education Streaming Plus offers digital resources to engage students, along with practical strategies for implementing the Common Core such as hundreds of model lessons and performance tasks.


**The district's master plan of inservice activities, created and submitted in accordance with Section 1012.98(4)(b)4., F.S., supports the mathematics programs listed above**
Yes

## Science Resources

**List and describe the core and supplemental science programs the district will use at the elementary, middle, and high school levels:**

## Science Resources

Scott Foresman Science (adopted elementary textbook series in 2006), Grades K-5.
Promoting Science Among English Language Learners (P-SELL), Grade 5 A research-based program through a grant from the University of Miami that focused on four major research and development areas:(1) teachers' initial knowledge, beliefs, and practices; (2) professional development intervention; (3) policy contexts; and (4) improvement among teachers and their ELL students. This program ended in 2013; however, schools that participated in the program received instructional materials for one additional year and the University of Miami also offered the PSELL resources to the District as supplemental materials.
2010 AIMS Education Foundation non-profit foundation ON THE CAMPUS OF Fresno Pacific University and is dedicated to helping teachers give students a solid conceptual understanding of math and science
ELEMENTARY SUPPLEMENTAL SCIENCE AND SCIENTIFICALLY RESEARCH-BASED PROGRAM(S):
Waterford Early Learning (K-2)
Provides online interactive content in Science for grade K-2.
Explore learning Gizmos
Provides simulations on the use of virtual laboratories in science content areas for grades 3-5. It also incorporates an assessment.
Sammy Science House (K-2)
Is an online program that introduces young students to important early Science and thinking skills
SuccessMaker (Grades 3 – 5)
Is a program that individualizes student learning in Reading and Math. The Reading passages contain informational text that supports Science content.
FCAT Explorer/Florida Achieves
Online program developed and managed by FLDOE. Has simulation activities and excellent FCAT Science test item bank.
Science Fair
Provides support to student inquiry and implementation of STEM related activities.
Discovery Education
Online program that addresses science content, videos, lessons and exploration activities. It is available to all schools.
NBC Learn
Addresses a collection of content and current events in different areas of science and careers.
PBS Learning Media
PBS LearningMedia is a new, free, online media-on-demand service developed for PreK-12 educators featuring interactive, images, video, audio files and more with lesson plans, background essays, and discussion questions.
Environmental Education Programs:
• Dream in Green (Program educating K-12 students about real world environmental challenges and possible solutions)
• Fairchild Challenge (Competition that integrates learning about the environment arc across all curricular content
• Biscayne Nature Center for Environmental Education. Provides instructional programs that foster an awareness and appreciation of the natural world and promotes an understanding of ecological concepts.
• MAST Outreach (Community-supported educational programs for grades 5 through 8 based on weather and marine science)
o Weather on Wheels
o LandSharc
SECME (Pre College STEM Program)

SECME encourages K-12 students to pursue careers in science, technology, engineering and mathematics (STEM) through partnerships with local universities, government and industry agents. Students participate in STEM design and build seminars and an annual engineering Olympiad for secondary schools to promote the field of engineering in K-12 education)

MIDDLE SCHOOL SCIENCE RESOURCES:

Comprehensive Science 1 Regular 200204001: Pearson Interactive Science - Florida, Grades 6 (Adopted textbook for the middle school curriculum)

Comprehensive Science 1 Advanced 200205001: Pearson Interactive Science - Florida, Grades 6 (Adopted textbook for the middle school curriculum) .

Comprehensive Science 2 Regular 200207001: Pearson Interactive Science

Florida, Grades 7 (Adopted textbook for the middle school curriculum)

Comprehensive Science 2 Advanced 200208001: Pearson Interactive Science - Florida, Grades 7 (Adopted textbook for the middle school curriculum)

Comprehensive Science 3 Regular 200210001: Pearson Interactive Science - Florida, Grades 8 (Adopted textbook for the middle school curriculum)

Comprehensive Science 3 Advanced 200211001: Pearson Interactive Science - Florida, Grades 8 (Adopted textbook for the middle school curriculum)

MIDDLE SCHOOL SUPPLEMENTAL SCIENCE AND SCIENTIFICALLY RESEARCH-BASED PROGRAM(S):

Discovery Science Education: (Video and lesson plan resource; all schools)

Explorelearning Gizmos: (Online lab simulations that includes variable manipulation and data collection)

Edgenuity: (Course Recovery and Tutorial) (Computer remediation program meant to target content weaknesses and achieve credit in previously failed courses)

PBS Learning: (Free, online media-on-demand service developed for PreK-12 educators featuring interactive, images, video, audio files and more with lesson plans, background essays, and discussion questions)

PowerMyLearning: (Online program that compiles links and computer activities by content. Available to all teachers through the Employee Portal)

Riverdeep: Science Builder (Online computer program based on content lab and scenario simulation)

Scholastic Study Jams: (Free online resource providing short video clips to teach content)

NSTA: Formative Assessment Probes (Resource that targets misconceptions in science and provides teachers with qualitative data to target student instruction)

FCAT Explorer/FOCUS Achieves: (State website providing content and test skill preparation for FCAT 2.0 science test)

EarthEcho International: (Grant based program that initially worked with six of our schools in 2013-2014 to increase service learning in middle schools and increase environmental awareness in the community through the service learning projects.)

Environmental Education Programs:

• Dream in Green (Program educating K-12 students about real world environmental challenges and possible solutions)

• Fairchild Challenge (Competition with a goal to integrate learning about the environment across all curricular content)

• MAST Outreach (Community-supported educational programs for grades 5 through 8 based on weather and marine science)

o Weather on Wheels

o LandSharc

Khan Academy: (Free online resource providing instructional video podcasts on science and math content)

NBC Learn: (Online subscription to archive of news media catalogued by content and timeline)

PBS Learning Media (Online resource providing video clips, lessons, and activities for learning in

science)

Pearson Success Net: (Online resources, activities, and curriculum for content and teaching strategies through the adopted middle school science grade textbook)

Regional Science and Engineering Fair: (Student competition of science fair inquiry and research projects)

SECME: (Pre College STEM Program) (encourages K-12 students to pursue careers in Science, Technology, Engineering and Mathematics (STEM) through partnerships with local universities, government and industry agents. Students participate in STEM design and build seminars and an annual engineering Olympiad for secondary schools to promote the field of engineering in K-12 education

HIGH SCHOOL SCIENCE RESOURCES:

Physical Science – Regular and Honors: Foundations of Physical Science, Florida Edition, Tom Hsu, CPO, 2010 (adopted textbook for the Physical Science 200331001 and Physical Science Honors course 200332001)

Biology I – Regular and Honors: Miller Levine Biology, Florida Edition, Miller and Levine, Pearson Education, Inc., publishing as Prentice Hall, 2012/1st edition (adopted textbook for the Biology 1 200031001 and Biology 1 Honors 200032001 course)

Biology – Advanced Placement: Biology AP, Florida Edition, Campbell, et al, Pearson Education, Inc., publishing as Prentice Hall, 2011/9th edition (adopted textbook for the AP Biology course 200034001)

Chemistry I – Regular and Honors: Pearson Chemistry – Florida Edition, Wilbraham, et al, Pearson Education, Inc., publishing as Prentice Hall, 2012/1st edition (adopted textbook for the Chemistry 1200334001 and Chemistry 1 Honors course 200335001)

Chemistry - Advanced Placement: Chemistry: The Central Science, Brown, et al Pearson Education, Inc., publishing as Prentice Hall, 2009/11th edition (adopted textbook for the AP Chemistry course 200337001)

Earth/Space Science – Regular and Honors: Florida Earth Science: Geology, the Environment and the Universe, Glencoe, School Education Group (SEG), a division of The McGraw-Hill Companies, Inc., 2012/1st edition (adopted textbook for the Earth and Space Science course 200131001 and 200132001)

Physics I – Regular: Prentice Hall Conceptual Physics, Hewitt, Pearson Education, Inc., publishing as Prentice Hall, 2012/4th edition (adopted textbook for the Physics 1 course 200338001)

Physics I – Honors: Physics: Principles with Applications, Updated AP Edition, Giancoli, Pearson Education, Inc., publishing as Prentice Hall, 2009/6th edition (adopted textbook for the Physics 1 Honors course200339001)

Physics B Advanced Placement: Physics Advanced Edition for High Schools, John D. Cutnell and Kenneth W. Johnson, John Wiley & Sons, Inc., c/o Peoples Education, Inc., 2010/8th edition (adopted textbook for the AP Physics B course 200342001)

Physics C - Advanced Placement: Fundamentals of Physics: Regular Edition, Halliday, Resnick, and Walker, John Wiley & Sons, Inc., c/o Peoples Education, Inc., 201 1/9th edition (adopted textbook for the AP Physics C course200343004)

Marine Science – Regular and Honors: Life on an Ocean Planet, Alexander, et al, Current Publishing Corp., 2011/1st edition (adopted textbook for the Marine Science 200250001and Marine Science Honors course 200251001)

Environmental Science – Regular: Environmental Science: Your World, Your Turn, Florida Edition, Withgott, Pearson Education, Inc., publishing as Prentice Hall, 2012/1st edition (adopted textbook for the Environmental Science course200134003)

Environmental Science - Advanced Placement: Living in the Environment, Miller, et al, Holt McDougal, 2012/17th edition (adopted textbook for the Environmental Science course 200138001)

Anatomy and Physiology – Regular: Florida Hole's Essentials of Human Anatomy & Physiology, Shier, Butler, Lewis, School Education Group (SEG), a division of The McGraw-Hill Companies, Inc., NASTA Edition, 2011/10th edition (adopted textbook for the Anatomy and Physiology course 200035001)

Anatomy and Physiology – Honors: Human Anatomy and Physiology, Florida Edition, Marieb and Hoehn, Pearson Education, Inc., publishing as Prentice Hall, 2012/8th edition (adopted textbook for the Anatomy and Physiology Honors course 200036001)

Zoology – Regular: Zoology 8e, Florida Edition, Miller and Harley, School Education Group (SEG), a division of The McGraw-Hill Companies, Inc., 2010/8th edition (adopted textbook for the Zoology course 200041001)

HIGH SCHOOL SUPPLEMENTAL SCIENCE AND SCIENTIFICALLY RESEARCH-BASED PROGRAM(S):

Explorelearning Gizmos (Online lab simulations that includes variable manipulation and data collection)

PhET Interactive Simulations (Online lab simulations that includes variable manipulation and data collection)

Discovery Education: (Video and lesson plan resource; all schools)

Edgenuity: (Computer remediation, enrichment, and Course Recovery program)

Riverdeep: Science Builder (Online computer program based on content lab and scenario simulation)

PBS Learning Media (Online resource providing video clips, lessons, and activities for learning in science)

NBC Learn (Online resource providing video clips, lessons, and activities for learning in science)

Pearson Success Net: (Online resources, activities, and curriculum for content and teaching strategies through selected adopted high school science textbooks)

Pearson School: (Online resources, activities, and curriculum for content and teaching strategies through selected adopted high school science textbooks)

Links to Science: (Online resources, activities, and curriculum for content and teaching strategies through the Physical Science adopted high school science textbooks)

FCAT Explorer/Florida Achieves: (State website providing content and test skill preparation for FCAT2.0 science test)

**The district's master plan of inservice activities, created and submitted in accordance with Section 1012.98(4)(b)4., F.S., supports the science programs listed above**

Yes

## Curriculum Alignment and Pacing

**The district's instructional pacing guides are aligned to Florida's standards for reading, writing, mathematics, and science. Pacing guides will be made available upon request**

Yes